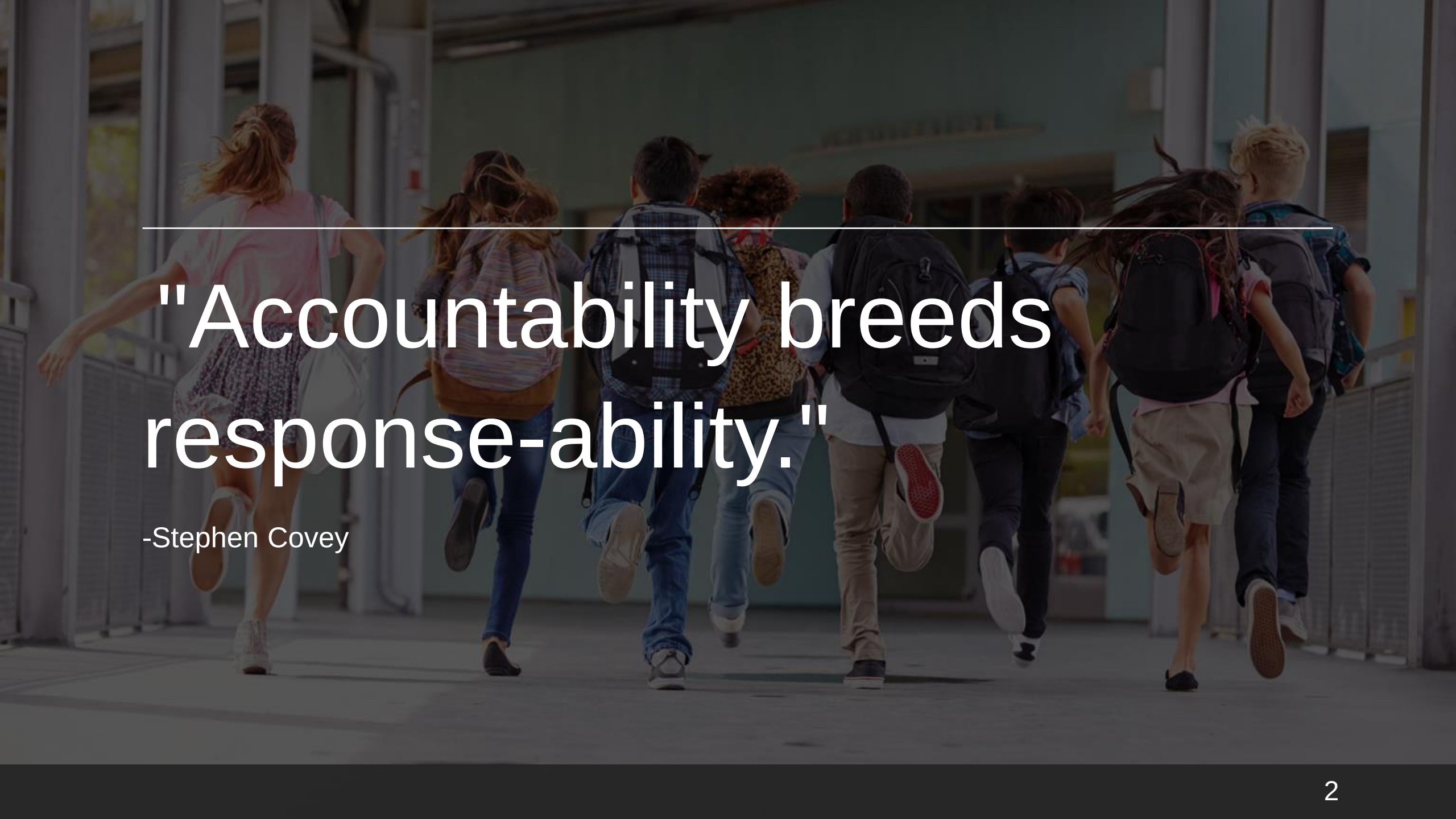


NYSED Reimagine Phase Accountability System

**SCDN
March 2025**

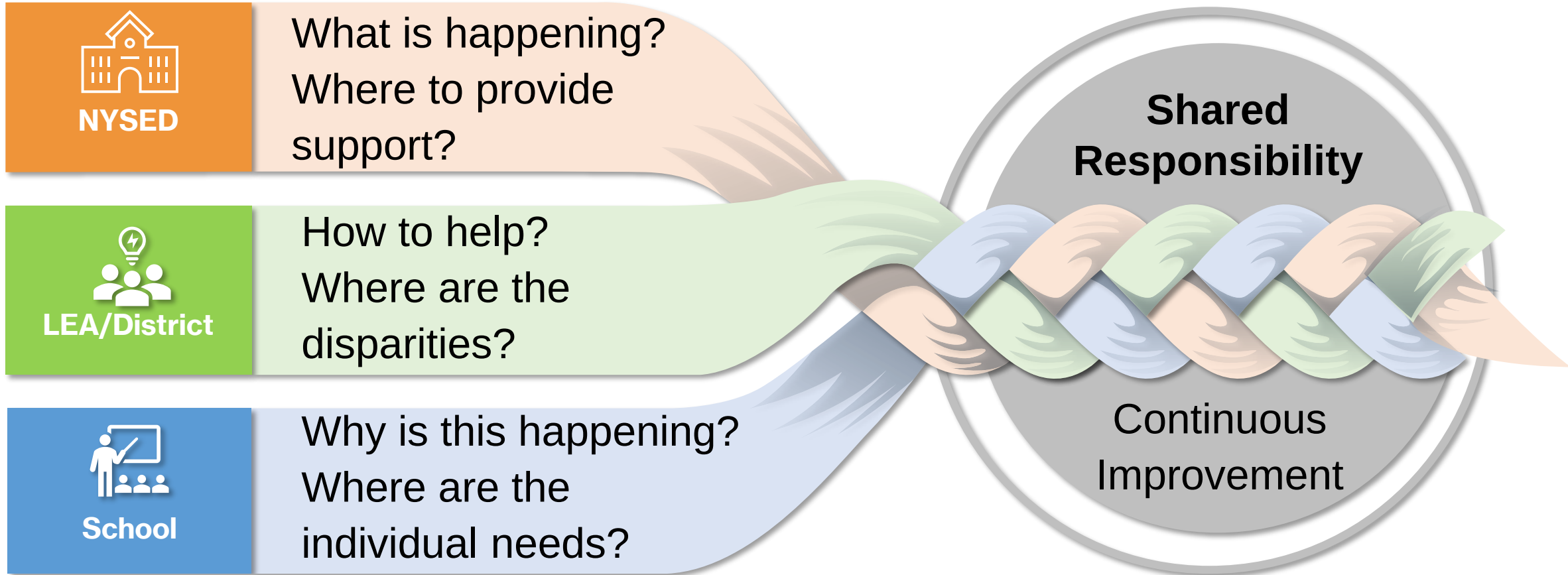


A group of students, seen from behind, are running down a school hallway. They are wearing backpacks and casual clothing. The hallway