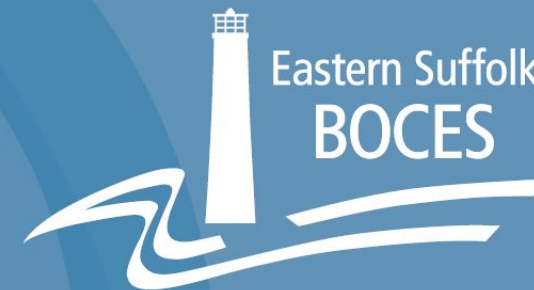


School Data Bank Services



Educational Support Services • Working Together for Excellence

ESSA Accountability Reimagine Phase Summary

Curriculum Council
February 2025



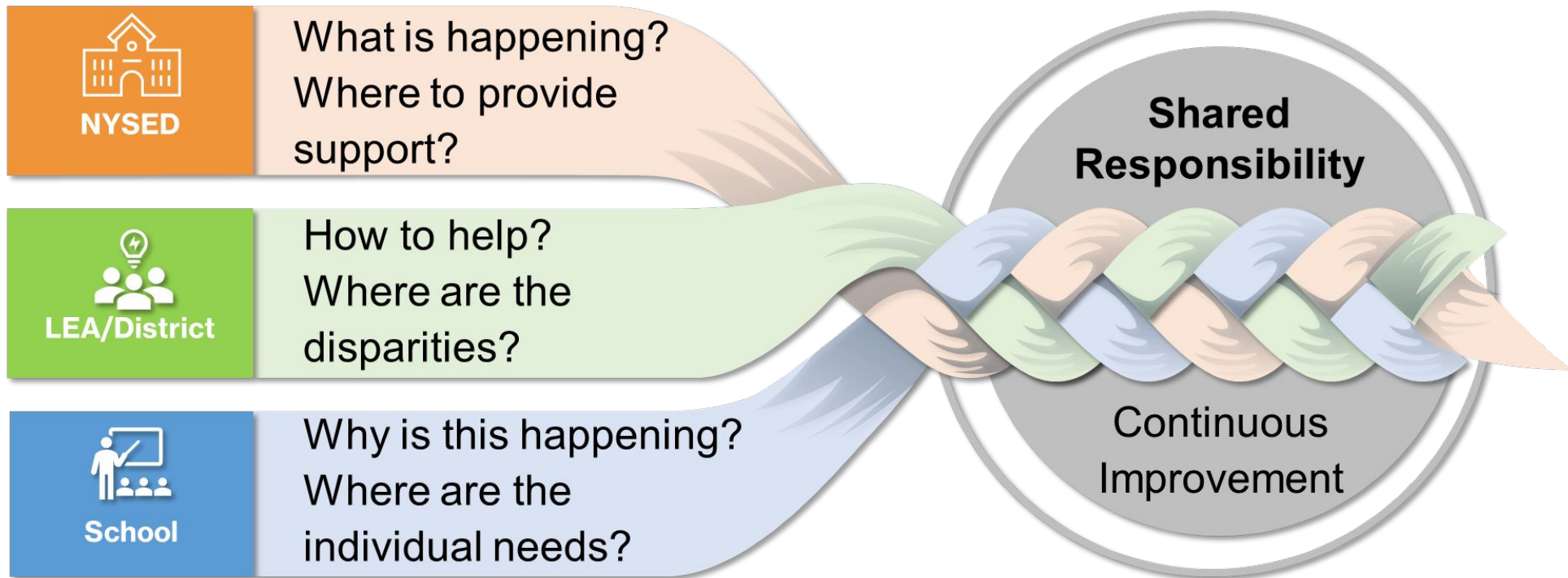
Agenda

- Accountability Overview
- Reimagine Phase I Overview
- Reimagine Phase I Accountability Indicators
 - Modifications of Certain Indicators
 - Maintenance of Certain Indicators
 - New Indicator
- Identifications for Support and Improvement
- Continuum of Supports



