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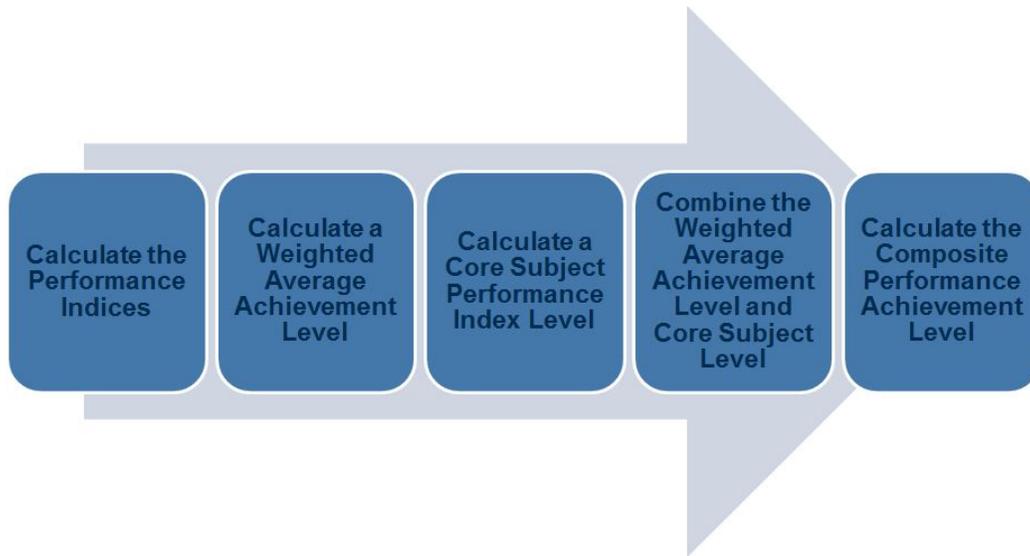
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General Information about ESSA

- ❖ ESSA stands for Every Student Succeeds Act
- ❖ ESSA is a 2015 federal law that replaces the No Child Left Behind Act.
- ❖ ESSA requirements -- the plan must include:
 - A measure of academic achievement in reading/language arts and math
 - A measure of English language learners' progress toward proficiency
 - A second academic indicator (must measure graduation at the high school level)
 - At least one indicator of school quality or school success to be defined by NYS
- ❖ NYS created a plan that expands on the federal requirements with multiple measures:
 - Academic achievement also incorporates science at all levels, and social studies at the high school. A composite calculation for the elementary & middle school levels helps to “soften” the impact of low participation rates. (Federal law requires 95% participation, so it cannot be completely disregarded.)
 - ELL performance on the NYSESLAT will be used to measure growth (progress toward proficiency).
 - Graduation rates at the high school will now include 5-year and 6-year graduates. (Unfortunately, federal law still prevents the inclusion of special education credentials as graduates.) Student growth percentiles (which have been calculated for many years) will be used as basis for the second elementary/middle school academic indicator.
 - NYS identified multiple measures to meet the last requirement: academic progress, chronic absenteeism, and college-career-civic readiness (high school only). There is also a plan to include out-of-school suspension data in the future.
- ❖ New York State's ESSA implementation plan was approved in January 2018.
- ❖ The first accountability calculations were released for the 2017-18 school year data. The baselines were established using 2016-17 school year data.
- ❖ ESSA also requires reporting on 3 new subgroups -- these groups will NOT be included in the accountability calculations, but will show up on the state report card (if the subgroup is large enough):
 - Homeless students
 - Military-connected youth (one parent/guardian currently on Active Duty)
 - Students in foster care

Academic Achievement - Elementary & Middle Overview



➤ **Weighted Average Achievement Level:**

$$\frac{(\# \text{ Level 2 students}) + (\# \text{ Level 3 students} \times 2) + (\# \text{ Level 4 students} \times 2.5)}{\{\text{the greater of: } (\# \text{ of tested students}) \text{ OR } (95\% \text{ of all students})\}} \times 100\%$$

- ⇒ Each subgroup has a single index that combines math, science & ELA.
- ⇒ The indices are ranked (within subgroups) statewide. The level is assigned based on the percentile rank.

