

# Every Student Succeeds Act (ESSA)

What Identification as a Comprehensive  
Support and Improvement (CSI) School Means  
to our Students and Staff

# Why a New Accountability System?

- The Every Student Succeeds Act or ESSA is the federal law for K-12 education in the United States.
- States receive funding from the United States Department of Education to help districts and schools improve student outcomes, particularly for groups of students who have historically underperformed compared to state averages.
- NY receives about \$1.6 billion annually in ESSA funding.
- In the Amityville UFSD , ESSA funding supports programs and services that include: academic support for students who are struggling; before and after-school tutoring; counseling; mentoring; supplemental supplies for homeless students; and parent and family engagement workshops.
- In exchange for funding, states must have an accountability system for measuring school performance and determining which schools need extra support.
  - States have flexibility in developing these accountability systems
    - States can incorporate measures of school success that go beyond test scores

# Accountability Educational Equity

- Educational equity means all students succeed and thrive in school no matter who they are, where they live, or where they go to school.
- Accountability is everyone's responsibility: we should celebrate what we do well and recognize upon what we need to improve, and identify the implications of the choices we make.
- Being identified for Comprehensive Support & Improvement means we will get extra help to assist us in our improvement efforts.

# Multiple Measures of Performance

- NYSED is using several indicators to determine the performance of elementary and middle schools:
  - Student academic achievement in language arts, math, and science
  - Student growth in language arts and math
  - Academic progress in language arts and math
  - English language proficiency
  - Chronic absenteeism
- For every school, these measures are applied to ***all students*** and specific ***student subgroups***, such as members of racial and ethnic groups, students with disabilities, and English language learners

## How Schools Are Measured On Each Indicator

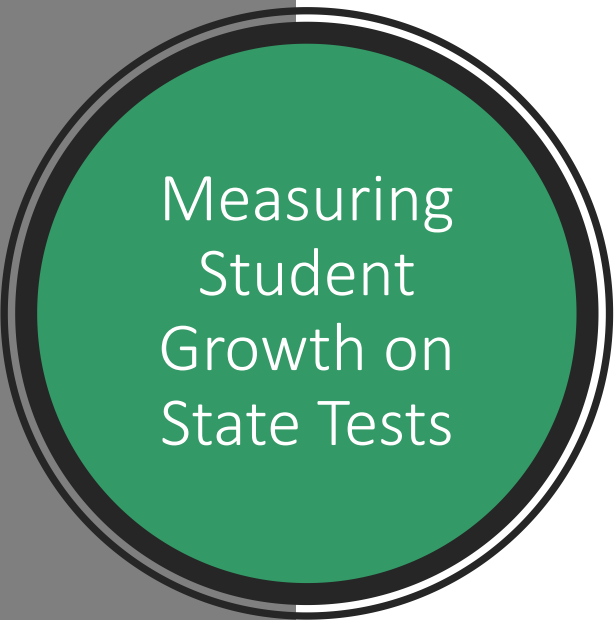
- For every indicator, a school is given a numeric score:
  - “1” is lowest
  - “4” is highest
- For every indicator:
  - A score of “1” to “4” is given for ***all students*** at a school and
  - A score of “1” to “4” is given for each specific ***student subgroup*** at a school for which the school is accountable

# Measuring Student Academic Achievement (Composite Performance Index)

- This indicator measures achievement on state assessments in English language arts (ELA), math, and science.
- Levels are assigned based on where a school ranks compared to all other schools in the state:

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

- Schools receive no credit for students who score at Level 1, partial credit for students who score at Level 2, full credit for students who score at Level 3, and extra credit for students who score at Level 4.
- The Composite Performance Index is computed two ways: one based on only students who participated in state assessments and one adjusted for students who did not participate.
- A school can receive an index that ranges from 0 to 250.



