

# New York State Accountability Indicator Info Sessions for the 2022-23 School Year:

## Frequently Asked Questions

### Introduction

In January and February 2023, the New York State Education Department (NYSED) hosted a five-part series of webinars titled, "Indicator Info Sessions." The purpose of these Indicator Info Sessions is to explain how each of the accountability indicators are calculated under the federally approved New York State Every Student Succeeds Act (ESSA) State Plan Addendum for the 2022-23 school year using 2021-22 school year results. The Indicator Info Sessions give an overview of how accountability statuses are determined and explained the calculation methods for the following indicators:

- x Weighted Average Achievement and Core Subject Performance (elementary/middle level)
- x Weighted Average Achievement and Core Subject Performance (high school)
- x Graduation Rate (high school)
- x Chronic Absenteeism (elementary/middle and high school)
- x English Language Proficiency (ELP) (elementary/middle and high school)

Each Indicator Info Session included a live question and answer session following the presentation. However, due to time constraints, NYSED representatives were not able to address all questions. Questions that were not addressed during the Indicator Info Sessions and/or were sent via email were collected. The following document provides answers to frequently asked questions (FAQs) related to topics covered in the Indicator Info Sessions that were not addressed in detail during the webinars.

For further information and resources regarding the restart of the ESSA State Plan Addendum and recordings and presentation slides for each session, please visit the [NYSED School and District Accountability webpage](#). Additionally, details on the one-year accountability system for the 2022-23 school year can be found in the document, "[Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for 2022-2023 Accountability Statuses Based on 2021-2022 Results.](#)"

Questions that were not addressed in this FAQ document or in the Indicator Info Session recordings and presentation slides may be sent to [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov)

### Weighted Average Achievement and Core Subject Performance (Elementary/Middle Level)

1. If a student takes a Regents examination prior to enrolling in a high school (e.g., a grade 8 student takes the Algebra I Regents examination), is that score included in the Weighted Average Achievement and/or Core Subject Performance calculations?

Advanced middle school students who take a Regents math examination in grade 6, 7, 8, or a Regents science examination in grade 8 in lieu of the New York State Testing Program (NYSTP), grade 6, 7, or 8 math or grade 8 science assessments will have their results on the Regents examinations used when calculating elementary level Weighted Average Achievement and Core Subject Performance Indices.

Advanced middle

assessments will have their results on the Regents exams “banked” and used for calculating high school level Weighted Average Achievement and Core Subject Performance when they enter high school. For example, if a student takes both the NYSTP grade 8 math and a Regents math examination in grade 8, the NYSTP math result will be used when calculating elementary/middle level Weighted Average Achievement and Core Subject Performance Indices when the student is in grade 8. The Regents math examination result will be used when calculating high school level Weighted Average Achievement and Core Subject Performance when the student enters a high school cohort.

If a student takes a Regents math examination in lieu of the grade 6, 7, or 8 math only, the student must take a more advanced Regents examination to fulfill the testing requirement in math at the high school level. In addition, if a student takes multiple Regents math examinations in grade 6, 7, or 8, the student may use Algebra I to fulfill the testing requirement at the elementary/middle level but must take a more advanced math (e.g., Geometry, Algebra II) to “bank” that second Regents examination for use at the high school level. If the student took all three Regents math examinations in lieu of the grade 6, 7, and 8 math assessments, the student must take a Regents Alternative (e.g., Advanced Placement International Baccalaureate) to fulfill the testing requirement in math at the high school level.

If a student took and failed a Regents examination in middle school and then took and passed the same Regents examination in high school, the student’s passing score in high school will be used for high school accountability. If the student took the grade level test in addition to the Regents examination in middle school and then took the same Regents examination in high school, the grade level test will be used for elementary/middle level accountability and the higher of the scores earned on the two Regents examinations will be used for high school level accountability.

## 2. How do the Weighted Average Achievement and/or Core Subject Performance measures differ?

During the 2020-21 and 2021-22 school years, large variations occurred in testing rates across the state and accountability subgroups compared to pre-pandemic rates. Gaps and missing data presented challenges in using data prior to the 2021 school year for accountability purposes. To mitigate the impact of these challenges, the United States Department of Education (USDE) approved NYSED’s request to split the Composite Performance indicator into two separate indicators: the Weighted Achievement Index and the Core Subject Performance Index. At the elementary/middle level, Weighted Average Achievement is the 127.1 -,c.09]TJ 9.61nnu[(c)4



6. How should schools and districts use the Weighted Average Achievement and/or Core Subject Performance measures for planning?

At the elementary/middle level, the Weighted Average Achievement and Core Subject Performance measures are calculated by aggregating the performance of students on state assessments in ELA, mathematics and science. If a school or subgroup has low Weighted Average Achievement and Core Subject Performance, then it indicates the students are underperforming in the component subjects. Schools and districts must then review Level 1 Instructional Reports to check for the knowledge, skills, and understanding of the standards each student is demonstrating.

Weighted Average Achievement and Core Subject Performance (High School Level)

7. How are the results for each subject weighted for this accountability indicator at the high school level?

At the high school level, the ELA, math, science, and social studies indices are weighted to calculate the Weighted Average Achievement and Core Subject Performance Index. First, calculate the index for each subject by dividing the numerator by the denominator and then multiply by 100.