➤ **Core Subject Performance Index Level:**

$$\frac{(\# \text{ Level 2 students}) + (\# \text{ Level 3 students} \times 2) + (\# \text{ Level 4 students} \times 2.5)}{(\# \text{ of tested students})} \times 100\%$$

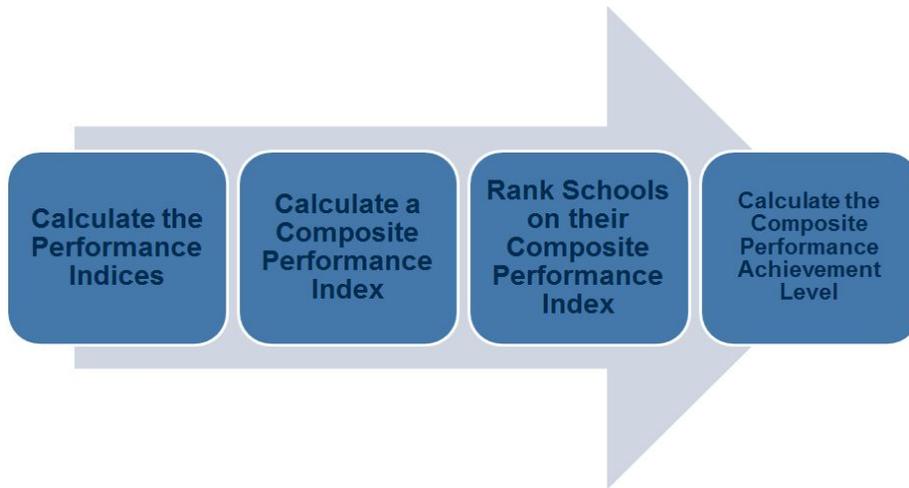
- ⇒ Each subgroup has a single index that combines math, science & ELA.
- ⇒ The indices are ranked (within subgroups) statewide. The level is assigned based on the percentile rank.

➤ **Composite Performance Index Level:**

$$(\text{Weighted Average Achievement Level}) + (\text{Core Subject Performance Index Level})$$

- ⇒ The combined levels are ranked, first by combined level, then by the higher of the previously-calculated ranks.
- ⇒ The level is assigned based on the percentile rank.

Academic Achievement - High School Overview



➤ Performance Index:

$$\frac{(\# \text{ Level 2 students}) + (\# \text{ Level 3 students} \times 2) + (\# \text{ Level 4 students} \times 2.5)}{(\# \text{ students in Accountability Cohort})} \times 100\%$$

- ⇒ Calculated separately for ELA, Math, Science & Social Studies (June results only)

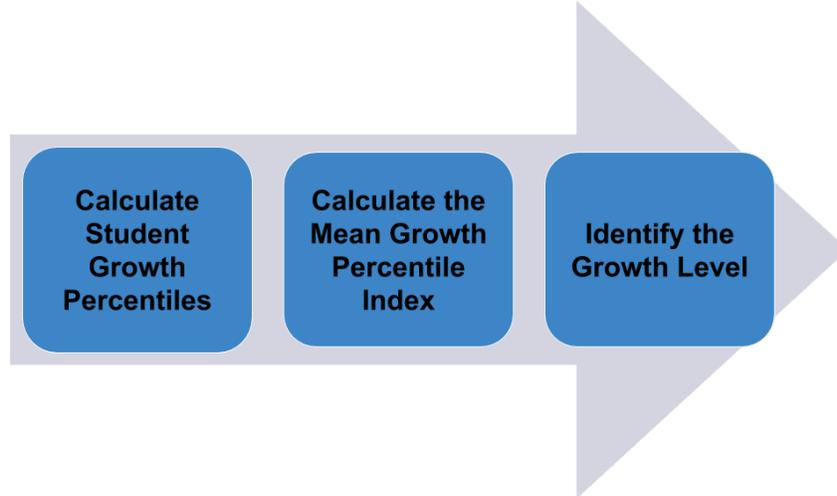
➤ Composite Performance Index:

$$\frac{(\text{ELA PI} \times 3) + (\text{Math PI} \times 3) + (\text{Science PI} \times 2) + (\text{Social Studies PI})}{9}$$

- ⇒ The indices are ranked (within subgroups) statewide. The level is assigned based on the percentile rank.