has large windows on the right and a door at the end. The image is slightly blurred to convey a sense of motion.

"Accountability breeds
response-ability."

-Stephen Covey

Stronger Together



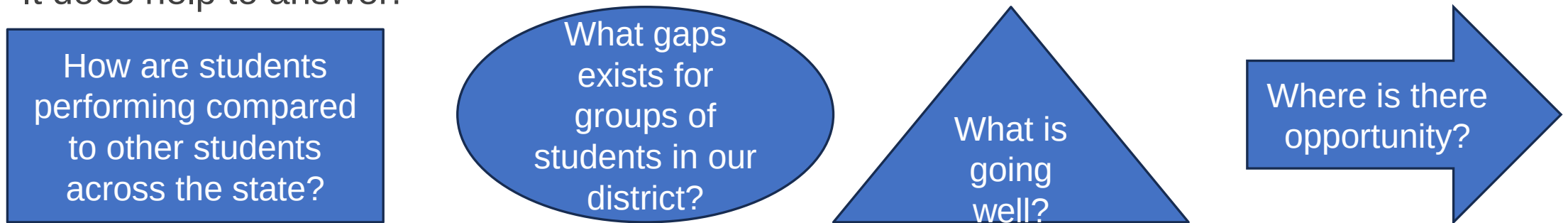
Mutually Accountable for Success for ALL Students!

