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To: District Superintendents, Superintendents, Charter School Leaders

From: Theresa Billington, Assistant Commissioner *Theresa Billington*

Subject: Preliminary Every Student Succeeds Act (ESSA) Accountability Support Model and Preliminary Progress Determinations for the 2024–2025 School Year

Date: November 21, 2024

This memo is to inform you that accountability indicator levels and preliminary support models for your Local Education Agency (LEA) and school(s) for the 2024–2025 school year based on 2023–2024 school year results are now available in the [Information and Reporting Services \(IRS\) portal](#). All schools in New York State have been assigned to a support model within the continuum of Local Support and Improvement (LSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI). Preliminary support determination and annual progress information are currently **embargoed** until final determinations are made following an appeals process. This information is provided to allow you to review the data used to determine the support models for your LEA and school(s).

There are no new identifications for CSI or ATSI for the 2024–2025 school year. Beginning with 2023–2024 school year results, schools identified for CSI, ATSI, and TSI are required to make annual progress for two consecutive years to exit their support models. As such, NYSED will not make exit determinations for Target Districts and schools identified for CSI, ATSI, and TSI in the 2024–2025 school year.

The following status determinations are made for **schools** for the 2024–2025 school year:

- Schools newly identified for TSI.
- Annual progress determinations for schools identified for CSI, ATSI, or TSI.
- Schools are notified if one or more of their subgroups has met the first-year criteria for being preliminarily identified for Potential TSI (LSI:PTSI).

The following status determinations are made for **districts** for the 2024–2025 school year:

- Newly identified Target District with a component school newly identified for TSI.
- Newly identified Target District based upon district-level results.
- Districts are also notified if one or more of their subgroups has met the first-year criteria for being preliminarily identified for LSI: Potential Target District (LSI:PTD).

The New York State Education Department (NYSED or “the Department”) will make public the final support models for all schools and districts in the State in early 2025, following the review of submitted appeals. Information about the identification and progress criteria used to determine annual progress can be found in Attachment A, and the process to appeal a preliminary accountability and/or progress status can be found in Attachment B.

Accessing and Reviewing Your Data

To analyze your LEA and school(s)'s preliminary indicator levels and identification for support, please take the following steps:

- Review the accountability indicator levels and support models of your district and component each school or of your charter school. This information can be found within the following file in the IRS portal at <http://portal.nysed.gov/portal/page/pref/PortalApp>:

File Name
AccountabilityStatus2024-25.xlsx

Included in the Excel file is a hyperlink to the 2024–2025 Accountability Status Report Guide.

- Contact the person in your LEA most knowledgeable about the state accountability system and request that they download and review the accountability files that are being provided to you within the IRS Portal. Additional data pertaining to student-level data for each of the indicators can be accessed through the Level 2 Verification Reports (or L2RPT VRs).
- If deemed appropriate, prepare an appeal for the preliminary accountability and/or progress status of your district or any of your schools or of your charter school. The process for submitting preliminary status appeals is described in Attachment B.
- Review the notification and intervention requirements for Target Districts and schools identified for additional support so that you can be prepared to engage in continuous improvement activities. The requirements for schools and districts identified for additional support are described on the NYSED website for [school support](#) and [required actions](#). More specific information pertaining to the completion of district-level and school-level needs assessments and the development of 2025–2026 school year improvement plans will be distributed to re-identified and newly identified Target Districts in the months ahead.

Dates and Events

The Department is committed to ensuring that LEAs receive the information they need to understand preliminary accountability and progress statuses and steps for supports and interventions. To that end, there are several key dates that should be noted:

- **Preliminary Accountability Determinations Office Hours** – NYSED's Office of Accountability will be hosting virtual office hours to provide LEAs with the opportunity to ask questions regarding preliminary accountability and progress status determinations methodology and other topics related to the information in this memo. The office hours will be held on **December 2, 2024, from 9:00-10:00 a.m., and December 3, 2024, from 2:00-3:00 p.m., via Zoom**. To join either of the office hours, please use these links to register:
 - [December 2nd Registration form](#)
 - [December 3rd Registration form](#)
- For questions specific to your LEA's data, please reach out to accountinfo@nysed.gov.
- **December 12, 2024** – Preliminary accountability and progress status appeals must be submitted by 11:59 p.m. EST on this date using the process provided in Attachment B. *Appeals submitted beyond this deadline will not be reviewed.*