Accountability Overview

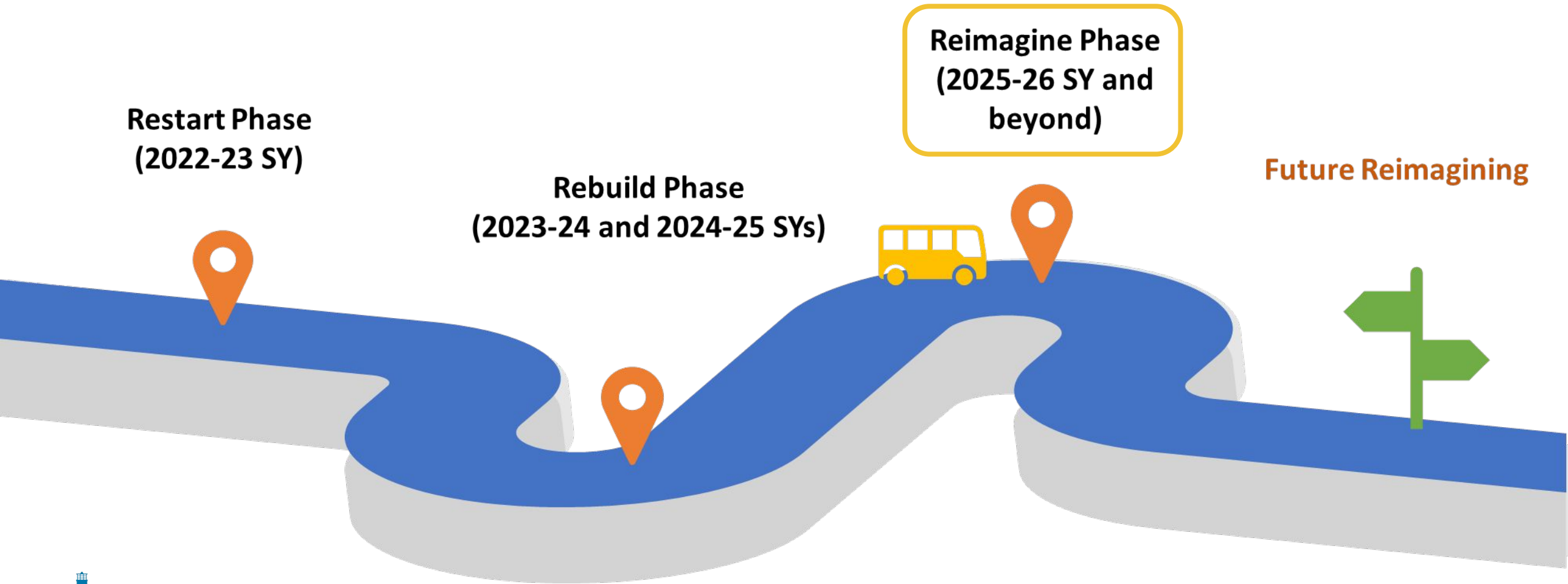
Stronger Together!



Mutually Accountable for Success for ALL Students.

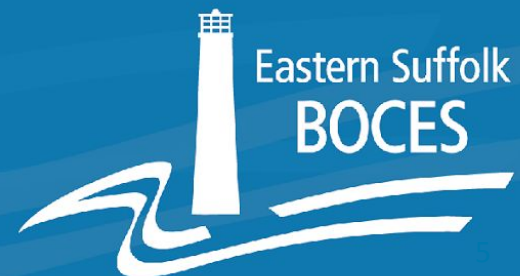


Timeline



Reimagine Phase Updates

Beginning 2025-26



Minimum n-Size & Single-Year Data

Minimum n-size is the minimum number of *student records* within an accountability subgroup for a performance level to be calculated for an indicator for that subgroup.

REBUILD PHASE	REIMAGINE PHASE 1
n = 30	n = 20 <i>Single-year data</i>



Reimagine Accountability Indicators

☐ Maintained from Rebuild Phase with modifications to calculation methodology

☐ Maintained from Rebuild Phase with no changes

☐ Restored indicator

☐ New indicator



Reimagine Phase 1	
Indicator	Level
Weighted Average Achievement	EM HS
Core Subject Performance	EM HS
English Language Proficiency (ELP)	EM HS
Graduation Rate	HS
Growth	EM
College, Career, and Civic Readiness (CCCR)	HS
Attendance	EM HS

EM =
Elementary/Middle
School Level

HS =
High School Level

Modified Indicators: *Academic Achievement*

Restored elements:

Weighted Average Achievement & Core Subject Performance:	
Elementary/Middle Level	High School Level
SCIENCE added back	SOCIAL STUDIES added back, x2



Static Cut Points for *Core Subject Performance Indicator*

2024-2025 SY Accountability Status Report Guide
Elementary/Middle EM School Level

Level	All Students	
	Core Subject Performance	
	Index Min	Index Max
1	20.0	87.4
2	87.5	132.4
3	132.5	159.5
4	159.6	244.2



Restored Indicators

- **Student Growth (EM)**
 - Using one year of Student Growth Percentiles (SGPs)
 - Refer to SIRS-112
- **College, Career and Civic Readiness (HS)**
 - Refer to SIRS-108



Maintained Indicators

- **English Language Proficiency (ELP)**
 - Refer to SIRS-113
- **Graduation Rate**
 - Refer to SIRS-105



New Indicator: Attendance

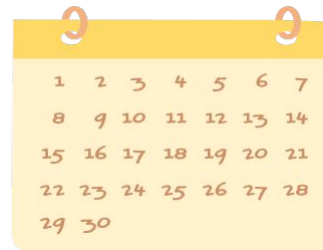
Attendance will replace Chronic Absenteeism:

In response to extensive stakeholder feedback and the need to support attendance growth for all, a new Attendance indicator will replace the Chronic Absenteeism Indicator.

All students will be assigned an attendance level and contribute to calculations.