Student Growth Overview

Applies only to elementary & middle schools with students in grades 4-8



➤ Student Growth Percentile (SGP):

- ⇨ Using a calculus-based regression model, each student's multi-year performance is compared to *similar* students.
- ⇨ "Similar" means students who:
 - scored in the same score range on the previous year's assessment, and up to 3 years if available
 - have the same English language learner status
 - have the same special education status
 - have the same socio-economic status
- ⇨ Students must have taken the test in two consecutive years, including the current year, in order to have the SGP calculated.

➤ Mean Growth Percentile Index:

$$\frac{(3 \text{ years of ELA SGPs}) + (3 \text{ years of math SGPs})}{\text{Total number of SGPs}}$$

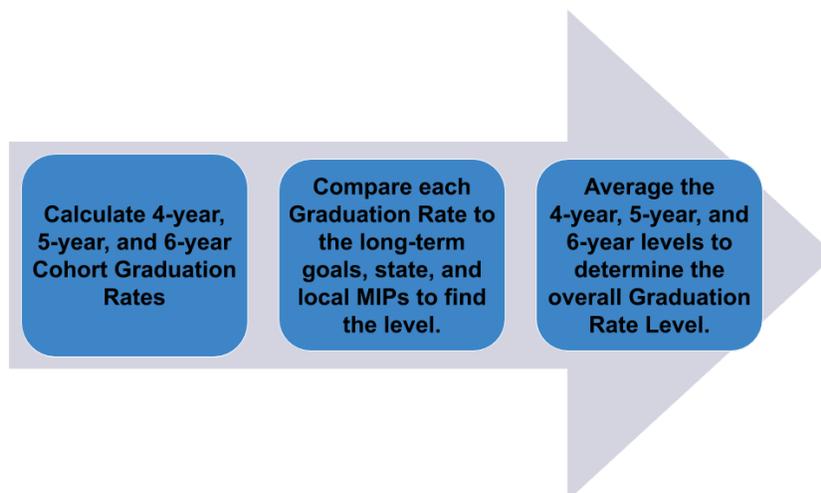
- ⇨ An index of 50 means all students made average/expected amounts of growth.

➤ Growth Level:

- ⇨ MGP index less than or equal to 45 = **Level 1**
- ⇨ MGP index between 45.1 and 50 = **Level 2**
- ⇨ MGP index between 50.1 and 54 = **Level 3**
- ⇨ MGP index greater than 54 = **Level 4**

Graduation Rate Overview

Applies only to high schools



➤ Cohort Graduation Rates:

- ⇒ The graduation cohort is all students who entered grade 9 in a given school year, plus any ungraded students who turn 17 during that year, minus students who transferred, are incarcerated, left the country, or have died.
- ⇒ Due to the inclusion of August graduates, graduation rate calculations will lag one year behind. The 2017-18 calculations are based on students at the end of the 2016-17 school year:
 - 2013 cohort -- 4-year graduates
 - 2012 cohort -- 5-year graduates
 - 2011 cohort -- 6-year graduates
- ⇒ All diploma types count as graduates.
- ⇒ CDOS and SACC credentials without a diploma do NOT count as graduates. If these students receive a diploma in a later year, they may count in the 5- or 6-year graduation rates.