- **On or about January 21, 2025** – LEAs will be notified of the final accountability and progress statuses and support models.
- **Early 2025 (After LEAs are notified of final determinations)** – Public release of the lists of Target Districts, districts identified for LSI, and schools identified for CSI, ATSI, TSI, or LSI on data.nysed.gov.
- **Early 2025 (After LEAs are notified of preliminary determinations)** – Newly identified Target Districts and Target Districts with newly identified schools will receive information about the Title I 1003 School Improvement Grant (SIG) Planning funding available to assist districts and schools in their initial year of improvement planning. Districts with schools identified for the CSI, ATSI, or TSI support models for the 2023–2024 school year may continue to access their 2024–2025 SIG BASIC Funding to support the continued work of their district and school level improvement planning teams.
- **Early 2025** – Principals of schools newly identified for TSI and a district support liaison must attend an orientation on the needs assessment and improvement planning process. More information about the orientation will be released in conjunction with the final accountability determinations in January.
- **On or about February 20, 2025** – LEAs must notify the general public, the local board of education, and parents of students attending identified schools regarding the accountability support model of your district and your schools or charter school within 30 days of receipt of the Commissioner's designation. Commissioner's regulations require notifications be “translated, when appropriate, into the recipient's native language or mode of communication, to persons in parental relation of children attending the school that it has been identified for CSI, ATSI, or TSI, or a Target District and disclosure of such designation by the school district at the next public meeting of the local board of education or by the charter school board of trustees at the next public meeting.”

NYSED has posted resources about the 2024–2025 school year accountability system found here: [NYSED School and District Accountability Resources and Data webpage](#).

Attachments

For your reference, please find attached a summary of the identification and annual progress criteria of schools and districts for the 2024–2025 school year under ESSA (Attachment A) and the process to appeal a preliminary accountability and/or progress status (Attachment B).

Questions concerning the information contained in this memo should be directed to accountinfo@nysed.gov.

cc: Commissioner Betty A. Rosa
 Jeffrey Matteson
 Jason Harmon
 Angelique Johnson-Dingle
 Ceylane Meyers-Ruff

ATTACHMENT A

Criteria for Identification and Annual Progress of Schools and Districts for the 2024–2025 School Year Under the New York State Accountability State Plan under the Every Student Succeeds Act (ESSA) Approved by the United States Education Department (USED)

Background

Pursuant to the USED-approved two-year amendments to New York State’s ESSA plan and Commissioner’s Regulations §100.21, the New York State Education Department (NYSED or “the Department”) is required to annually identify schools for Targeted Support and Improvement (TSI). The Department is also informing districts and schools identified for Local Support and Improvement (LSI) if one or more of their subgroups has met the first-year criteria for being preliminarily identified for LSI: Potential Target District (LSI:PTD) or for LSI: Potential TSI (LSI:PTSI), respectively. NYSED is not required to identify schools for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on 2022–2023 and 2023–2024 school year results. The Department will next identify schools for CSI or ATSI in the 2025–2026 school year based on 2024–2025 school year results.

Starting in the 2024–2025 school year, schools identified for CSI, ATSI, and TSI are required to make annual progress for two consecutive years to exit their support models. As such, NYSED will not make exit determinations for Target Districts and schools identified for CSI, ATSI, and TSI in the 2024–2025 school year.

Accountability Indicators

Schools are preliminarily identified for TSI if any of the following subgroups are identified as low performing: Racial/Ethnic, English language learners (ELL), Economically Disadvantaged, or Students with Disabilities. A brief description of the indicators used to make 2024–2025 school year accountability determinations is provided below:

Indicator	Description
Weighted Average Achievement (Elementary/Middle)	Annual student performance in ELA and mathematics calculated using a denominator that meets federal requirements for the academic achievement indicator (i.e., the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students).
Weighted Average Achievement (High School)	Student performance in ELA, mathematics, and science calculated using a denominator of all the students in the accountability cohort.
Core Subject Performance (Elementary/Middle)	Annual student performance in ELA and mathematics calculated using a denominator of tested students with valid test scores.
Core Subject Performance (High School)	Student performance in ELA, mathematics, and science calculated using a denominator of tested students.

