



# UPDATE ON ACCOUNTABILITY

For The  
**Long Island Association For Supervision  
And Curriculum Development**

Assistant Commissioner Ira Schwartz  
Office Of Accountability

New York State Education Department

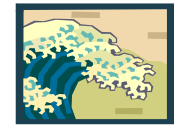
October 2011

# WHY IS THIS YEAR'S AYP DETERMINATION DIFFERENT THAN PREVIOUS YEARS?



- Factors contributing to schools not making AYP in 2010-2011:
  - Sunset of statistical adjustment for the SWD subgroup
  - Change in grades 3-8 ELA and math testing dates
  - Change in the methodology for equating grades 3-8 ELA and math assessments
  - Changes to the grades 3-8 ELA and math assessments, making them less predictable
  - Increase in the high school graduation rate goal and progress targets
- Higher proficiency standards established for grades 3-8 ELA and math assessments are not a primary factor for schools and districts failing to make AYP in 2010-2011.

# THE TSUNAMI OF IMPROVEMENT SCHOOLS



IMPROVEMENT STATUS	2009-10			2010-11 (Preliminary)		
	NYC	Rest of State	Total	NYC	Rest of State	Total
<b>Improvement (year 1) – Basic</b>	17	28	45	133	298	431
<b>Improvement (year 1) – Focused</b>	5	10	15	71	118	189
<b>Improvement (year 1) – Comprehensive</b>	52	19	71	182	79	261
Improvement (year 2) – Basic	12	6	18	5	12	17
Improvement (year 2) – Focused	4	10	14	6	13	19
Improvement (year 2) – Comprehensive	19	13	32	45	13	58
Corrective Action (year 1) – Focused	10	16	26	12	7	19
Corrective Action (year 1) – Comprehensive	25	12	37	21	19	40
Corrective Action (year 2) – Focused	7	13	20	10	14	24
Corrective Action (year 2) – Comprehensive	10	8	18	25	11	36
Restructuring (year 1) – Focused	5	6	11	9	9	18
Restructuring (year 1) – Comprehensive	13	9	22	10	10	20
Restructuring (year 2) – Focused	6	5	11	3	3	6
Restructuring (year 2) – Comprehensive	11	13	24	10	8	18
Restructuring (Advanced) – Focused	21	8	29	16	6	22
Restructuring (Advanced) – Comprehensive	103	40	143	118	60	178
<b>TOTAL</b>	<b>320</b>	<b>216</b>	<b>536</b>	<b>676</b>	<b>680</b>	<b>1356</b>



# GROUPS FAILING AYP

2009-10

	All	SWD	Native American	Asian	Black	Hispanic	White	LEP	ED	MR
Grades 3-8 ELA	370	1045	0	11	324	270	19	344	415	0
Grades 3-8 Math	24	168	0	2	16	9	2	20	21	0

Preliminary Data for 2010-11

	All	SWD	Native American	Asian	Black	Hispanic	White	LEP	ED	MR
Grades 3-8 ELA	457	1312	3	18	424	366	39	420	601	0
Grades 3-8 Math	424	1001	2	9	414	306	55	281	575	0

AYP = Adequate Yearly Progress

ED = Economically disadvantaged

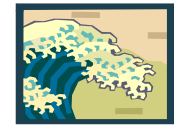
ELA = English language arts

LEP = Limited English proficient

MR = Multiracial

SWD = Students with disabilities

# SCHOOLS MAKING AYP



## 2008-09

	3-8 ELA	3-8 Math	HS ELA	HS Math	3-8 Science	Graduation Rate
<b>Made AYP</b>	93%	99%	81%	84%	99%	94%
<b>Failed AYP</b>	7%	1%	19%	16%	1%	6%
<b>Total</b>	100%	100%	100%	100%	100%	100%

## 2009-10

	3-8 ELA	3-8 Math	HS ELA	HS Math	3-8 Science	Graduation Rate
<b>Made AYP</b>	64%	95%	74%	78%	99%	73%
<b>Failed AYP</b>	36%	5%	26%	22%	1%	27%
<b>Total</b>	100%	100%	100%	100%	100%	100%