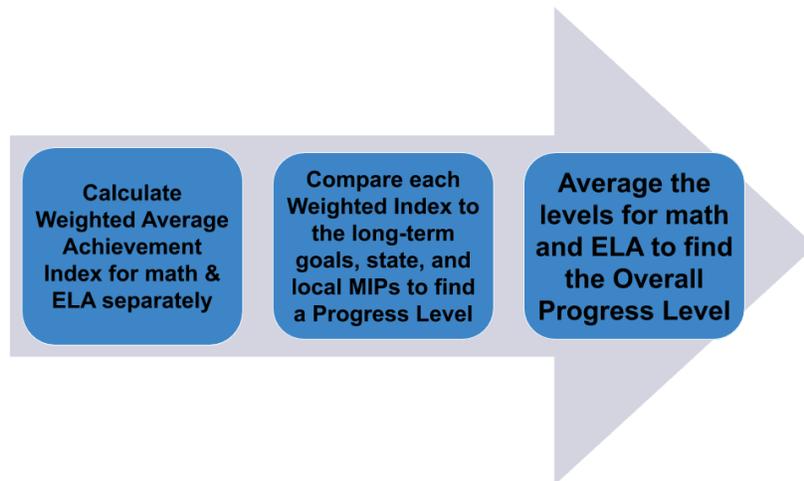
➤ Find each year's level:

	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

➤ Find the Overall Graduation Rate Level:

- ⇒ Average the 4-year, 5-year and 6-year levels, using normal rounding rules.

Academic Progress Overview



➤ **Weighted Average Achievement Index:**

$$\frac{(\# \text{ Level 2 students}) + (\# \text{ Level 3 students} \times 2) + (\# \text{ Level 4 students} \times 2.5)}{\{\text{the greater of: } (\# \text{ of tested students}) \text{ OR } (95\% \text{ of all students})\}} \times 100\%$$

⇒ ELA and math are calculated separately.

➤ **Find each subject's progress level:**

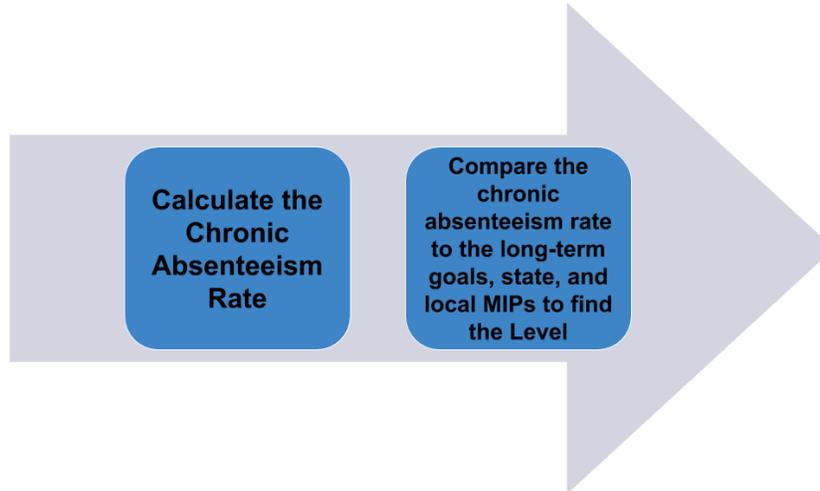
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

➤ **Find the Overall Academic Progress Level:**

⇒ Average the ELA and math progress levels and **ROUND DOWN**.

Chronic Absenteeism Overview

Applies only to students in grades 1-12 who are enrolled for at least 10 days and are in attendance for at least 1 day



➤ Chronic Absenteeism Rate:

of students who miss 10% or more of enrolled days
 # of students enrolled in the school for at least 10 days

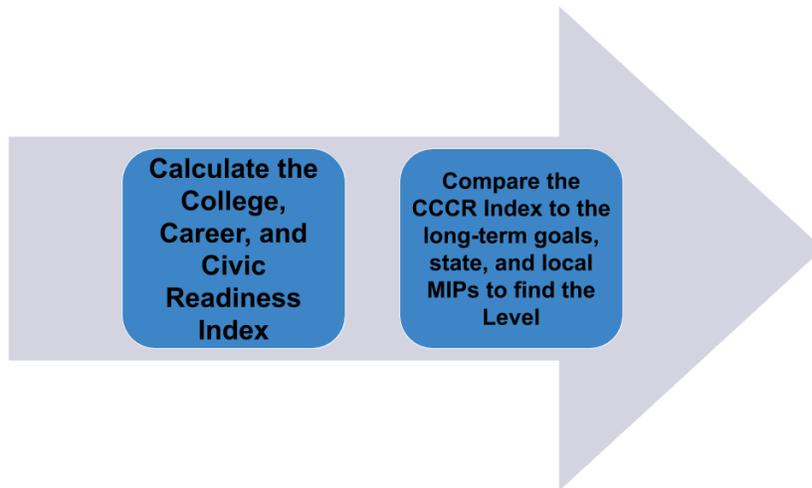
- ⇒ Both excused and unexcused absences are included.
- ⇒ Suspensions and extended medical absences are not included because instruction (tutoring) is provided.