Indicator	Description
Graduation Rates (High School)	Graduation rates of students four, five, and six years after first entering Grade 9 as of August 31 of the preceding reporting year (lagged year data).
English Language Proficiency (Elementary/Middle and High School)	Measures the progress of ELLs in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT).
Chronic Absenteeism (Elementary/Middle and High School)	Measures the percentage of students who miss 10% or more instructional days.

Identification Criteria

USED requires the State to identify schools for CSI at a minimum of every three years using approved criteria and methodology that will identify the lowest performing elementary/middle and high schools. The lowest performing elementary/middle schools are identified using criteria based on the performance of the All Students group. The lowest performing high schools are identified using criteria based on the performance of the All Students group or low graduation rates that meet the 67% criterion listed below. As required by USED, a minimum of the lowest performing 5% of elementary/middle schools in the State receiving Title I, Part A funds plus any non-Title I elementary/middle schools meeting the scenario criteria AND a minimum of the lowest performing 5% of high schools receiving Title I, Part A funds plus any non-Title I high schools must be determined using the identification scenarios. The Department progressed through the identification scenarios in order from lowest to highest until it reached the scenario in which at least 5% of Title I schools in the State (i.e., 5% of elementary/middle schools and 5% of high schools) were determined as lowest performing. Similar to the 2022–2023 school year, Scenario 1 resulted in identifying the lowest performing 5% of schools and will subsequently be the only scenario used to identify schools and districts for TSI in the 2024–2025 school year.

The lowest performing elementary/middle level schools were determined using the Elementary/Middle School Identification Scenario table below:

Elementary/Middle School Identification Scenarios

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None, 1-4)	
2	Level 2	Level 1	Both Not Level 3 or 4	
3	Level 1	None	Both Not Level 3 or 4	
4	Level 1	Level 2	Both Not Level 3 or 4	
5	Level 3	Level 1	Both Not Level 3 or 4	
6	Level 1	Level 3	Both Not Level 3 or 4	

The lowest performing high school level schools were determined using the High School Identification Scenario table below:

High School Identification Scenarios

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4	
3	Level 1	None	Level 1	Both Not Level 3 or 4	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4	
5	Both Level 1		Level 2	Both Not Level 3 or 4	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4	

TSI Identification Criteria

TSI identifications are based on the performance of subgroups, not the All Students group, and are made annually based on a subgroup’s performance. For the 2024–2025 school year, TSI identification will be made based on a subgroup’s performance using results from the 2023–2024 school year. A subgroup (other than All Students group) that was identified for LSI:PTSI based on 2022–2023 school year results and met Scenario 1 will be preliminarily identified for TSI.

A school that is identified for CSI, ATSI, or TSI in the 2023–2024 school year with a subgroup that is identified for LSI:PTSI in the 2023–2024 school year that also meets the identification criteria for TSI based upon 2023–2024 school year results will be preliminarily identified for TSI for the identified subgroup for the 2024–2025 school year.

If a school was identified for LSI during the 2023–2024 school year and any of the school’s accountability subgroups (other than All Students group) meets Scenario 1 based on 2023–2024 school year results for the first time, the subgroup(s) will be preliminarily identified for LSI:PTSI for the 2024–2025 school year.

Schools that are not identified for CSI, ATSI, or TSI are identified for LSI.

Annual Progress

No schools or subgroups will be eligible for removal from their support models in the 2024–2025 school year based on 2023–2024 school year results. The Department will determine whether schools identified for CSI, ATSI, or TSI have made annual progress during the 2024–2025 school year.

For schools identified for CSI or ATSI to make annual progress, the All Students group for the grade level(s) for which the school was identified for CSI or the subgroup(s) for the grade level(s) for which the school was identified for ATSI must not meet identification criteria and must meet one of the following conditions based upon 2023–2024 school year results:

Elementary/Middle Schools:

- The Weighted Average Achievement Index is higher than at the time of identification.
- The Core Subject Performance Index is higher than at the time of identification.

High Schools:

- The Weighted Average Achievement Index is higher than at the time of identification.

- The Core Subject Performance Index is higher than at the time of identification.
- The Graduation Rate (unweighted average of the 4-year, 5-year, and 6-year graduation rates) is higher than the Graduation Rate at the time of identification.
- For schools identified for CSI for having a Graduation Rate less than 67%, the school must have a Graduation Rate at or above 67%.