## Preliminary Data for 2010-11

	3-8 ELA	3-8 Math	HS ELA	HS Math	3-8 Science	Graduation Rate
<b>Made AYP</b>	56%	64%	70%	73%	99%	76%
<b>Failed AYP</b>	44%	36%	30%	27%	1%	24%
<b>Total</b>	100%	100%	100%	100%	100%	100%

# 2011-12 SQR BASIC REVIEWS

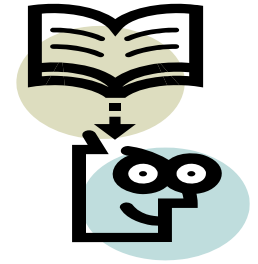


- A School Quality Review (SQR) is conducted in Improvement (year 1) Basic schools that are identified for the performance of a single student group on a single accountability measure.
- The SQR Basic is led by the District team and is a portfolio of evidence review.
- When a school is identified for students with disabilities, a Special Education School Improvement Specialist (SEIS) from the Regional Special Education Technical Assistance Center (RSE-TASC) is assigned to the school to conduct an instructional walkthrough, to the extent resources permit.
- If a district does not meet its Annual Measurable Achievement Objective (AMAO) for the subgroup of limited English proficient/English language learners (LEP/ELL), the specialist from the Regional Bilingual Education Resource Network (RBE-RN) who is assigned to the district will support the SQR process, to the extent resources permit.
- The District is responsible for completing the SQR report.
- District Superintendents (DS) or the DS representatives ensure the completion of the Basic SQRs in the format and timeframe pursuant to Commissioner's Regulations for Title I schools outside the Big 5.

# 2011-12 SQR FOCUSED AND COMPREHENSIVE REVIEWS



- The SQR is conducted in Improvement (year 1) Focused schools identified for more than one accountability measure ( ELA, mathematics, science or graduation rate), but not the ALL student group or for more than one accountability student group within one accountability measure, but not the ALL student group.
- The SQR is conducted in Improvement (year 1) Comprehensive schools identified for the performance of the ALL student group or the performance of all groups except the ALL student group.
- The SQR for Focused and Comprehensive schools in Improvement are on-site reviews that are conducted in 1 to 2 days or 2 to 3 days, respectively.
- The DS/DS Representative or a State Education Department (SED) Liaison leads the review. The SQR Team is composed of 3-5 individuals (i.e., the Team Lead, a district representative, content/subgroups specialists and other staff), as needed. SESIS and RBN-RN specialists will be assigned to the extent resources permit.
- The SQR Team Lead (i.e., the DS/DS Representative or the SED Liaison) is responsible for the completion of the SQR report.



# IDEA AND NCLB

- Under the Individuals with Disabilities Education Act (IDEA), states must determine whether a school district Meets Requirements, Needs Assistance, Needs Intervention or Needs Substantial Intervention.
- Beginning with the 2011-12 school year, New York has aligned its IDEA determination performance criteria with the criteria used under the Differentiated Accountability system for the subgroup of students with disabilities.

# IDEA DETERMINATION



## *Performance Criteria*

- **A school district Needs Assistance if:**
  - The District failed to make AYP for students with disabilities; and/or,
  - One or more schools in the District are in Improvement or Corrective Action status for students with disabilities.
  
- **A school district Needs Intervention if:**
  - The District has one or more schools that are in Restructuring and/or identified as Persistently Lowest Achieving (PLA) and/or Schools Under Registration Review (SURR); and,
  - In one or more of these schools, the school failed to make AYP for students with disabilities on an accountability criterion for which the school is identified.

## ROLE OF Special Education School Improvement Specialist (SEIS) in The Differentiated Accountability Reviews



### Subgroup specialists:

- Participate in instructional walkthrough – bringing additional information to the SQR team on how the school provides special education instruction to students with disabilities with a focus on:
  - Literacy;
  - Specially-designed instruction; and,
  - Behavior supports.
- Meets with the teams (SQR, Curriculum Audit, or Joint Intervention Team) to share data/information on these reviews to inform reports.