Subject	Numerator	Denominator	Index
ELA	129	100	129
Math	161	100	161
Science	173	100	173
Social Studies	137	100	137

Next, multiply each index by the weight and divide the sum of the weighted values by the sum of the weights. Accordingly, ELA and math are weighted more than science and social studies.

Subject	Index	Weight	Weighted Value	Weighted Average Index
ELA	129	3	$(129 \times 3) = 414$	$1380 \div 9 = 153$
Math	161	3	$(161 \times 3) = 483$	
Science	173	2	$(173 \times 2) = 346$	
Social Studies	137	1	$(137 \times 1) = 137$	
		Denominator = 9	Numerator = 1380	153

8. How is the “combined denominator” calculated?

When calculating the Weighted Average Achievement and Core Subject Performance Indices, the index for each subject is multiplied by weight. The sum of the weighted values (numerator) is divided by the sum of the weights (denominator). In the example provided by Question 7, the sum of the weights is 9 because each weight was applied to an index. In contrast, an index is not calculated for a subject, then the weight for that subject is excluded when calculating the sum

of weights. For example, if a social studies index is not calculated for a subgroup because it does not have 5 or more records, then the sum of weights is the following: 3 (ELA) + 3 (Math) + 2 (Science) = 8.

9. How are determinations made for schools or subgroups that don't have Weighted Average Achievement and/or Core Subject Performance levels?

Schools that do not have enough student results to make accountability status determinations using the standard process are considered Self-Assessment Schools. Additionally, schools for which the All Students group is assigned a level for only the Weighted Average Achievement indicator are considered Self-Assessment Schools. These schools are required to provide the Department with information so that an assessment can be made of their academic program and school learning environment. The Department reviews the information and determines the appropriate support needed for the Self-Assessment schools.

10. What is the minimum n-size needed to calculate for these indicators for a subgroup?

At the high school level, the minimum size is 30 results (ELA, mathematics, science, and social studies combined). If Weighted Average Achievement size is  $\geq 30$  and Core Subject Performance n-size is  $< 30$ , a Core Subject Performance Index is calculated for subgroups with n-size of 15 or more where the size for the Core Subject calculation is at least 50% of the n-size for the Weighted Average calculation. For example, if a subgroup has a Weighted Average Achievement n-size of 40 and a Core Subject Performance size of 21, the Core Subject Performance Index would be computed, but if Core Subject Performance size were 18, a Core Subject Performance Index would not be computed.

11. When calculating Weighted Average Achievement and Core Subject Performance at the high school level, are only the exams that students take while in an upper high school building (e.g., a building serving grades 10 through 12) included in the calculation or are the highest of the student's scores used regardless of building?

For each student, the highest achieved score since entering grade 9 (or the year in which an ungraded student turned 17) is used for each subject regardless of the building the student attended when the high score was achieved. For example, consider a student who attended School A for grade 9 and School B for grades 10 through 12. The student achieved a Level 4 on the Algebra I exam taken in grade 9, and a Level 3 on the Geometry and Algebra II exams taken in grades 10 and 11, respectively. For accountability purposes, the Level 4 is used and the result is attributed to School B because that is where the student was enrolled on July 1<sup>st</sup>, 6<sup>th</sup>, 30<sup>th</sup> years after entering grade 9.

13. Are students who drop out of school, but then later reenroll included in the graduation rate?

Yes, students who drop out and ~~enroll~~ reenroll are included in the graduation rate and will be reported as a graduate for the cohort the student was initially included.

14. Who is the district of responsibility determined for students who are placed in a residential facility or are incarcerated and then graduate?

Students who are incarcerated are removed from the graduation rate cohort of the school/district. Therefore, the graduation rate of the school/district will not include the incarcerated student. Please see the Student Information Repository System (SIRS) Manual for more guidance.  
<https://www.p12.nysed.gov/irs/sirs/home.html>

15. How are August graduates counted?

The students who graduate in August are included in the graduation rate. That is the reason



24. What counts as “present” for a day if a school takes period by period attendance?

School districts design their own attendance policies. As part of their local policy, the district defines what is present



29. What grades a

Only continuously enrolled ELLs

Safe Harbor Target Matrix for ELL Students

ELP Level Earned in the Initial Year of ELL Identification	Safe Harbor Target from Initial Year to Current Year for Students Who Have Been in ELL Status for:			
	2 Years	3 Years	4 Years	5 Years
Entering	1.25	2.25	3.25	Commanding Req'd
Emerging	1.25	2.25	Commanding Req'd	
Transitioning	1	Commanding Req'd	Commanding Req'd	

35. How many ELLs are needed for NYSED to hold a subgroup accountable? What happens if a school or district does not meet the threshold?

An n-size of 30 is needed for NYSED to calculate an ELP accountability level for a subgroup. If a school or district does not have 30 students in a subgroup, an ELP accountability level will not be calculated.

36. How and when is the individual probability of making progress determined? Which ELLs are counted for the ELP indicator?