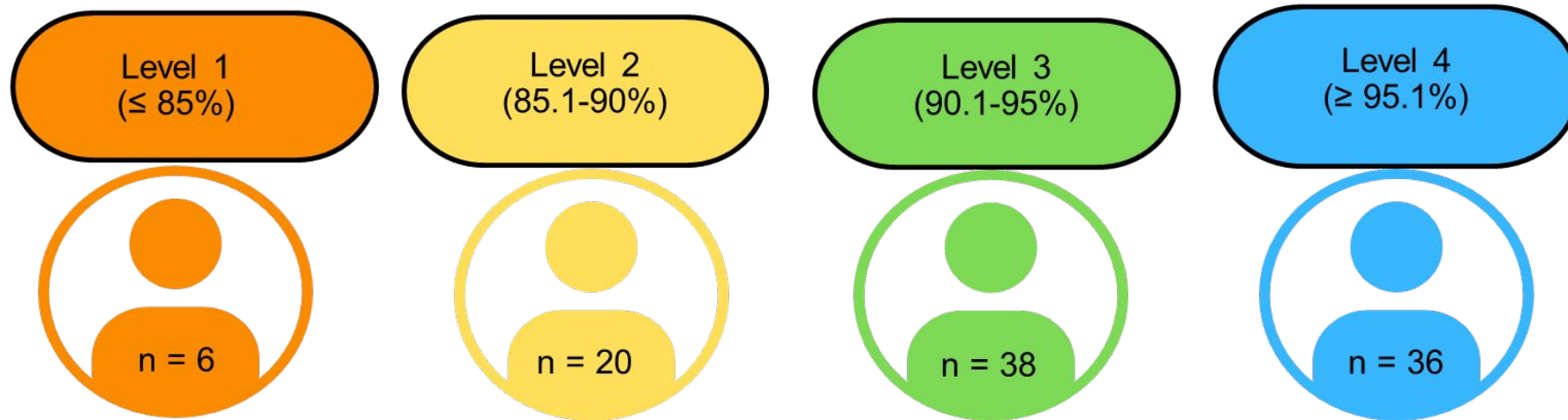
Inclusion criteria increases to 30 instructional days.



Static cut-points will provide clear targets for continuous improvement.



New Indicator: Attendance



$$\text{Attendance Index} = \frac{(\# \text{ Level 2}) + (2 \times \# \text{ Level 3}) + (2.5 \times \# \text{ Level 4})}{\# \text{ Students enrolled } \geq 30 \text{ days and in attendance at least one day}} \times 100$$

$$\text{School A - All Students Group Attendance Index} = \frac{(20) + (2 \times 38) + (2.5 \times 36)}{100} \times 100 = 186$$