For Districts needing assistance or intervention, SEIS provides ongoing technical assistance to one or more schools in the IDEA identified district.

- Quality Improvement Process – up to two years

# GRADUATION RATE CALCULATION CHANGES



SED has applied to the United States Department of Education (USDE) for permission to use the four year graduation rate goal and progress target in combination with the five year extended graduation rate goal and progress target for determining AYP for a group.

The graduation rate goal will remain at 80% for both the 4 year and 5 year cohorts. The proposed four year gap reduction progress target will be 10% and the five year gap reduction progress target will be 20%.

An accountability group will have four ways to make AYP:

- its **four year** graduation rate cohort meets or exceeds the graduation goal or
  - its **four year** graduation rate cohort meets or exceeds the four year progress target;
- or
- its **five year** graduation rate cohort meets or exceeds the graduation goal or
  - its **five year** graduation rate cohort meets or exceeds the five year progress target.

# GRADUATION RATE CALCULATION EXAMPLE



- ✧ If, for example, a school's 2006 SWD four year graduation rate was 50%, then the group would be required to have a graduation rate of 53% for the 2007 four year cohort in order to make AYP.
  - In this case the gap would be 30% ( $80\% - 50\% = 30\%$ ) and the required gain for that year would be three percent ( $30\% \times 10\% = 3\%$ ).
  
- ✧ If, for example, the school's 2005 SWD five year graduation rate was 40%, then the group would be required to have a graduation rate of 48% for the 2006 five year cohort in order to make AYP.
  - In this case the gap would be 40% ( $80\% - 40\% = 40\%$ ) and the required gain for that year would be eight percent ( $40\% \times 20\% = 8\%$ ).

# GRADUATION RATE EXAMPLE



Cohort	All Students	Asian	Black	Hispanic	White	ED	ELL	SWD
4 year	Y		Y	N	Y	Y	Y	Y
5 year	Y		N	Y	Y	Y	Y	Y

**The school made AYP because all groups made AYP on either the four year or five year cohort rate. Since the Hispanic students group made AYP on the 5 year cohort, the group is credited with making AYP even though it did not make AYP with the four year cohort.**

**The 5 year AYP for the Black students group was not considered because the group made AYP in the 4 year cohort.**

# ESEA WAIVER INITIATIVE

## “REGULATORY FLEXIBILITY”

On September 23rd, President Obama announced an Elementary and Secondary Education Act (ESEA) regulatory flexibility initiative, to revise NCLB.

- Flexibility is being offered in the following areas:
  - 2013-14 Timeline for All Students Becoming Proficient
  - School and District Improvement Requirements
  - Rural Schools
  - Schoolwide Programs
  - Rewards for Schools
  - Highly Qualified Teacher Improvement Plans
  - Transferability of Funds
  - Use of School Improvement Grant Funds
- In exchange for flexibility, states must:
  - Set College- and Career-Ready Standards for All Students.
  - Develop Systems of Differentiated Recognition, Accountability and Support.
  - Support Effective Teaching and Leadership.
  - Reduce Duplication and Unnecessary Burden.

NOTE: States may apply for waivers in one of three rounds. Applications for waivers for Round 1 are due November 14, 2011. Waivers for Round 2 will be due Mid-February 2012. A third round will be held at the end of the school year.

# ESEA WAIVER FLEXIBILITY

- The flexibility package provides the basis for a new state-federal partnership ("tight-loose") in which states advance rigorous goals of teacher effectiveness and college and career-readiness for all students in exchange for greater flexibility to determine how to best meet those goals through waivers from provisions of NCLB, including highly qualified teachers (HQT) and Adequate Yearly Progress (AYP).
- Many states are already moving on the reforms outlined in the Secretary's flexibility package. For states that have taken an early leading role on teacher and leader evaluation, this guidance is largely aligned with most emerging systems. States planning to apply that have not yet begun work on new educator evaluation systems will have to work aggressively to meet timelines.

