

# 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:**

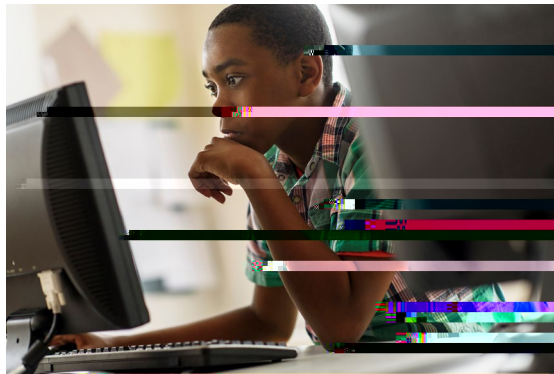
**Reliability**

**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



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**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

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





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





## High School Level

- Regents performance (actions/percentage) and trend
- Low percentage (61%) - 2.11 participation (pandemic) year (pre-pandemic)

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





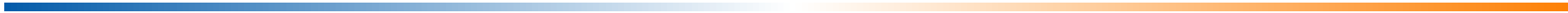




# State of Accountability Indicators in 2021-22

## Elementary, Middle, and High School Level

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



# 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](mailto:accountinfo@nysed.gov)**