## Measuring Student Growth on State Tests

- This indicator measures student growth on state assessments in English language arts and math.
  - Indicator applies to grades 4-8.
  - Compares students' scores this year to scores of students in the same grade with similar scores in prior years.
  - Uses the performance of our school for the last three years, not just last year.
  - The scores for each student in ELA and math are averaged and a Growth Index computed for the school.
- Levels are assigned as follows:

Growth Index	Growth Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

## Measuring Student Test Achievement (Composite Performance) & Growth on State Tests Combined

- This measure combines the Student Achievement and Student Growth indicators
- Creates a “Combined Composite Performance and Growth” measure by:
  - Adding the Composite Performance Level and the Student Growth Level, giving a number from 2-8.
  - Ranking schools with the same number based on their rank for Composite Performance and for Student Growth.
  - Assigning a percentile rank to the result.



## Measuring Academic Progress

- This indicator measures overall student progress on state assessments in English language arts and math, compared to our school's measures of interim progress (MIP), the State MIP and long-term goals

## Measuring English Language Proficiency

- This indicator measures progress of English language learners (ELL) in meeting their individual targets on the New York State English as a Second Language Achievement Test (NYSESLAT).
- Each school receives a Success Ratio on this measure based on the percent of students who made progress compared to the probability that a student will make progress.
- A success ratio of 1.0 means students did exactly as expected in terms of making progress towards English proficiency; greater than 1.0 better than expected; and less than 1.0 less than expected.

## Measuring Chronic Absenteeism

- This indicator measures the percentage of students who miss 10% or more of the days they are supposed to attend, compared to our school's measures of interim progress (MIP) and long-term goals.

# Identification for Comprehensive Support and Improvement

An elementary or middle school can be identified for Comprehensive Support and Improvement if its Levels of Performance meets one of these five “scenarios”

Scenario	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1	Level 1	Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1	Level 1	Level 1	None	Any One of the Two is Level 1	
3	Either Level 1	Level 1	Level 1	Level 1	Any Level	
4	Either Level 1	Level 1	Level 1	Level 2	Any One of the Two is Level 1	
5	Either Level 1	Level 1	Level 1	Level 3 or 4	Both Level 1	



Park Avenue Elementary School has been identified for Comprehensive Support and Improvement because we met “Scenario 4.”

**Park Avenue Elementary School’s Performance was:**

Scenario	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
4	1	2	1	2	1	2

Edmund W Miles Middle School has been identified for Comprehensive Support and Improvement because we met “Scenario 1.”

**Edmund W Miles Middle School’s Performance was:**

Scenario	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	1	1	1	2	1	4



# Required CSI School Interventions



CSI School



## Empire Elementary School will:

- Participate in an on-site needs assessment conducted by the New York State Education Department.
- Review additional data to identify needs to be addressed in the school's annual improvement plan.
- Conduct annual surveys of parents, staff, and students.
- Develop, in consultation with parents, school staff, and for secondary schools, students, an annual School Comprehensive Education Plan (SCEP) and submit to NYSED for approval.
- Identify a school-wide evidence-based intervention to be included within the annual improvement plan.
- Take steps to increase parent and student participation in decision-making.
- Receive Federal School Improvement funds to support our efforts.

# How Schools Can Exit CSI Status

To exit CSI status, the school must for two consecutive years be above the levels that would cause it to be identified for CSI status:

- Schools can exit CSI status if for the 2018-19 and 2019-20 school years:
  - Composite Performance Level and Student Growth Level are both Level 2 or higher, or
  - Both the Composite Performance Index and Student Growth Index are higher than at the time of identification; AND Combined Composite Performance and Growth is Level 2 or higher; AND none of the following is Level 1: Academic Progress; English Language Proficiency; Chronic Absenteeism
- Schools can also exit CSI status if the school is not on the next list of CSI schools created based on 2020-21 school year results.

## Next Steps

As a result of the Park Avenue Elementary School and Edmund W. Miles MS becoming Comprehensive Support and Improvement Schools, we will take the following next steps:

- Continued to engagement in improvement (District Strategic Plan) for:
  - Instructional support for our teachers
  - Intervention supports for our learners
  - Increase initiatives that support all learners
  - Continued school and community collaboration



## Next Steps

- Work with NYSED to focus on key areas for improvement by using reflection tools for all (teachers, administrators, students and families)
- Implement Surveys that will provide necessary insight for targeted growth areas
- Attend NYSED training programs that will support building leader, teacher and student improvement