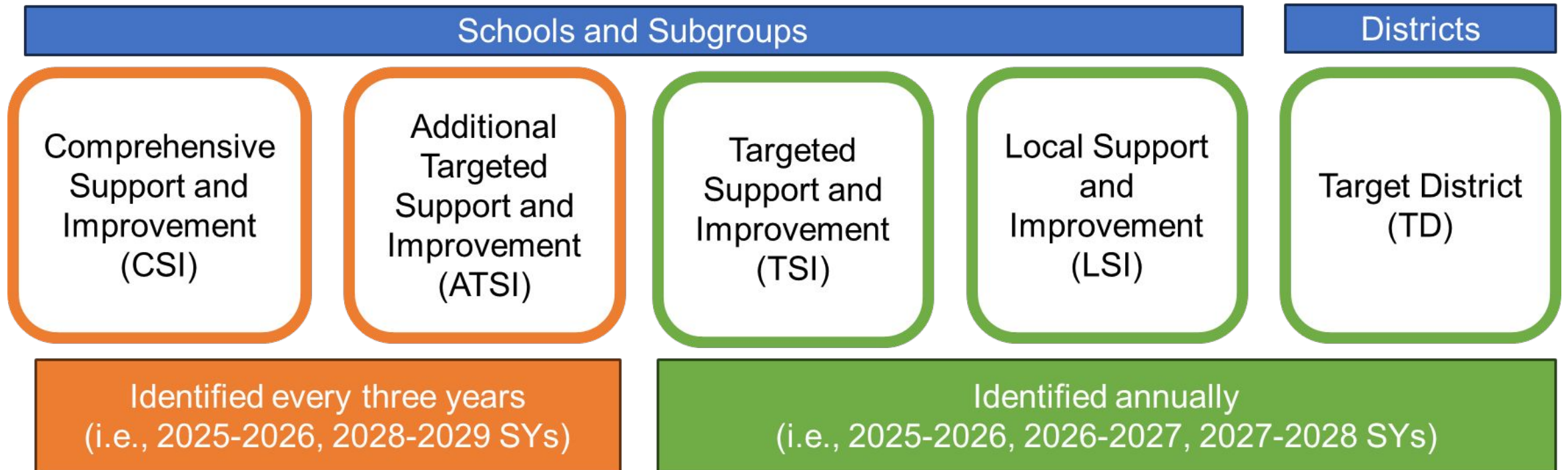
New Attendance Indicator: SIRS

Subgroup	Students Enrolled 30 or More Instructional Days	Level 1: Attended ≤85%	Level 2: Attended 85.1-90.0%	Level 3: Attended 90.1-95.0%	Level 4: Attended 95.1-100%	Attendance Index	Accountability Level
All Students	100	<u>6</u>	<u>20</u>	<u>38</u>	<u>36</u>	<u>186</u>	<u>2</u>
ELL	50	<u>0</u>	<u>3</u>	<u>35</u>	<u>12</u>	<u>206</u>	<u>3</u>
SWD	20	<u>6</u>	<u>10</u>	<u>2</u>	<u>2</u>	<u>95</u>	<u>1</u>



Support and Improvement

Identifications for Support



Identification Decisions under Reimagine

EM Decision Table for Identification					
Scenario	Weighted	Core	Growth	ELP	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	
3*	Level 1	Level 1	Level 2	Either Level 2	

HS Decision Table for Identification						
Scenario	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		
3*	Level 1 or 2	Either Level 1		Level 1 or 2 or None	Level 1 or 2	

Previously, a school could fall under Scenario 1 even if they had a Level 3 or Level 4 for ELP and/or Chronic Absenteeism.



Lowest Performing 5% Requirement

Determine the Lowest Performing 5% for the *All Students* group.

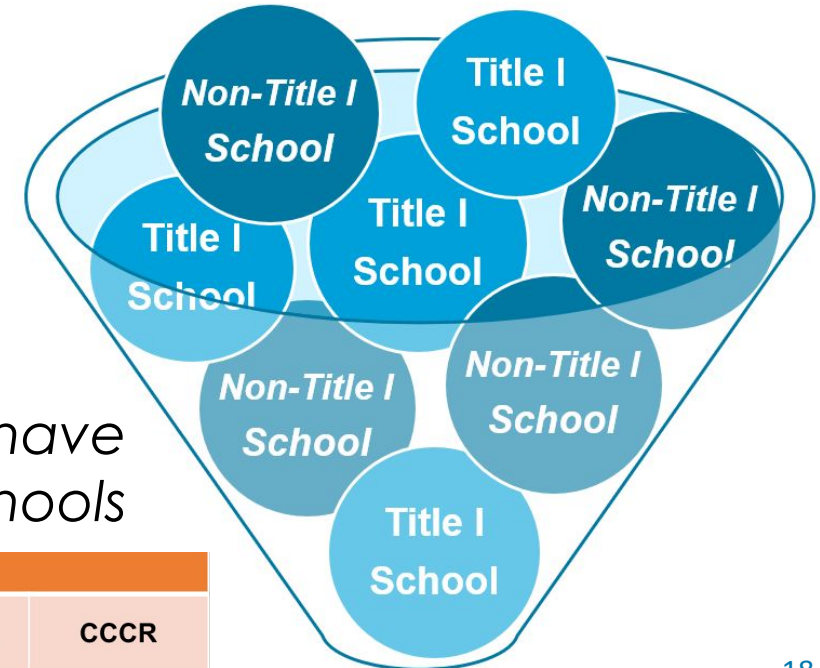
5% of Title I Schools for
Elementary/Middle School Level

5% of Title I Schools for
High School Level

Continuous improvement for all...