4. Complete the NYSED provided SCEP Planning Document, a reflection tool designed to assist in the identification of school needs and the development of a school level plan
5. Develop, in consultation with parents, school staff, and for secondary schools, students, an annual SCEP that is submitted for approval
6. Identify a schoolwide evidence based intervention to be included within the SCEP

In addition to the activities outlined above, schools identified for CSI, ATSI, and TSI will also be required to engage in series of offerings designed to support the development of a high-quality improvement plan. District leaders were provided dates and details regarding these offerings in January 2023 through a preliminary identification memo.

40. Why was Good Standing changed to Local Support and Improvement (LSI)? Are all schools who used to be in Good Standing now considered identified for LSI?

The restart of the federal ESSA accountability system highlights the shift in narrative that focuses on a differentiated continuum of support. This support model approach weaves state, district, and local continuous improvement efforts that are identified schools and districts instead of using negative labels (such as defining schools as something). Schools identified for CSI, ATSI, and TSI will have more regular engagement with and support from NYSED; schools identified for LSI will have access to support and resources to use as they find value. There are no regulatory changes to requirements for schools identified for LSI. Schools that moved to LSI status should continue to implement their improvement plans and continue to have access to any funding previously awarded for the 2022-school year

41. What does “Local Support and Improvement: Potential Target Support and Improvement (LSI:PTSI)” mean?

If a subgroup (other than the All Students group) meets one of the scenarios used for identifying for TSI based on 2022 school year results, then the subgroup is identified for LSI: PTSI. This designation serves as a warning that the subgroup is on a path towards identification for TSI. Although there are no requirements for those identified for LSI:PTSI, this identification helps schools and districts focus their efforts and resources in improving the performance of the identified subgroup.

42. How were Target Districts identified?

Target Districts are identified if they have any schools that are identified for CSI, ATSI, or TSI based on 2022 school year results. Under the new New York State Accountability State Plan Addendum, district subgroups' statuses from the 2021 school year are not counted towards determining the 2022 school year statuses. Target Districts are identified every year, and the requirement to make progress for two consecutive years is waived for the 2021 school year determinations. For a Target District to make progress and be removed from status, all schools identified for CSI, ATSI, and TSI within the district must be removed from status.

43. Were Measures of Interim Progress (MIP) targets used for ELA and mathematics for calculating accountability determinations?

Under the approved one-year State Plan Addendum, MIPs are not used for determining Performance Levels. Rather, existing rank methods are used to develop points for determining Performance Levels for the Weighted Average Achievement Core Subject Performance, and Chronic Absenteeism for the elementary and high school levels, and Graduation Rate for the high school level. Utilizing points would allow for more targeted identifications for support to schools with the most need.

44. How is “continuously enrolled” defined?

At the elementary/middle level, “continuously enrolled” means students enrolled on BEDS Day, which is typically the first Wednesday in October of the reporting year and enrolled during the test administration and make-up period. For accountability determinations based on 2022 school year results, “continuously enrolled” students were used to calculate outcomes for Weighted Average Achievement and Core Subject Performance for the elementary/middle level.

45. How do exemptions from statewide assessments impact calculations of the accountability indicators?

In accordance with USDE directives, members of the 2018 high school accountability cohort whose only assessment record for a subject is an exemption from the 2020 school year spring administration for a Regents examination, approved alternative, or NYSAA, are not required to be counted as “not tested.” Consequently, for 2021 school year results high school performance is computed using a Weighted Average Achievement Index that is based on results for cohort accountability members and a Core Subject Performance that is computed based on results only for those accountability cohort members who have taken a Regents examination, approved alternative, or the NYSAA in the subject. Accordingly, students with a Regents exemption in a subject that is not from the 2020 school year spring administration are treated as not tested for the s (e)2 (put)- 4.94 (a)-6 ( )Tj -0.004, or)3 ( (not)-1 (s)-1 (e)4 (s)-1 (s)-1 (m) (iu (E)1 (

48. Where can we find accountability status information for a district?

In early March 2023, final accountability status determinations for the 2022 school year were sent to district superintendents, superintendents, and charter school leaders. Leaders were encouraged to share the data used to determine the accountability status/support model of their district and its schools or charter school. In April 2023, final accountability statuses/support models will be publicly released via the [2021–2022 School Report Card](#).

49. How can schools and districts improve their designation?

Schools identified for CSI, ATSI, and TSI will have more regular engagement with and support from NYSED; schools identified for LSI will have access to support and resources to use as they find value. To ensure schools and districts have the support they need to understand and layer these resources into their work, the Department has organized in person regional orientations across the state that are accessible to ALL schools and districts regardless of identified support model. In addition, monthly statewide support sessions have been scheduled to unpack resources. Please visit the [NYSED Professional Learning website](#) for further information on resources that can inform school and district improvement plans.

50. Which SIRS Reports are associated with each of the accountability indicators at the elementary-middle and high school level?

Using the link provided [here](#), the following SIRS Reports may be reviewed for each of the accountability indicators:

Accountability Indicator	SIRS Report
Weighted Average Achievement and Core Subject Performance (elementary/middle level)	106