➤ Find the Chronic Absenteeism Level:

	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4

- ⇒ **Keep in mind that lower is better, so the graphs will look different from the other MIP-related measures.**

College, Career & Civic Readiness Overview



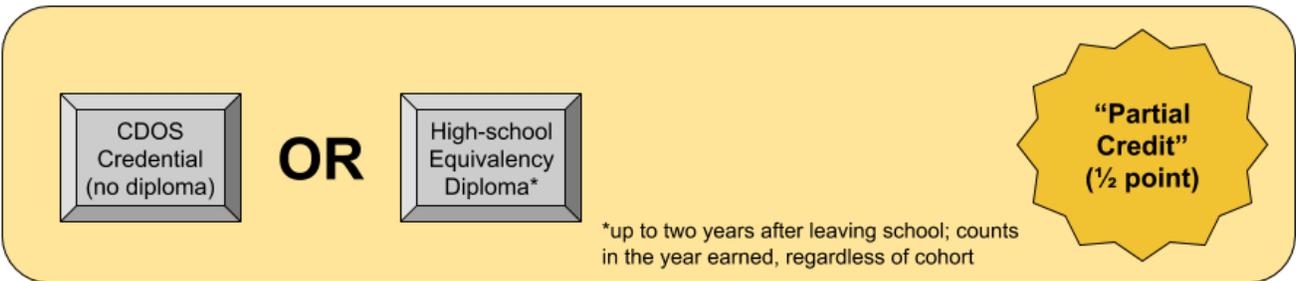
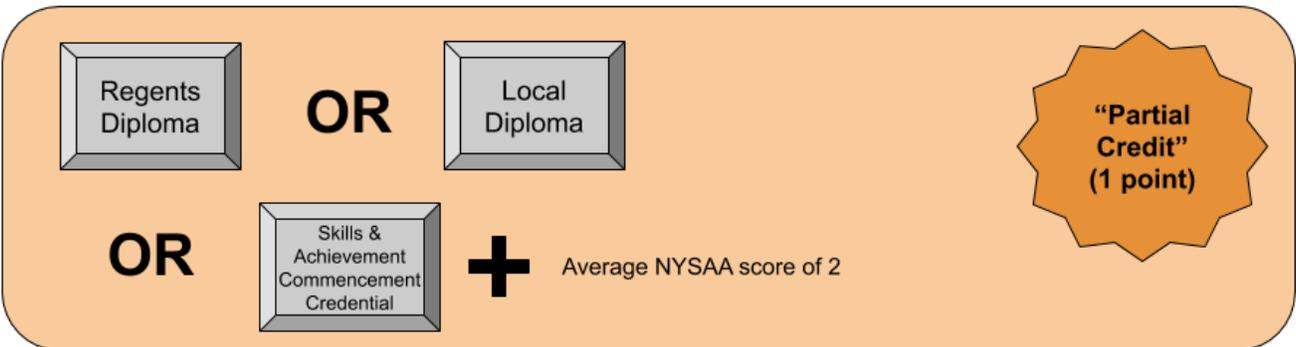
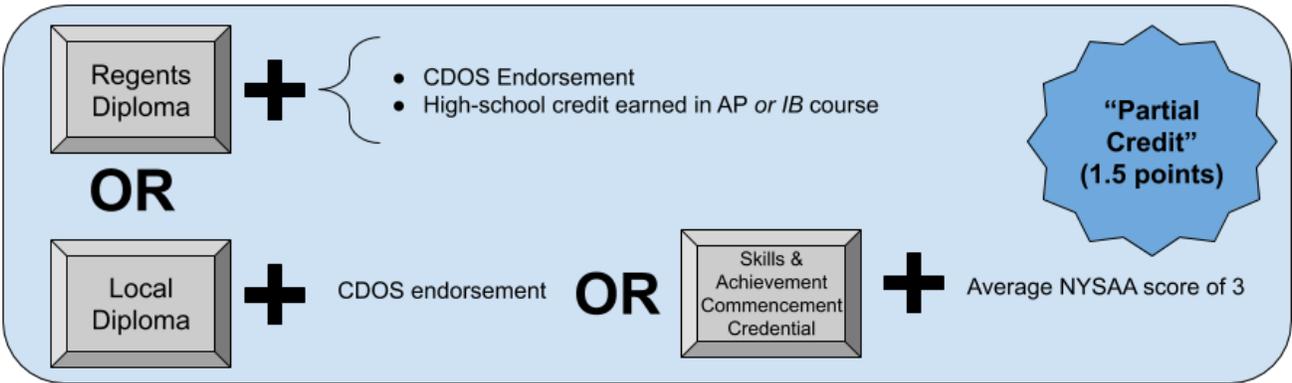
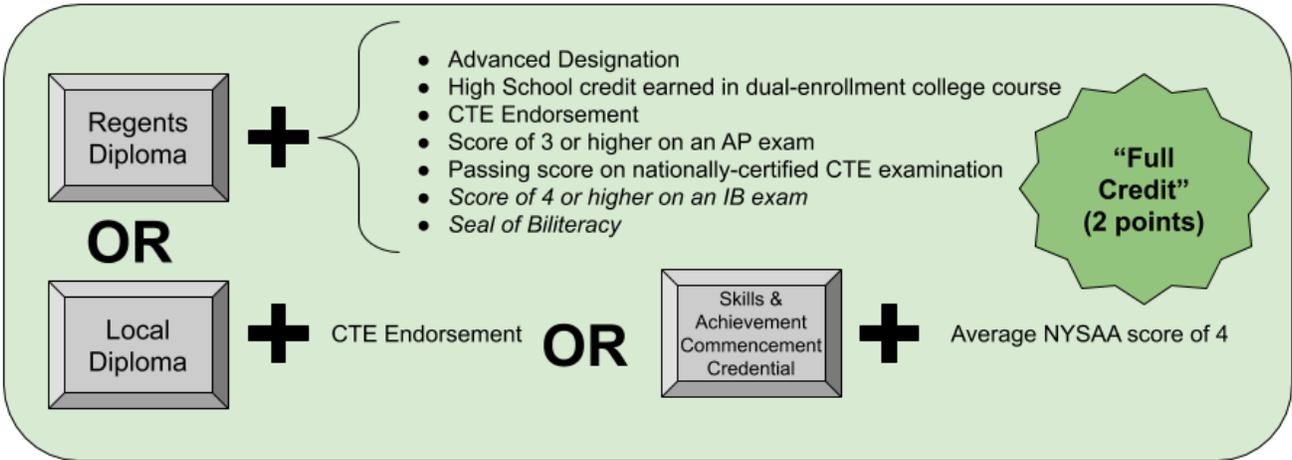
➤ Calculate the CCCR Index:

$$\frac{\text{\# of students} \times \text{CCCR readiness weight}}{\text{\# of students in the accountability cohort}}$$

- ⇒ **Accountability Cohort:** all students in the Graduation Cohort who are enrolled in the school on BEDS day of year 4 or who have already graduated by that day, minus students who are enrolled in a GED (HSE) program or have received an HSE diploma.
- ⇒ **See next page for weighting.**

➤ Find the CCCR Level:

	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA
Met lower MIP	Level 2	Level 3	Level 4
Met higher MIP	Level 3	Level 4	Level 4



All criteria must be met by June of the student's 4th year after entering grade 9 (except HSE/GED).