



New York Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- New York uses a data dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, a performance rating from 1 to 4; schools are identified for comprehensive and targeted support and improvement (CSI/TSI) based on performance ratings achieved on each measure (see “Annual Differentiation System”).
- New York uses a college, career, and civic readiness index that acknowledges multiple levels of high school diplomas including advanced academic, career and technical education, and general equivalency diplomas.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education	✓	
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)		
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 20 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
American Indian or Alaskan Native	
Asian or Native Hawaiian/Other Pacific Islander	
Black or African American	
Hispanic or Latino	
White	
Multiracial	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science	✓		
Social studies	✓		
Other			



Annual Differentiation System




New York uses a data dashboard to annually differentiate across all schools by assigning, to each individual accountability measure, a performance level from 1 to 4.

To identify schools for CSI, New York applies the following business steps for high schools:

- Step 1 (highest weighting): Rank all Title I schools for each of the measures of **proficiency index** and **student growth**, and flag all schools that fall in the bottom 10% (lowest performance level) for the *combined* score of these measures. Flagged schools that fall in the bottom 10% for each measure are identified for CSI, and other flagged schools move on to step 2.
- Step 2 (intermediate weighting): From schools flagged in step 1 but not identified for CSI, identify for CSI those scoring at the lowest performance level for the **on-track to ELP measure**.
- Step 3 (lowest weighting): For remaining schools flagged in step 1 but not yet identified for CSI, identify for CSI those schools scoring at the lowest performance level for both **academic progress** and **chronic absenteeism**; also identify for CSI those schools scoring at the lowest performance level for either of those 2 measures.




Similar business steps are applied to elementary/middle schools for all students and to identify schools for TSI based on subgroup results.

New York Accountability Measures for Dashboard and CSI Determination, 2017-18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency index (ELA, math, science, social studies)	Highest weighting (step 1)	Highest weighting (step 1)
 Other academic	Student growth (SGP for ELA, math)	Highest weighting (step 1)	--
	Academic progress	Lowest weighting (step 3)	--
 Graduation rate	Combined 4-, 5-, and 6-year graduation rate	--	Highest weighting (step 1)
ELP English language proficiency progress	On-track to ELP (Transition matrix)	Intermediate weighting (step 2)	Intermediate weighting (step 2)
SQSS School quality or student success	Chronic absenteeism	Lowest weighting (step 3)	Lowest weighting (step 3)
	College, career, and civic readiness index	--	Lowest weighting (step 3)

Note: ELA=English/language arts; SGP=student growth percentile

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (ELA, math, science [all grade spans] and social studies [high school])	Weighted average performance level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • Below basic (Level 1): 0 points • Basic proficient (Level 2): 1 point • Proficient (Level 3): 2 points • Advanced (Level 4): 2.5 points Subject weightings vary by number of test participants in elementary/middle schools, but in high schools subjects are weighted as follows: <ul style="list-style-type: none"> • ELA: 33.33% • Math: 33.33% • Science: 22.22% • Social studies: 11.11%
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades and subjects. Schools that “persistently and substantially” fail to meet 95% participation for all students or any subgroup must conduct self-assessment and develop improvement plan. Failure to improve results in escalating consequences culminating in state intervention.
 Other academic	Student growth (weighted equally for ELA and math)	Student growth percentile (SGP) that ranks year-to-year change in annual statewide ELP assessment results for each participating student. The final score is the mean SGP.
	Academic progress	Weighted average school-level proficiency progress from year to year based on meeting or exceeding interim and long-term proficiency goals.
 Graduation rate	Combined 4-, 5-, and 6-year graduation rate	Unweighted average of 4-, 5-, and 6-year adjusted cohort graduation rates, measuring students within their respective adjusted cohort who graduate with a regular high school diploma.
ELP English language proficiency progress	On-track to ELP	Percentage of students meeting annual individual targets for sufficient progress toward ELP within a state-determined number of years, based on state ELP test results. A transition matrix awards point values to each student by comparing actual growth with expected growth to remain on-track to ELP.
SQSS School quality or student success	Chronic absenteeism	Percentage of students absent for more than 10% of enrolled school days regardless of excuse.
	College, career, and civic readiness index	Weighted average level of diploma earned with a graduation cohort according to the following point values: <ul style="list-style-type: none"> • Various advanced diplomas including rigorous pathways that include well-rounded education or career and technical education endorsement (2 points) • Regular diploma plus Advanced Placement /International Baccalaureate or dual enrollment coursework credit (1.5 points) • Regular or local diploma (1.0 point) • High school equivalency diploma (0.5 points) • No high school or equivalency diploma (0 points)

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools (by grade span), as determined by business steps that rank and compare individual accountability measure scores (see “Annual Differentiation”); non-Title I schools that perform as poorly as these schools will also be identified Low graduation rate school: Any schools that have “graduation rates below 67% for the 4-year graduation rate cohort and do not have graduation rates at or above 67% for the 5- or 6-year cohorts” (pending clarification) It is not clear that New York identifies a category of chronically underperforming subgroup schools distinct from ATS schools 	Any school with consistently underperforming subgroup(s) based on identification using the business steps for identification of CSI bottom 5% of Title I schools for all students, for 2 consecutive years	Any school with subgroup that remains in TSI status for 3 consecutive years
First year and frequency of identification	2018–19 for low-performing and low graduation rate schools and every 3 years thereafter	2018–19 and annually thereafter	2021–22 and annually thereafter (pending clarification)
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status.	2 consecutive years of improvement required to exit TSI status	2 consecutive years of improvement required to exit ATS status (pending clarification)

Note 1: New York will also identify “Recognition” schools, based on criteria determined by the Commissioner of the state educational agency (not given).

Note 2: New York indicates that various categories of low-performing schools will have the opportunity to appeal their status upon preliminary identification.

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		