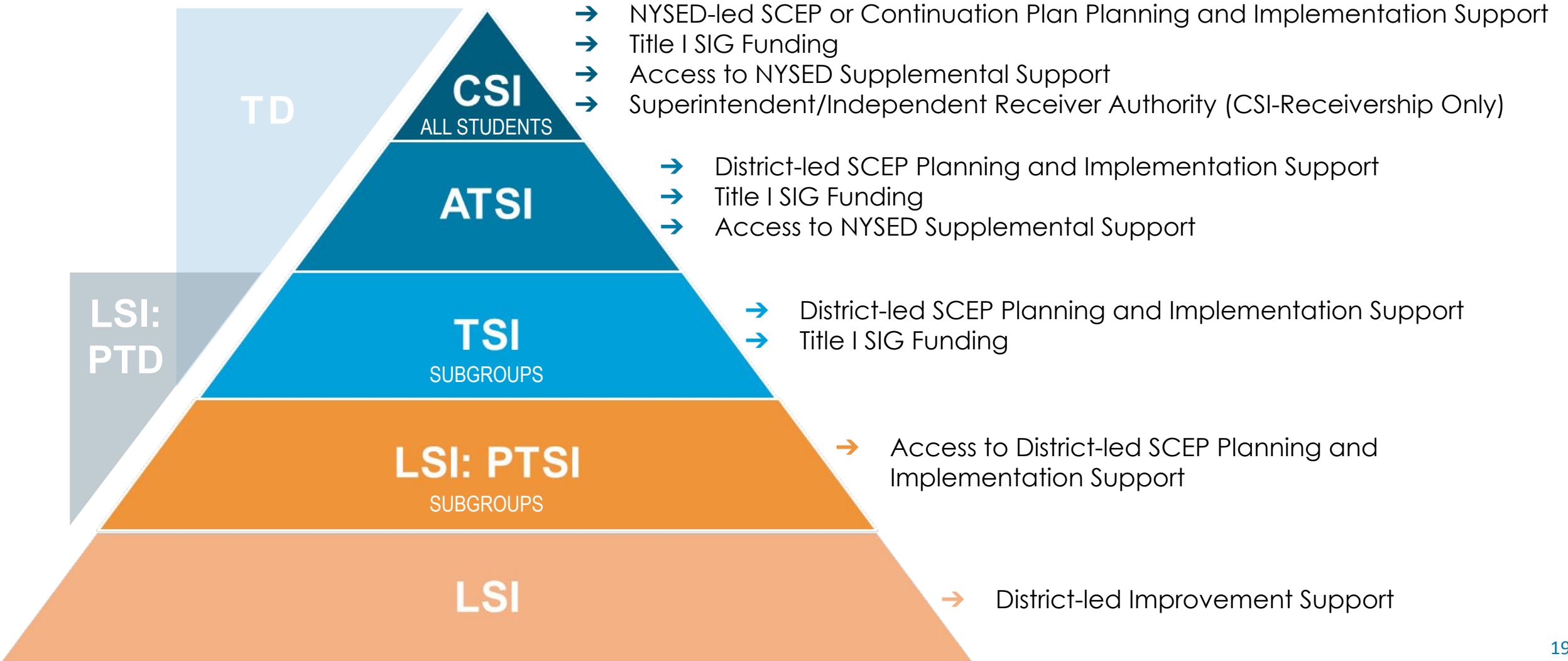
Scenarios capture non-Title I schools,
and often more than 5% of schools.

*EXAMPLE: "Scenario 1" might have
identified 6.3% of Title I schools*



HS Decision Table for Identification						
Scenario	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		

Continuum of Supports



Goal: Supporting Students

In a continuous improvement system, accountability data are not the primary drivers for improvement.

The information is **not actionable alone**, as it does not provide adequate evidence required to make improvements.

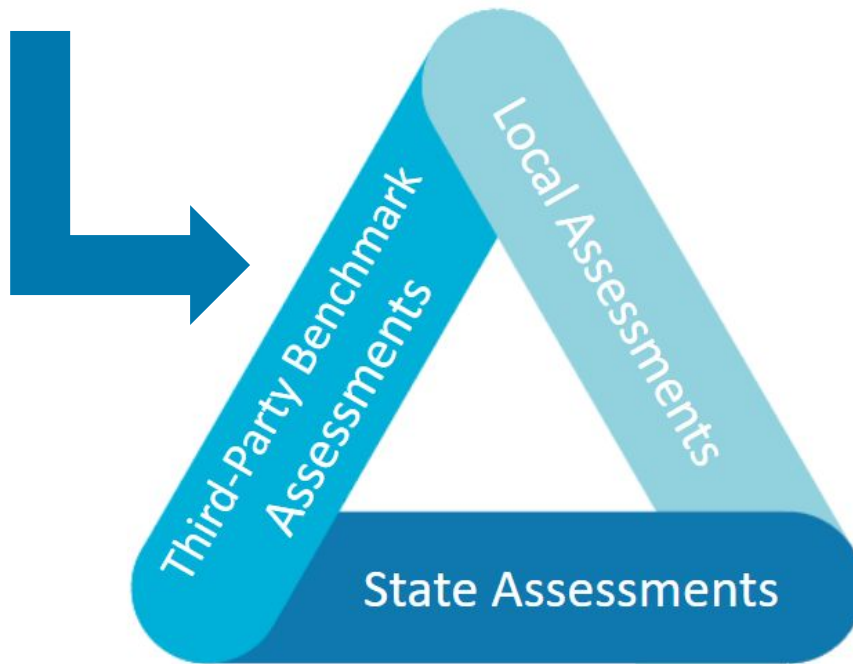
Accountability Data helps answer...

- How are students performing compared to others across the state?
- What gaps exist for groups of students in our district?
- What is going well?
- Where is there opportunity?



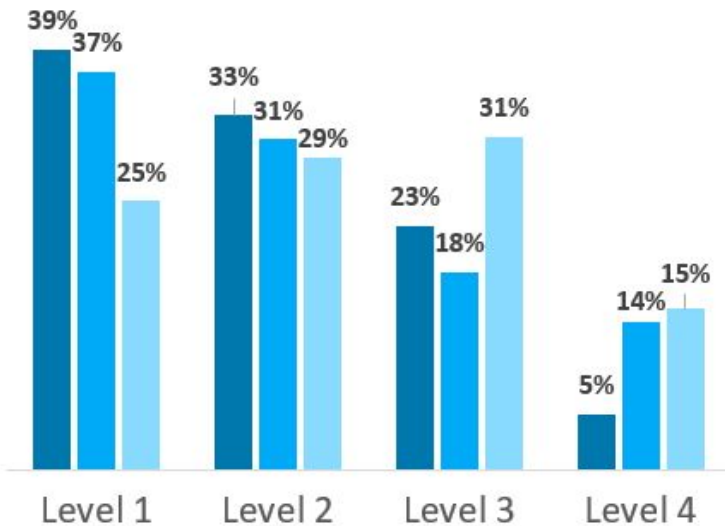
Supporting All Schools

- Triangulation analysis.