For schools identified for TSI to make annual progress for all subgroups for which the school was identified, the subgroups must not meet identification criteria based on 2023–2024 school year results.

Identified subgroups and the school may exit CSI, ATSI, or TSI status if the subgroups make annual progress for two consecutive years based on 2023–2024 and 2024–2025 school year results, and no new subgroups are identified for CSI, ATSI, or TSI.

Preliminary Determinations File

The Excel data file “AccountabilityStatus2024-25.xlsx” posted to the NYSED Information and Reporting Services (IRS) Portal contains a hyperlink to the 2024–2025 Accountability Status Report Guide and provides more details on the data elements and rules used to make various accountability decisions. Please note that the Excel file has multiple tabs related to accountability decisions made at the elementary/middle, high school, and district levels (as applicable). If you have questions regarding the posted data file or document, please send them to accountinfo@nysed.gov.

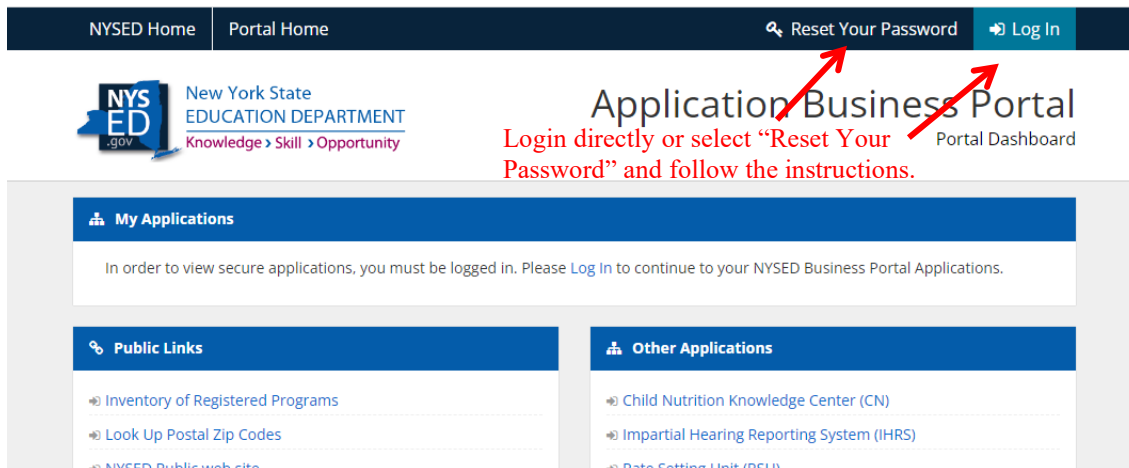
For further information on the accountability system for the 2024–2025 school year under the USED approved New York State ESSA plan, please see the document titled “Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024–2025 Accountability Statuses Based on 2023–2024 Results,” found on the NYSED website here: [NYSED School and District Accountability Resources and Data webpage](#).

ATTACHMENT B
User's Guide for Submitting the
2024–2025 School Year Preliminary Accountability and Progress Status Appeal Form

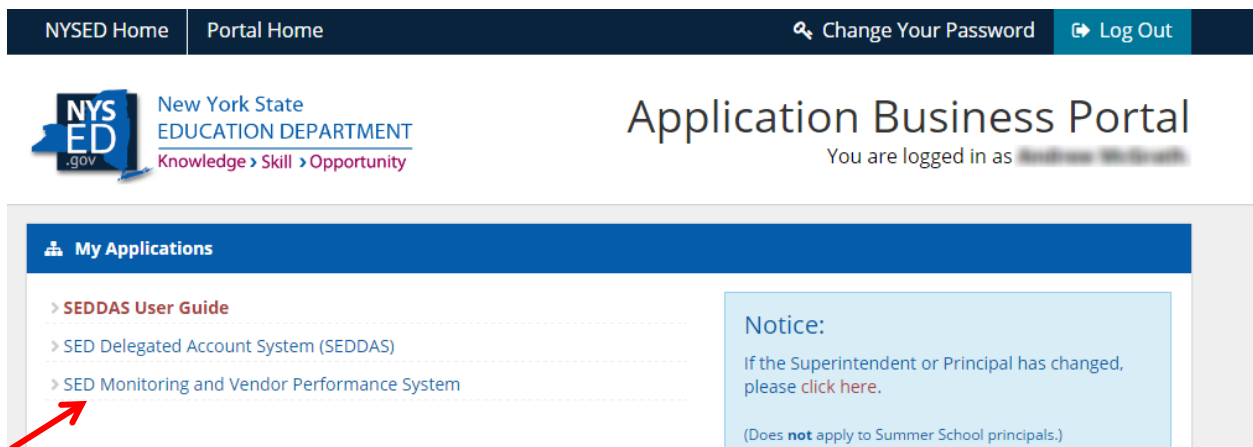
To appeal the preliminary accountability or progress status based on 2023–2024 school year results, Local Education Agencies (LEAs) must submit a completed "2024–2025 Preliminary Accountability and Progress Status Appeal" application with all required supporting evidence by **11:59 p.m. EST on Thursday, December 12, 2024**. **Appeals submitted beyond this deadline will not be reviewed.**