# Specific Areas of the ESEA Not Subject To This Waiver

**The core requirements for assessment, accountability and supports for schools and districts remain in place. For example, states must still:**

- Annually assess every student in grades 3-8 in language arts/reading and mathematics and at least once in high school in language arts/reading, mathematics and science.
- Establish Annual Measurable Objectives (AMOs) in at least language arts/reading and mathematics for the State and all LEAs, which are used to make AYP determinations for every LEA and public school, and their subgroup of students. These determinations are included on State and local report cards.
- Provide support, intervention and recognition based on school performance, including academic achievement in at least language arts/reading, mathematics and graduation rates for all students and subgroups of students.
- Use the Federally approved cohort graduation rate and disaggregate that rate for reporting and determining AYP.
- Use an “n-size” that ensures that all student subgroups are included in accountability determinations.
- Issue report cards.
- Follow the elements of the State’s approved accountability workbook that remain in effect.

# WAIVERS FOR SPECIFIC ESEA PROVISIONS

- States must meet all requirements in order to receive flexibility—they are not able to request a limited waiver based on partial implementation of these requirements. In exchange, states are able to receive flexibility through waivers of ten provisions of NCLB including:

1. *2014 timeline for achieving 100% proficiency (section 111(b)(2)(E));*
2. *School and District improvement and accountability requirements (section 1116(b) and (c));*
3. *Rural LEA fund restrictions (section 6213(b) and 6224(e));*
4. *Title I schoolwide program restrictions (section 1114(a)(1));*
5. *School improvement fund restrictions (section 1003(a));*
6. *School support and recognition fund restrictions (section 1117(c)(2)(A));*
7. *Improvement plan requirements and Title I and Title II fund restrictions for districts that miss HQT requirements (section 1111(b)(8)(C));*
8. *Restrictions on transfer of funds to Title I, Part A (section 6123);*
9. *School Improvement Grant (SIG) fund restrictions (section 1003(g)) ); and*
10. *Optional flexibility to support Expanded Learning Time under the Twenty-First Century Community Learning Centers program.*

# ESEA FLEXIBILITY PROGRAM SUMMARY

- **To apply for this new flexibility, states must address four major principles within specific timelines and describe how the state will fully implement:**
  1. College and career-ready standards and aligned assessments (Common Core or those aligned with state institutions of higher education)
  2. A rigorous state accountability system (based largely on principles articulated by CCSSO)
  3. A commitment to design, pilot, and implement a system of teacher and leader evaluation based significantly on student growth measures
  4. A commitment to evaluate and adjust state-level administrative and reporting requirements to reduce burden on districts and schools

# OVERVIEW OF ESEA FLEXIBILITY PACKAGE REQUIREMENTS

## 1. College and Career-Ready Standards and Assessments for All Students

- A. *Adopt college and career-ready standards*
- B. *Transition to college and career-ready standards*
- C. *Develop and administer annual, statewide, aligned assessments that measure student growth*

## 2. State-Developed, Differentiated Systems of Recognition, Accountability, and Support

- A. *Develop and implement a state-based system of differentiated recognition, accountability, and support*
- B. *Set Ambitious but Achievable Annual Measurable Objectives*
- C. *Reward Schools (high-performing)*
- D. *Priority Schools (low-performing)*
- E. *Focus Schools (achievement gaps)*
- F. *Provide Incentives and Supports for Other Title I Schools*

## 3. Supporting Effective Instruction and Leadership through Educator Evaluation

- A. *Develop and adopt guidelines for teacher and principal evaluation and support systems*
- B. *Ensure local educational agencies (LEAs) implement evaluation and support systems*