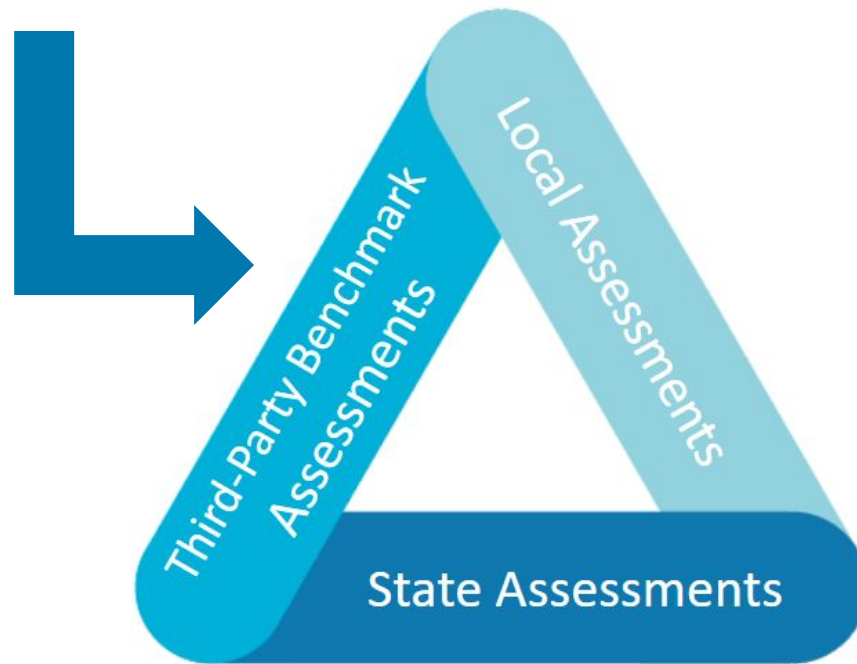
**Percent of Students
in Each Performance Level,
by Assessment**