NYSED Accountability System

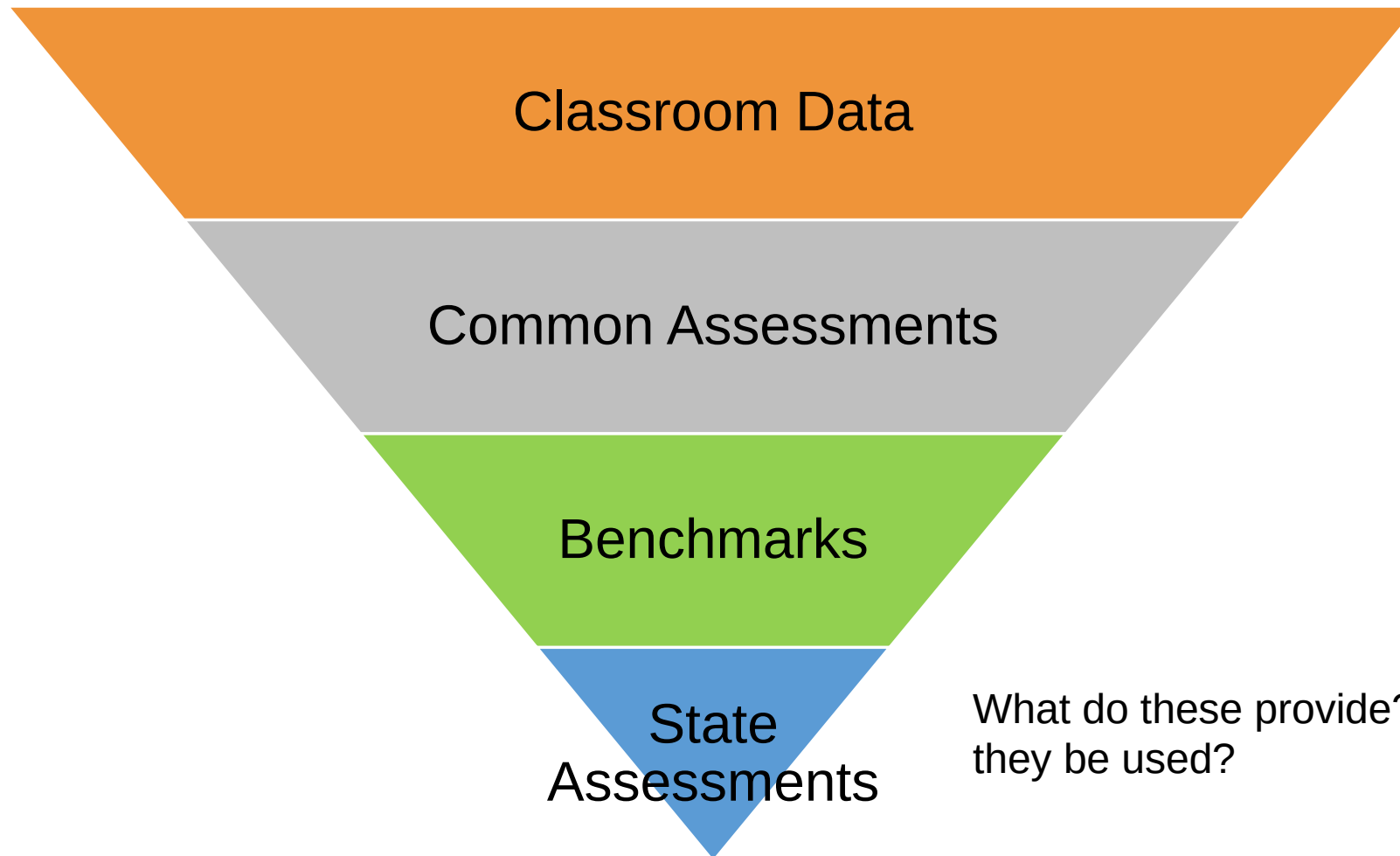
In a continuous improvement system, accountability data are not the primary drivers for improvement.

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

It does help to answer:



Evidence is Key!



What do these provide? How should they be used?