To access the “2024–2025 Preliminary Accountability and Progress Appeal” template and input information, complete the following steps:

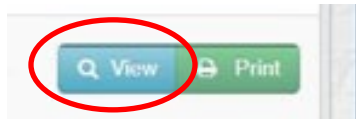
1. Go to the Business Portal: <http://portal.nysed.gov>.
2. Click on the Log In button.



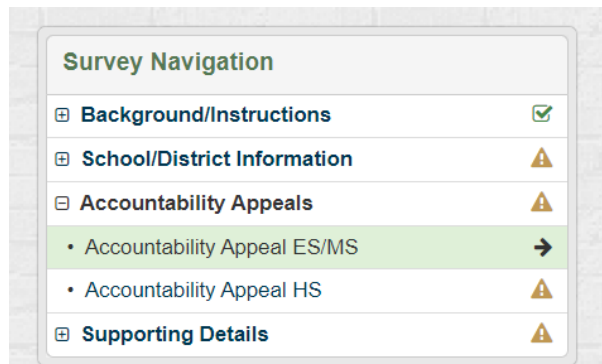
3. Enter your username and password.
4. Click on "SED Monitoring and Vendor Performance System" under “My Applications.”



- Find the survey titled "2024–2025 Preliminary Accountability and Progress Status Appeal." Please note that an appeal will be made available for each school with an identified subgroup within your LEA, as well as an LEA-level appeal. If your LEA wishes to file an appeal for multiple schools, your LEA must complete and submit **one appeal for each school**.
- Click on “View” to begin/continue to input information.



- LEAs may access any section or page of the application by clicking on one of the links in the *Survey Navigation* menu. LEAs are not required to complete sections in the order they appear in the *Survey Navigation* menu.



- LEAs are required to answer all questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the incomplete section of the application will be flagged. The applicant will be *unable to submit* the appeal to NYSED for final review if a required question remains *unresolved*.
- When completing “School/District Information,” LEAs should select the 2024–2025 Accountability Status, Appeal Type, and Reason for Appeal for the district or school by selecting the applicable checkboxes.

2 To help expedite the review of this appeal, please complete the following table regarding the 2024-2025 Accountability Status, Appeal Type, and Reason for Appeal. If you wish to appeal your school or district's accountability status and progress status, please select both options under "Appeal Type." If you wish to appeal your district's accountability and/or progress status in addition to the accountability and/or progress status of a school, please select both options under "2024-2025 Accountability Status."

<input type="checkbox"/>	2024-2025 Accountability Status *	Appeal Type *	Reason for Appeal *
Please select all that apply.	<input type="checkbox"/> CSI <input type="checkbox"/> ATSI <input type="checkbox"/> TSI <input type="checkbox"/> LSI: Potential TSI <input type="checkbox"/> LSI: Potential Target District <input type="checkbox"/> LSI <input type="checkbox"/> Target District This question is required.	<input type="checkbox"/> Accountability Status <input type="checkbox"/> Progress Status This question is required.	<input type="checkbox"/> Data Issue <input type="checkbox"/> Extenuating or Extraordinary Circumstances <input type="checkbox"/> Non-Lagged Graduation Rate <input type="checkbox"/> School Reconfiguration/Closure This question is required.

