

Equity Indicators in New York’s ESSA Plan

Below are excerpts from the ESSA Plan related to the following equity indicators:

- Suspension/expulsion rates
- Chronic absenteeism
- College and career readiness
- Extended year graduation rates
- High school and postsecondary access
- School climate

- **Suspension / expulsion rates**

- P. 68 – “Beginning in the 2017-18 school year New York State will collect information on out-of-school suspensions at the individual student level. (Currently, schools report aggregate information on out-of-school suspensions that is reported by racial/ethnic group and gender, but not by low income, English language learner, or disability status.) This 2017-18 school year data will serve as the baseline for holding schools accountable for out-of-school suspension rates.

Beginning with 2018-19 school year results, the New York State Education Department will assign each school a Level 1-4 rating for each subgroup for which the school is accountable. Districts will be required to assist schools to address a school’s out-of-school suspension rate for any subgroup that receives a Level 1 rating. New York State intends to include out of school suspensions as a measure of school quality and student success when the second cohort of Comprehensive Support and Improvement Schools is identified using 2020-21 school year data.

Additional measures of school quality and student success are expected to be added to the system over time, beginning with a measure of the rate at which students are subject to out-of-school suspensions and a high school readiness measure for middle school students. When New York State adds a measure, New York State will amend its ESSA state plan and submit it to the United States Department of Education.”

- P. 84 – The Comprehensive Diagnostic Needs Assessment process in NYS will consist of three components, the second of which is “a review of select state-reported and state-supported data, such as suspension data or teacher turnover rates”
- P. 84-85 – The Diagnostic Tool for School and District Effectiveness (DTSDE) review will involve analyzing critical measures to learn more about the school and to consider possible root causes for the school’s identification. Examples of the data reviewed during the process may include suspension data.

- **Chronic absenteeism**

- p. 62-63 “At the elementary-, middle- and high school levels, New York State will initially use chronic absenteeism as its measure of school quality and student success. Research shows that both student engagement and regular school attendance are highly correlated with student success. Students who miss more than 10% of instruction have dramatically lower rates of academic success than do students who are not chronically absent.⁹ Using chronic absenteeism to differentiate between schools is intended to encourage schools to engage in aggressive efforts to ensure that students do not miss large amounts of

instruction. In a survey conducted by the New York State Education Department, to which more than 2,400 persons responded, more than two-thirds strongly supported or supported the use of chronic absenteeism as a measure of school quality and student success.

The chronic absenteeism rate for a school is defined as the number of students who have been identified as chronically absent (excused and unexcused absences equaling 10% or more of enrolled school days) as a percentage of the total number of students enrolled during the school year (denominator). Chronically absent students will be identified as such based on the number of days that a student is enrolled. This is significant because students may enroll in a school or district during different points in the school year.”

- P. 63 – “For the Chronic Absenteeism Indicator, New York has established a long-term goal that no more than 5% of students statewide in each accountability subgroup within each school shall be chronically absent. New York has established a long-term goal to reduce the gap between current baseline performance and this end-goal by 20% within five years.”
- P. 187 “New York state’s proposed School Climate Index will include three measures, including chronic absenteeism rates by school building, which was calculated for the first time in the 2015-16 school year from data reported by districts in the Student Information Repository System.”

- **College and career readiness**

- P. 64 – “At the high school level, NYS will initially use a College, Career, and Civic Readiness Index as a measure of school quality and student success. Such an indicator drew support from respondents to the survey mentioned above, with two-thirds strongly supporting or supporting the use of a College, Career, and Civic Readiness Index. NYS believes that a measure that incentivizes schools to ensure that students graduate with the most rigorous possible high school credential will enable more students to succeed than a measure that merely values completion.