Transition to Reimagine System

Rebuild Phase

2023-24 SY based on 2022-23 SY results
2024-25 SY based on 2023-24 SY results

Reimagine Phase

2025-26 SY and Beyond

2025-26 SY based on 2024-25 SY results

Coming next year

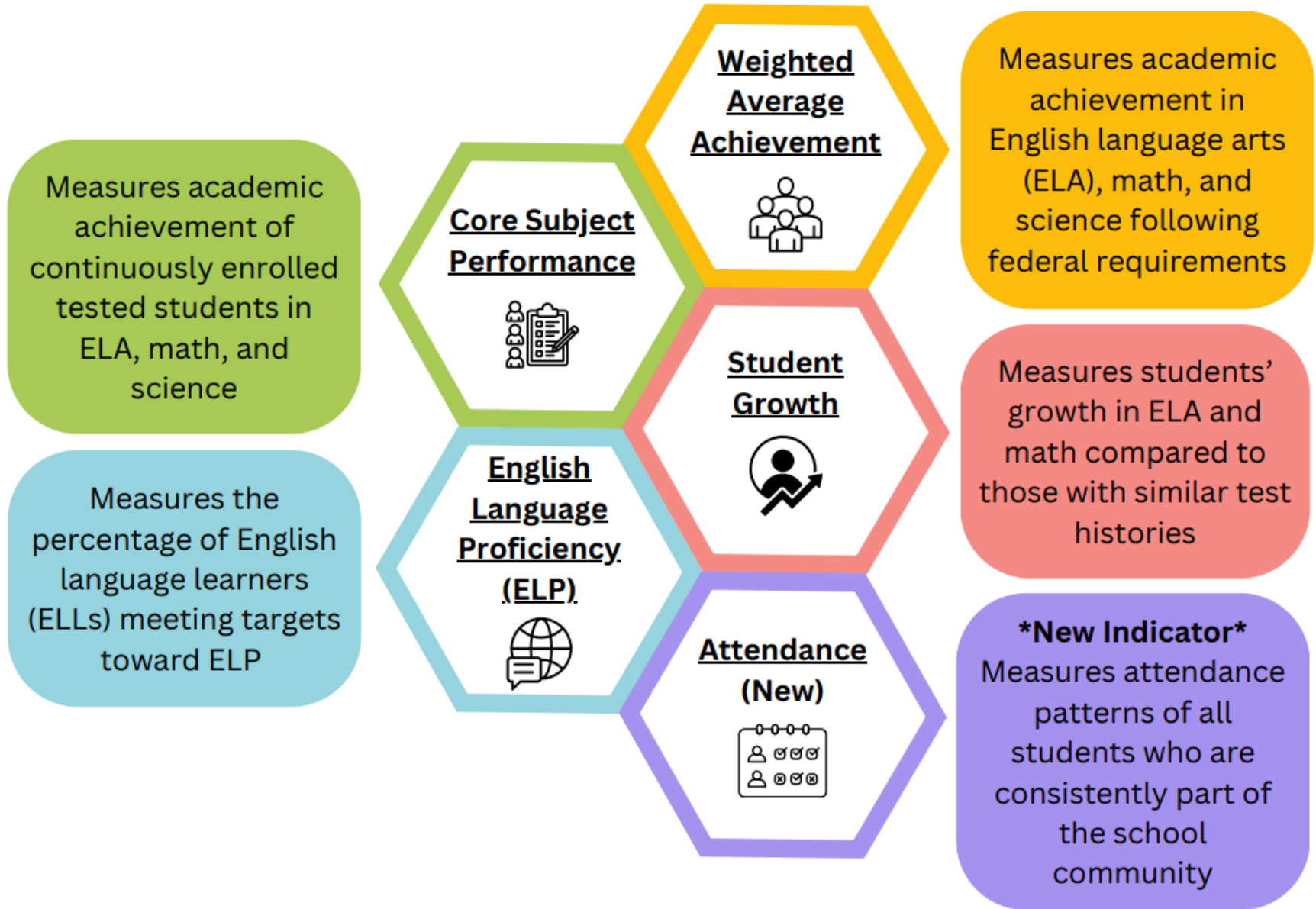


Reimagine Accountability Indicators

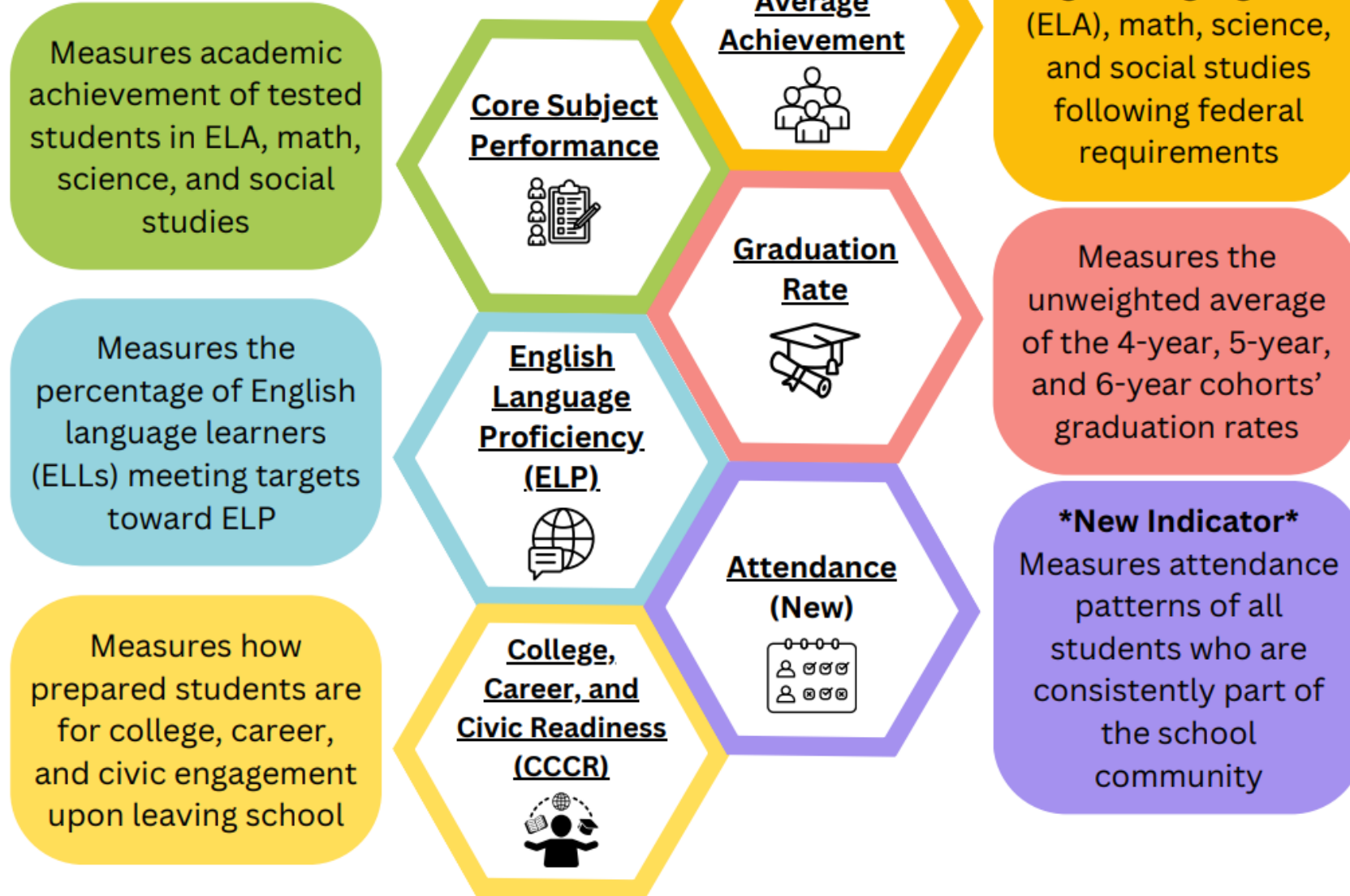
- ☐ Maintained from Rebuild Phase with modifications to calculation methodology
- ☐ Maintained from Rebuild Phase with no changes
- ☐ Restored indicator
- ☐ New indicator

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

E/M System



HS System



What parts of New York State's accountability system *ARE* changing?

With the reestablishment of consistent administration of assessments and more normalized data, previous elements paused during the Rebuild Phase will be restored.

Subjects Reintroduced to Academic Achievement Indicator Calculations

Science

Elementary/
Middle Level



Social Studies

High School Level



x2

Static Cut Points for Core Subject Performance

Indicators Reintroduced for Accountability Purposes

Growth

Elementary/
Middle Level



College, Career,
and Civic Readiness
(CCCR)

High School Level



New Attendance Indicator

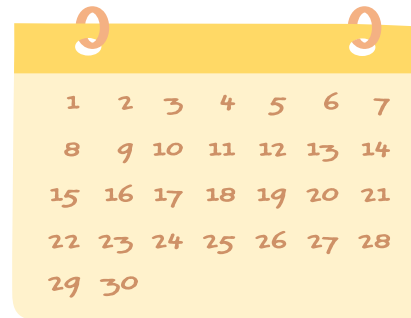


In response to extensive stakeholder feedback and the need to support attendance growth for all, a new Attendance indicator will replace the Chronic Absenteeism Indicator.

