

ESSA Accountability

Ogdensburg City School District
2019 - 2020

Jacquelyn L. Kelly

Assistant Superintendent for Curriculum, Instruction, Assessment, and Technology

Ogdensburg City School District

March 16, 2020

What is ESSA?

- The Every Student Succeeds Act (ESSA) was signed into law in December 2015.
- The previous version of the law, the No Child Left Behind (NCLB) Act was enacted in 2002 and scheduled for revision in 2007. However, over time the NCLB's prescriptive requirements became increasingly unworkable for schools and educators.
- ESSA focuses on the goal of fully preparing all students for success in college and careers.
- ESSA is a plan to promote greater equity in terms of outcomes across New York State.

ESSA School Accountability

- CSI (Comprehensive Support and Improvement) schools are identified based on performance of the “All Students” group. Lists are developed by NYSED every three years.
- TSI (Targeted Support and Improvement) schools are identified based on performance of Subgroups over two years.
- Struggling Schools and Receivership schools were notified individually.
- Final Accountability and Progress Determinations of schools were released February 13, 2020.
- The Ogdensburg City School District will continue to be a Target District and the O.F.A. Middle School will remain a CSI school for the second consecutive year.

Academic Indicators

Elementary and Middle Level

The ESSA uses three (3) academic indicators for determining elementary and middle level accountability status:

- Composite Performance Achievement Level
- Student Growth Level
- Combined Composite Performance and Student Growth Level

Academic Indicators

Elementary and Middle Level

Composite Performance Achievement Level

- Composite performance is calculated using results on NYS assessments in ELA, Mathematics, and Science.
- The elementary and middle level have two performance components that are weighted, ranked, and indexed.
 - One performance component is based on enrollment (tested or untested* students).
 - One performance component is based on participation (tested students).

*Performance is heavily impacted by a school's opt out rate.

2018 – 2019 Results

Composite Performance Achievement Level

| 4 | 5 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-------------------------|----------|---|----------------------|---|------------------------------------|--|---------------------------|--|
| | | Criteria for CSITSI Decision Making | | | | | | |
| District/School Name | Subgroup | Composite Performance Achievement Level | Student Growth Level | Combined Composite and Student Growth Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level | Chronic Absenteeism Level | Subgroup Met CSITSI Identification Criteria, or Good Standing in 18- |
| OGDENSBURG FREE ACADEMY | All | 2 | 1 | 1 | | 2 | 4 | CSI Scenario #2 |
| OGDENSBURG FREE ACADEMY | ED | 2 | 1 | 1 | | 1 | 4 | Good Standing: Potential TSI for 2019-20 |
| OGDENSBURG FREE ACADEMY | SWD | 2 | 2 | 2 | | 1 | 4 | Good Standing |
| OGDENSBURG FREE ACADEMY | White | 2 | 1 | 1 | | 2 | 3 | Good Standing: Potential TSI for 2019-20 |

2018 – 2019 Results

Composite Performance Achievement Level

- In all subgroups (All Students, Economically Disadvantaged, Students With Disabilities, and White), based on the 2018–2019 NYS assessments, our grades 7 and 8 students are performing at a level 2 or in the 10.1–50 percentile statewide.
- Compared with the 2017–2018 assessments, in all subgroups our grades 7 and 8 students performed at a level 2 or in the 10.1–50 percentile statewide.
- Although all subgroups remained at a level 2 (on a rubric scale of 1–4), the composite performance index has increased as follows:

| | <u>English Language Arts</u> | <u>Mathematics</u> | <u>Science</u> |
|-------------|------------------------------|--------------------|----------------|
| 2017 – 2018 | 70.7 | 78.8 | 174.4 |
| 2018 – 2019 | 78.6 | 97.1 | 165.7 |

Academic Indicators

Elementary and Middle Level

Student Growth Level

- Student growth is calculated by comparing student assessment scores from year to year.
 - How did similar students who scored a 320 do in 16–17, do in 17–18 and 18–19 and so on.
 - The student growth level requires multiple year participation on the NYS assessments.

*Performance is heavily impacted by a school's opt out rate.