New York State’s College, Career, and Civic Readiness Index will give credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in dual enrollment courses. Including this indicator as a measure of school quality and student success will encourage more schools to offer advanced coursework to more students. Additional elements of the index will include successful completion of a career technical course of study, receipt of an industry-recognized credential, and completion of the Seal of Biliteracy, as well as results from students who participate in the New York State Alternate Assessments. Alternative means to create an indicator of civic engagement will also be pursued. *[significantly more detail available in the document]*

- P. 67 – “The Regents plan to establish a workgroup that will be tasked with making recommendations regarding additional measures to incorporate into the accountability system and the way in which data about these measures should be gathered and the measures computed, the conditions necessary for the field to prepare for the use of these

measures for accountability, and the timeline for incorporating these measures into the State accountability system.” P. 68 – “Among the measures that the Board of Regents will ask the workgroup to consider for accountability or reporting purposes are:

- **High school and postsecondary access:**
 - High school credit accumulation – average credit accumulation per year
 - Completion of required credits - % of students reaching a specified number of credits
 - Successful completion of coursework for graduation - % of students in a HS cohort who have successfully completed all credits for graduation
 - Student attainment of industry-approved licenses or certificates – percentage of students acquiring an industry-recognized license or certificate
 - Post-graduation outcomes – percentage of students going onto college or employment
 - Postsecondary enrollment rates – percentage of students enrolling in two- or four-year colleges within a set time after graduation
 - Postsecondary persistence rates – percentage of students who persist to a second or third year of college
- P. 84-85 – The Diagnostic Tool for School and District Effectiveness (DTSDE) review will involve analyzing critical measures to learn more about the school and to consider possible root causes for the school’s identification. Examples of the data reviewed during the process may include measures of college and career readiness.
- P. 144 includes information on how NY will ensure that students served in Neglected and Delinquent facilities graduate from HS, develop career and technical skills, and meet college- and career-readiness standards.
- **Extended year graduation rates**
 - P. 40-41 includes information on the long-term goals for extended-year adjusted cohort graduation rates, including baseline data, the timeline for meeting goals, and how the goals are ambitious/ rigorous.
 - P. 56 details the Graduation Rate indicator, including five- and six-year extended adjusted cohort graduation rates.
- **School climate**
 - P. 67 – “The Regents plan to establish a workgroup that will be tasked with making recommendations regarding additional measures to incorporate into the accountability system and the way in which data about these measures should be gathered and the measures computed, the conditions necessary for the field to prepare for the use of these measures for accountability, and the timeline for incorporating these measures into the State accountability system.” P. 68 – “Among the measures that the Board of Regents will ask the workgroup to consider for accountability or reporting purposes are:
 - **Opportunity to Learn indicators**
 - School climate – student experiences of school
 - School safety – incident rates

- Per pupil school funding – reported by function (e.g., total, instructional, capital, non-capital spending)
- Access to specific learning opportunities – student access to types of courses/curricula (e.g. preschool, full-day K, STEM, arts, PE, history/social studies) measured either through school reports of hours taught, number of courses offered, or number of students enrollment, or through student survey results)
- P. 84-85 – The Diagnostic Tool for School and District Effectiveness (DTSDE) review will involve analyzing critical measures to learn more about the school and to consider possible root causes for the school’s identification. Examples of the data reviewed during the process may include measures of school safety and student access to clean facilities as well as opportunities to learn.
- P. 115 – ESEA Section 1111(g)(1)(c) asks States to describe how they will improve school conditions for student learning, including through reducing incidents of bullying and harassment, the overuse of discipline that removes students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety.
 - P. 116-119 – The Department will expand efforts to “provide capacity-building guidance; strategies; best-practice resources; and professional development for school administrators, instructional staff, and non-instructional staff in the following areas:
 - Dignity for All Students Act
 - Social-Emotional wellness and Adverse Childhood Experiences
 - Reduce Exclusionary Discipline and Implement Restorative Practices
 - Eliminate Aversive Behavioral Interventions
 - Measure School Climate by Using School Climate Surveys *[significantly more detail available in the document]*
- P. 187 “The Department plans to continue efforts to develop and implement a statewide School Climate Index. In January 2013, the Board of Regents directed the Department to reconvene the Safe Schools Task Force to advise on ways to improve school safety in New York State. The task force developed a prioritized list of recommendations that was shared with the Board in September 2014. One of the top priority recommendations from the task force was to develop and implement a statewide School Climate Index (SCI), a multi-dimensional measure that allows schools to assess school climate and, where necessary, apply programmatic interventions aimed at improvement. New York state’s proposed School Climate Index will include three measures:
 - School climate surveys administered to students, parents, and school personnel
 - School Violence Index, which is calculated from data collected as part of Violent and Disruptive Incident Reporting (VADIR), based on a revised methodology
 - Chronic absenteeism rates by school buildings” *[significantly more detail available in the document]*