11. When completing the Accountability and/or Progress Status Appeal sections for either the elementary/middle level or high school level, LEAs should choose the measurement indicator(s) and related subgroups for which it is appealing the Accountability Status.

For the elementary/middle level:

1 Choose the measurement indicator(s) and related subgroups for which you are appealing the Accountability and/or Progress Status.

✕	2023-2024 Measurement Indicator	Subgroup(s) to Which the Measurement Indicator Applies
Please select all that apply:	<input type="checkbox"/> Weighted Average Achievement Index and/or Level <input type="checkbox"/> Core Subject Performance Index and/or Level <input type="checkbox"/> English Language Proficiency <input type="checkbox"/> Chronic Absenteeism <input type="checkbox"/> Other (Please add description under "Supporting Details")	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged (ED) <input type="checkbox"/> English Language Learner (ELL) <input type="checkbox"/> Students with Disabilities (SWD) <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Multiracial <input type="checkbox"/> Native American <input type="checkbox"/> White

For the high school level:

1 Choose the measurement indicator(s) and related subgroups for which you are appealing the Accountability and/or Progress Status.

✕	2023-2024 Measurement Indicator	Subgroup(s) to Which the Measurement Indicator Applies
Please select all that apply:	<input type="checkbox"/> Weighted Average Achievement Index and/or Level <input type="checkbox"/> Core Subject Performance Index and/or Level <input type="checkbox"/> English Language Proficiency <input type="checkbox"/> Chronic Absenteeism <input type="checkbox"/> Unweighted Average 4-, 5-, 6-Year Graduation Rate and/or Level <input type="checkbox"/> 4-Year Graduation Rate <input type="checkbox"/> 5-Year Graduation Rate <input type="checkbox"/> 6-Year Graduation Rate <input type="checkbox"/> Other (Please add description under "Supporting Details")	<input type="checkbox"/> All Students <input type="checkbox"/> Economically Disadvantaged (ED) <input type="checkbox"/> English Language Learner (ELL) <input type="checkbox"/> Students with Disabilities (SWD) <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> Multiracial <input type="checkbox"/> Native American <input type="checkbox"/> White

12. When completing the Supporting Details section of the appeal, LEAs may provide a narrative explaining the rationale for the appeal. Please note that text may be generated in the online form or written offline and then pasted into this section if desired.

1 Please explain briefly the rationale for this appeal (500 words or less). Be sure the rationale relates to the indicator(s) and subgroup(s) in which the appeal is related to.

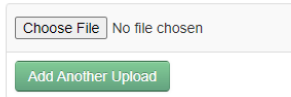
Rich text editor interface with a toolbar containing icons for undo, redo, bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, source code, and a 'Source' button. Below the toolbar is a large text area for entering the rationale. A status bar at the bottom right indicates 'Words: 0'.

13. If desired, LEAs may provide additional supporting documentation to support an appeal request. By selecting “YES, the LEA wishes to provide supporting data and/or documentation,” a conditional prompt will appear. LEAs may upload applicable supporting data and documents in multiple file formats, including Microsoft Word, Excel, and PowerPoint, and/or PDF format.

2 Does the LEA wish to provide supporting data and/or documentation?

- YES, the LEA wishes to provide supporting data and/or documentation.
- NO, the LEA does not wish to provide supporting data and/or documentation.

a Please upload any applicable supporting data and documents. LEAs may upload materials in multiple file formats, including Microsoft Word, Excel, PowerPoint, and/or PDF format. Data should be from official assessment sources, such as the Student Information Repository System (SIRS).



The image shows a file upload interface. At the top, there is a button labeled 'Choose File' followed by the text 'No file chosen'. Below this, there is a green button labeled 'Add Another Upload'.

14. The online appeal may only be submitted/certified by the Chief School Officer of the applicant LEA. The designated Superintendent (public school LEAs), the Chief Executive Officer, Board of Trustees' President, and/or school employee designated by the Board of Trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
15. LEAs are not required to send hard copies of general application materials to the Department.
16. Please contact the State Education Department Delegated Administrator Account System (SEDDAS) Help Desk at SEDDAS@nysed.gov to resolve any questions related to user accounts, password resets, the SEDDAS application, and assistance with the Business Portal itself.