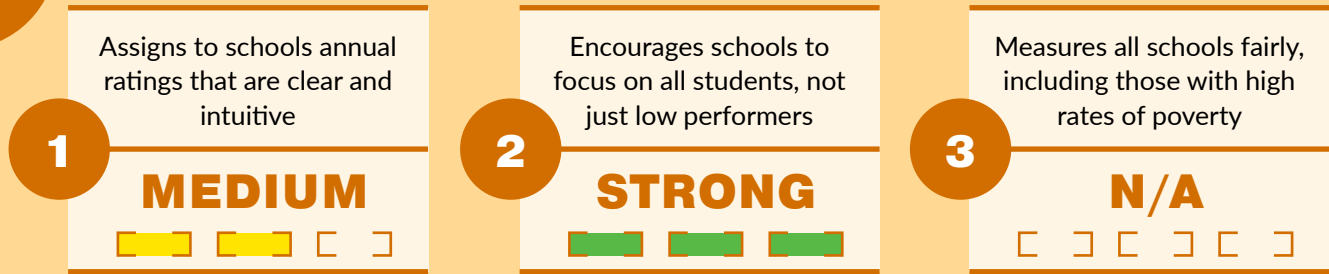


# NEW YORK



ESSA grants states more authority over their school accountability systems than did NCLB. Three of the most important improvements states can make are to: (1) assign to schools annual ratings that are clear and intuitive for parents, educators, and the public; (2) encourage schools to focus on all students, not just their low performers; and (3) measure and judge all schools fairly, including those with high rates of poverty.

To determine whether New York's proposed ESSA accountability system accomplishes these three objectives, this analysis evaluates its state plan, as submitted to the U.S. Department of Education on September 18, 2017,<sup>62</sup> as explained below.

## 1 Are the labels or ratings for schools clear and intuitive for parents, educators, and the public?

New York's plan earns a **medium** on this point because it proposes to use text labels as schools' annual ratings. Although the proposed labels are easy to understand, in isolation each one fails to communicate how much better or worse a given school could do (it's not instantly clear to a parent, for example, whether "recognition school" is New York's best possible rating). Thus this model fails to convey immediately to all observers how well a given school is performing.

## 2 Does the rating system encourage schools to focus on all students?

There are two primary ways for state accountability systems to encourage schools to focus on all students: (1) use a performance index or scale scores in place of proficiency rates when measuring achievement and (2) measure the growth of all students. New York receives a **strong** rating here because it will laudably use a performance indexes and a measure of growth for all students, and it assigns these two metrics the greatest weight among its indicators. This will help encourage schools to look beyond those pupils who are near the cutoff for proficiency and heed the educational needs of every child.

## 3 Is the rating system fair to all schools, including those with high rates of poverty?

New York will measure the growth for all students, but it receives a mark of **not applicable** here because it does not provide enough detail in its plan to determine what role this metric plays in its system. We are therefore unable to evaluate the system using our methodology.