## 4. Reducing Duplication and Unnecessary Burden

# SPECIFIC REQUIREMENTS ON SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

- **States must develop teacher and leader evaluation and support systems that:**
  - Are used for continual improvement of instruction
  - Meaningfully differentiate performance using at least three performance levels
  - Use multiple valid measures including a significant factor of student growth for all students and include other measures of professional practice, such as observations, teacher portfolios, and student or parent surveys
  - Evaluate educators on a regular basis
  - Provide clear, timely, and useful feedback to guide professional development
  - Provide growth data to reading/language arts and math teachers for grades in which there is a state assessment for current students and students taught in the previous year
  - Inform personnel decisions
- **Additionally, states must explain their process for ensuring that each LEA develops and implements teacher and leader evaluation systems consistent with state guidelines.**

# TIMELINE FOR IMPLEMENTATION

- **States have a four-year period to adopt, develop, pilot, and fully implement systems of educator evaluation consistent with the requirements. States submitting in the first two application windows must:**
  - **At Submission:** Provide a plan to develop guidelines for evaluation and support systems, process for ensuring LEA implementation, and assurance that SEA has provided student growth data to teachers or will do so by the deadline required.
  - **SY 2011-12:** SEA adopts guidelines for teacher and principal evaluation and support systems; SEA provides student growth data to teachers.
  - **SY 2012-13:** LEAs develop evaluation and support systems consistent with state guidelines
  - **SY 2013-14:** LEAs pilot implementation of evaluation and support systems.
  - **SY 2014-15:** LEAs fully implement evaluation and support systems.
- **Because the application deadlines for requests are rolling, these timelines may be adjusted for states that apply in later application windows**

# SPECIFIC REQUIREMENTS ON STANDARDS AND ASSESSMENTS

- **States must adopt, transition and implement college- and career-ready standards and develop and administer high-quality assessments that:**
  - *In at least reading/language arts and mathematics, reflect rigorous content knowledge and application of knowledge through advanced skills.*
  - *Include all students, including English language learners (ELLs) and students with disabilities (SWD) access to learning content that are aligned to these standards.*
  - *Annually and statewide, in at least grades 3-8 and once in high school, assessments that measure student growth (knowledge and skills) against college and career-ready standards .*
  - *Do not exceed 15 percent of the State's total standards for a content area.*

This can be done through membership in either assessment consortia that received funding under the Race to the Top (RTTT) Assessment Competition—the Smarter Balance Assessment Consortium (SBAC) or the Partnership for Assessment of Readiness for College and Careers (PARCC).

This can include adoption of the Common Core State Standards (CCSS) or other college and career-ready standards.

# TIMELINE FOR IMPLEMENTATION

○ States have a four-year period to adopt, develop, pilot, and fully implement standards and assessments consistent with the requirements. States submitting in the first two application windows must:

- At Submission: Provide a plan to develop the standards and a process for ensuring LEA implementation, and an assurance that SEA has provided assessments to measures for student growth by the deadline required.
- SY 2011-12: SEA adopts college and career-ready standards.
- SY 2012-13: LEAs transition to these standards with a plan for implementation and develop aligned and high-quality assessments that are valid, reliable, and fair for its intended purposes.
- SY 2013-14: LEAs pilot assessments, implement college and career-ready standards, and develop English Language Proficiency (ELP) standards that correspond to the college and career-ready standards.
- SY 2014-15: LEAs fully implement assessments develop and administer ELP assessments.

# Specific Requirements for Differentiated Accountability

To receive this flexibility, an SEA must develop and implement a system of differentiated recognition, accountability, and support for all LEAs in the State and for all Title I schools in these LEAs. The SEA's system must, at a minimum:

- Set new ambitious but achievable AMOs in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups, that provide meaningful goals and are used to guide support and improvement efforts.
- Provide incentives and recognition for success on an annual basis by publicly recognizing and, if possible, rewarding Title I schools making the most progress or having the highest performance as “reward schools.”
- Effect dramatic, systemic change in the lowest-performing schools by publicly identifying “priority schools” and ensuring that each LEA with one or more of these schools implements, for three years, meaningful interventions aligned with the turnaround principles in each of these schools.
- Work to close achievement gaps by publicly identifying Title I schools with the greatest achievement gaps, or in which subgroups are furthest behind, as “focus schools” and ensuring that each LEA implements interventions, which may include tutoring and public school choice, in each of these schools based on reviews of the specific academic needs of the school and its students.
- Provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps.
- Build SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps.