■ NYS Assessment
■ Third-Party Assessment
■ Local Assessment

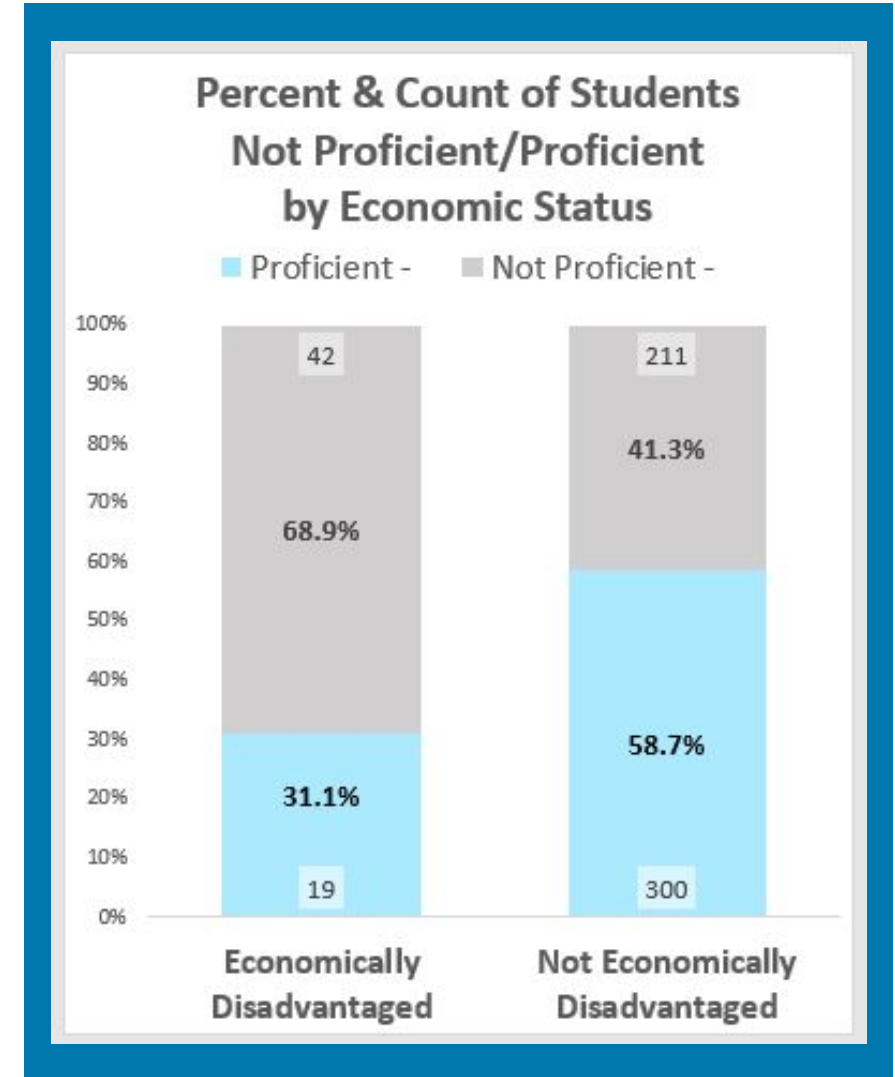


Supporting All Schools

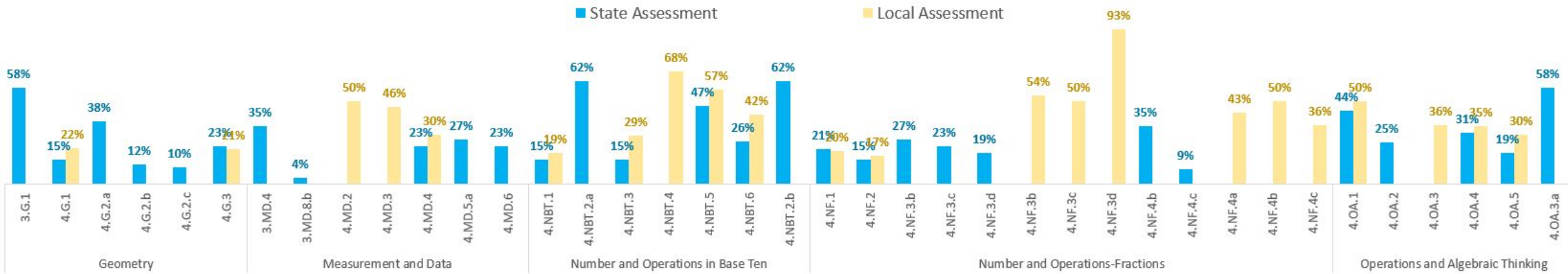
- Triangulation analysis.



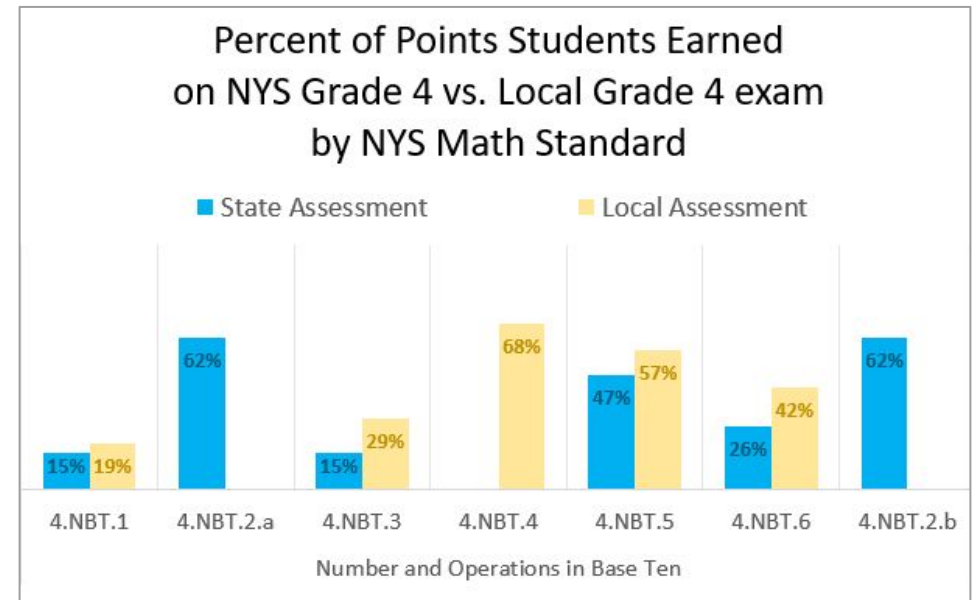
- Disaggregate analyses by subgroup.
- Detect disproportionality.