2018 – 2019 Results

Student Growth Level

| 4 | 5 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|--------------------------------------|----------|---|----------------------|---|------------------------------------|--|---------------------------|---|
| Criteria for CSI/TSI Decision Making | | | | | | | | |
| District/School Name | Subgroup | Composite Performance Achievement Level | Student Growth Level | Combined Composite and Student Growth Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level | Chronic Absenteeism Level | Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18- |
| OGDENSBURG FREE ACADEMY | All | 2 | 1 | 1 | | 2 | 4 | CSI Scenario #2 |
| OGDENSBURG FREE ACADEMY | ED | 2 | 1 | 1 | | 1 | 4 | Good Standing: Potential TSI for 2019-20 |
| OGDENSBURG FREE ACADEMY | SWD | 2 | 2 | 2 | | 1 | 4 | Good Standing |
| OGDENSBURG FREE ACADEMY | White | 2 | 1 | 1 | | 2 | 3 | Good Standing: Potential TSI for 2019-20 |

2018 – 2019 Results

Student Growth Level

- In the All Students, Economically Disadvantaged, and White subgroups, based on the 2018–2019 NYS assessments, the growth level of our grades 7 and 8 students is at a level 1 or in the 0–10 percentile statewide.
- In the Students With Disabilities subgroup, based on the 2018–2019 NYS assessments, the growth level of our grades 7 and 8 students is at a level 2 or in the 10.1–50 percentile statewide.
- Although all subgroups remained at the same growth level (on a rubric scale of 1–4) from the 2017 – 2018 NYS assessments results, the student growth percentile has increased as follows:

| | <u>All Students</u> | <u>Economically Disadvantaged</u> | <u>Students With Disabilities</u> | <u>White</u> |
|-------------|---------------------|---------------------------------------|---------------------------------------|--------------|
| 2017 – 2018 | 41.2 | 40.9 | 46.1 | 41.1 |
| 2018 – 2019 | 41.9 | 42.9 | 46.9 | 41.6 |

Academic Indicators

Elementary and Middle Level

Combined Composite Performance *and* Student Growth Level

- The Combined Performance and Student Growth Level is calculated by adding the Composite Performance Achievement Level and the Student Growth Level and dividing by two.
- The Combined Performance and Student Growth Level is never rounded up, and it is then ranked and leveled again.

2018 – 2019 Results

Combined Composite Performance *and* Student Growth Level

| 4 | 5 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|-------------------------|----------|---|----------------------|---|------------------------------------|--|---------------------------|---|
| | | Criteria for CSI/TSI Decision Making | | | | | | |
| District/School Name | Subgroup | Composite Performance Achievement Level | Student Growth Level | Combined Composite and Student Growth Level | English Language Proficiency Level | Average ELA and Math Academic Progress Level | Chronic Absenteeism Level | Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18- |
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| OGDENSBURG FREE ACADEMY | SWD | 2 | 2 | 2 | | 1 | 4 | Good Standing |
| OGDENSBURG FREE ACADEMY | White | 2 | 1 | 1 | | 2 | 3 | Good Standing: Potential TSI for 2019-20 |

2018 – 2019 Results

Combined Composite Performance *and* Student Growth Level

- In the All Students, Economically Disadvantaged, and White subgroups, based on the 2018–2019 NYS assessments, our grades 7 and 8 students have a combined composite performance and student growth score that is at a level 1 or in the 0–10 percentile statewide.
- In the Students With Disabilities subgroup, based on the 2018–2019 NYS assessments, our grades 7 and 8 students have a combined composite performance and student growth score that is at a level 2 or in the 10.1–50 percentile statewide.
- Although all subgroups remained at the same combined composite performance and student growth level (on a rubric scale of 1–4) from the 2017–2018 NYS assessments to the 2018–2019 NYS assessments, *Ogdensburg Free Academy has made progress, as determined by the NYSED.*

Good Things are Happening:

- The number of Chronically Absent students has decreased between the 2017–2018 and the 2018–2019 school years.
- The Composite Performance Achievement Level of our elementary students continues to improve.
- The Reading and Writing Workshop model has been fully implemented in the middle level E.L.A. classrooms.
 - Our students are reading and writing more than ever before.
 - The teachers are working closely with literacy coaches and attending regional and national professional development.
 - Grade-Level (E.L.A. and Math) Professional Learning Communities have been created to allow teachers time to plan and work with grade-level colleagues.

Good Things are Happening:

- We continue to work with the NYSED through quarterly Support Visits which include:
 - Discussions surrounding the district's School Comprehensive Education Plan (SCEP). The team looks closely at progress made to date and areas for which support may be necessary.
 - Classroom visits to observe practices in action.
 - Teacher and student focus groups to determine progress made relative to the SCEP.

ESSA School Accountability

Questions?