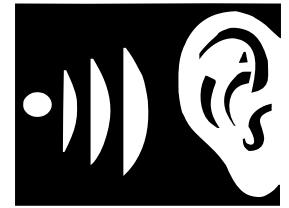
# ESEA WAIVER INITIATIVE

## “REGULATORY FLEXIBILITY”

### **The Opportunity for New York:**

- Develop multiple, more nuanced achievement and growth measures for holding districts accountable for school performance.
- Create a more effective system of supports, rewards and interventions for schools.
- Allow districts and schools more flexibility to address their improvement needs.
- Allow districts more flexibility in use of certain funds.
- Eliminate mandates that have not proven effective in promoting student achievement.

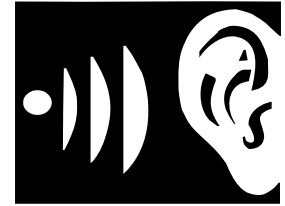
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- Student achievement and readiness for both college and career, as defined by content area college and career standards adopted by the state, and assessed by multiple measures, should be the basis of the accountability system.
- Both value-added student growth and proficiency should be used to measure teacher, principal, school, and district performance.
- The performance of schools and districts should be assessed annually, based on data from both current and prior school years.
- *At minimum*, accountability should be based on a broad set of measures, including proficiency and growth in English language arts, mathematics, and graduation rates.
- The performance of disaggregated groups of students should be reported publicly and considered in making accountability determinations.
- As part of a tiered system, supports and interventions should add value to all schools in their continuous improvement efforts while providing focused attention to the lowest performing schools and districts.

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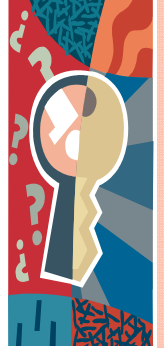
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- Support to the lowest performing schools should include diagnostic reviews. Successful schools should be rewarded with greater flexibility.
- Interventions in the lowest-performing schools and districts should enable substantial positive changes. SED should share accountability for the results of the interventions.
- Data should be reported in a manner that is timely, accessible, and actionable. Students, families, educators, administrators, policymakers, and the public need information that can be used to identify and replicate best practices, recognize and correct deficiencies, and continuously improve performance.
- The system of accountability should address, on a case by case basis, unique circumstances at the district, school, and student level.
- All aspects of the accountability system should be aligned across levels—from student, to school staff and administration, to district accountability. SED should develop an accountability system that is easy for all to understand and provides a simple, accurate explanation of the status of student learning in New York State.

# DEVELOPING ESEA FLEXIBILITY REQUEST

## QUESTIONS SEEKING TO ANSWER



### Accountability Measures

- What are the measures that should be used in the State accountability system?
- What should be the accountability standards for these measures?
- How should these measures be used to make determinations about school and district performance?

# QUESTIONS CONTINUED



## School Classification and Support

- How should schools and districts be classified?
- What should be the continuum of supports and interventions for schools and districts?
- What should be the rewards for high performance or rapid improvement?
- Which current requirements of NCLB support and intervention should be kept, modified, or eliminated?

# QUESTIONS CONTINUED



## Linking Schools and Stakeholders

- How should stakeholders be involved in the development and implementation of the new system?
- How should the results be reported to stakeholders?
- What options should be available to parents based on the accountability system?
- What consequences should there be, if any, for individuals based on Institutional accountability?
- What special circumstances warrant special handling for students and/or schools?

# FOR FURTHER INFORMATION CONTACT...

Office of Accountability

Ira Schwartz, Assistant Commissioner



[ischwart@mail.nysed.gov](mailto:ischwart@mail.nysed.gov)



(718) 722- 2797