Analyzing Learning

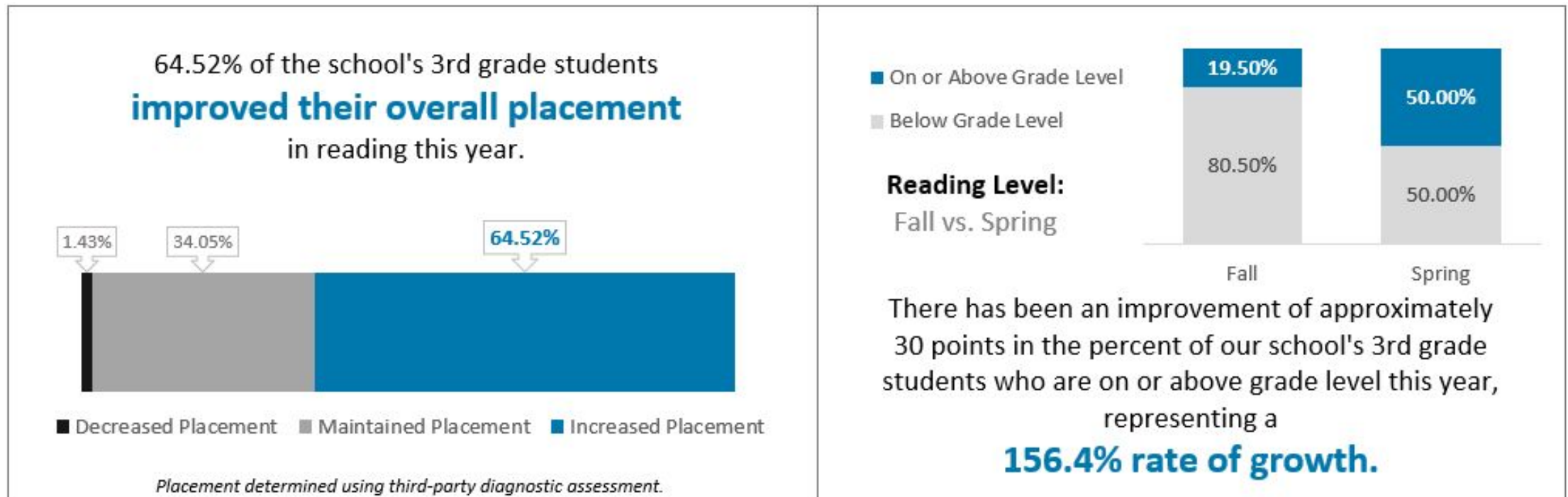


- Examine assessment results in more depth.
- Align curriculum, instruction, & assessment.



Track Progress

Deeper look into the results of benchmark and local assessments.



Continue Evaluating Progress

2023-24 Determinations Based on 2022-23 Results:			2024-25 Determinations Based on 2023-24 Results:			2025-26 Determinations Based on 2024-25 Results:		
Accountability Subgroup	Weighted Average Achievement Index	Core Subject Performance Index	Accountability Subgroup	Weighted Average Achievement Index	Core Subject Performance Index	Accountability Subgroup	Weighted Average Achievement Index	Core Subject Performance Index
Students with Disabilities	18.32	23.60	Students with Disabilities	43.84	50.86	Students with Disabilities	???	???
	Level 1	Level 1		Level 2	Level 2		Level ?	Level ?
Support Model	TSI		Support Model	TSI: Met Annual Progress		Support Model	???	

Will the school exit TSI?

Will they continue making progress in future years?



Resources

NYSED Document/Guide:

[Understanding the NYS Accountability System under ESSA for 2024-25](#)

NYSED ESSA Main Website: nysed.gov/essa

Contact Us:

School Data Bank Services – *Educational Support Services, ESBOCES*

Vanessa Biagioli-Dittrich, Program Administrator

Lauren Lewonka, Administrative Coordinator

SDBS@esboces.org | 631-244-4243 | www.ESBOCES.org/SDBS





Eastern Suffolk BOCES Board and Administration

President

Lisa Israel

Vice President

William K. Miller

Members

Arlene Barresi
Angelo Cassarino
Linda S. Goldsmith
William Hsiang
Kelli Anne Jennings

Susan Lipman
Joseph LoSchiavo
Anne Mackesey
James F. McKenna

Brian O. Mealy
Catherine M. Romano
Robert P. Sweeney
John Wyche

District Superintendent

Jasmin Varela, Ed.D.

Chief Operating Officer

David Wicks

Associate Superintendent

Claudy Damus-Makelele - Educational Services

Associate Superintendent

James J. Stucchio - Management Services

Assistant Superintendent

Nichelle Rivers, Ed.D. - Human Resources

Directors

Leah Arnold - Career, Technical and Adult Education

Kate Davern - Educational Support Services

Arlene Durkalski - Human Resources

Mark Finnerty - Facilities

Katelyn Fretto - Business Services

Susan Maddy - Administrative Services

Gina Reilly - Special Education

Darlene Roces - Regional Information Center

Jachan Watkis - Diversity, Equity, and Inclusion

www.esboces.org

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, gender identity or expression, transgender status, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. This policy of nondiscrimination includes: access by students to educational programs, student activities, recruitment, appointment and promotion of employees, salaries, pay, and other benefits. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. ESBOCES fully complies with all applicable rules and regulations pertaining to civil rights for students and employees (e.g., Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, Titles VI and VII of the Civil Rights Act of 1964, Dignity for All Students Act, §303 of Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act of 2001). Inquiries regarding the implementation of the above laws should be directed to either of the Eastern Suffolk BOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org: the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.