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



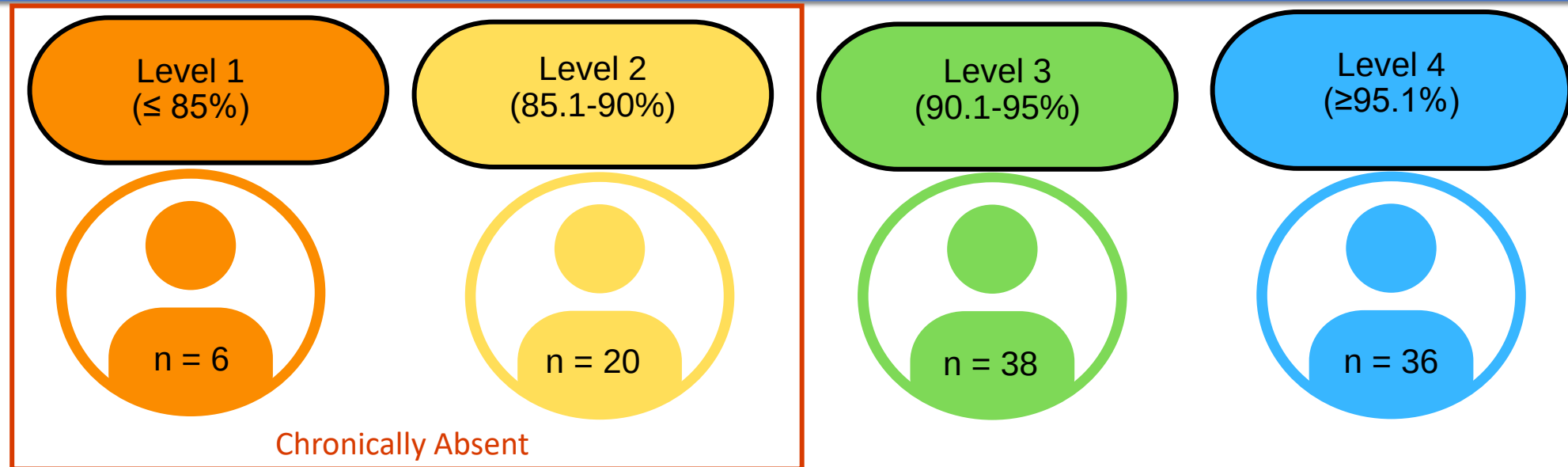
Inclusion criteria increases to 30 instructional days.



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



New Attendance Indicator



These student attendance levels are used to calculate the Attendance Index.

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

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

Chronic Absenteeism Remains a Priority

What about chronic absenteeism?

Addressing chronic absenteeism remains a priority for NYSED.

NYSED will continue to measure, track, and report chronic absenteeism, defined as missing 10% or more of enrolled instructional days.

Students assigned an attendance level of 1 or 2 for the purposes of Attendance Indicator calculations are considered chronically absent.

Do suspensions count as absences?

No, suspensions do not count as absences, because suspended students must receive alternate instruction if they are of compulsory school age.

Minimum n-Size and 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 accountability indicator for that subgroup.

Rebuild Phase	Reimagine Phase 1
n = 30	n = 20 Single Year Data Equity and Attention to Subgroups

Identification for Support

	Rebuild Phase	Reimagine Phase 1
Definition of Target District	<ul style="list-style-type: none"> District in which one or more schools are identified for CSI, ATSI, or TSI District in which one or more district-level subgroup is performing at a level that would have caused a school to be identified for CSI, ATSI, or TSI 	<ul style="list-style-type: none"> District in which one or more schools are identified for CSI, ATSI, or TSI
Frequency of Identification	<ul style="list-style-type: none"> CSI and ATSI: Once every three years TSI: Annual 	<ul style="list-style-type: none"> No changes
Identification Criteria	<ul style="list-style-type: none"> Decision Tables used scenario 1 to hit statutory threshold 	<ul style="list-style-type: none"> Decision Tables will include two scenarios and a third if needed
Exit Criteria	<ul style="list-style-type: none"> 2023-24 SY: One year of improvement 2024-25 SY: Two consecutive years of improvement 	<ul style="list-style-type: none"> In the second year after initial identification, eligible to exit support model.

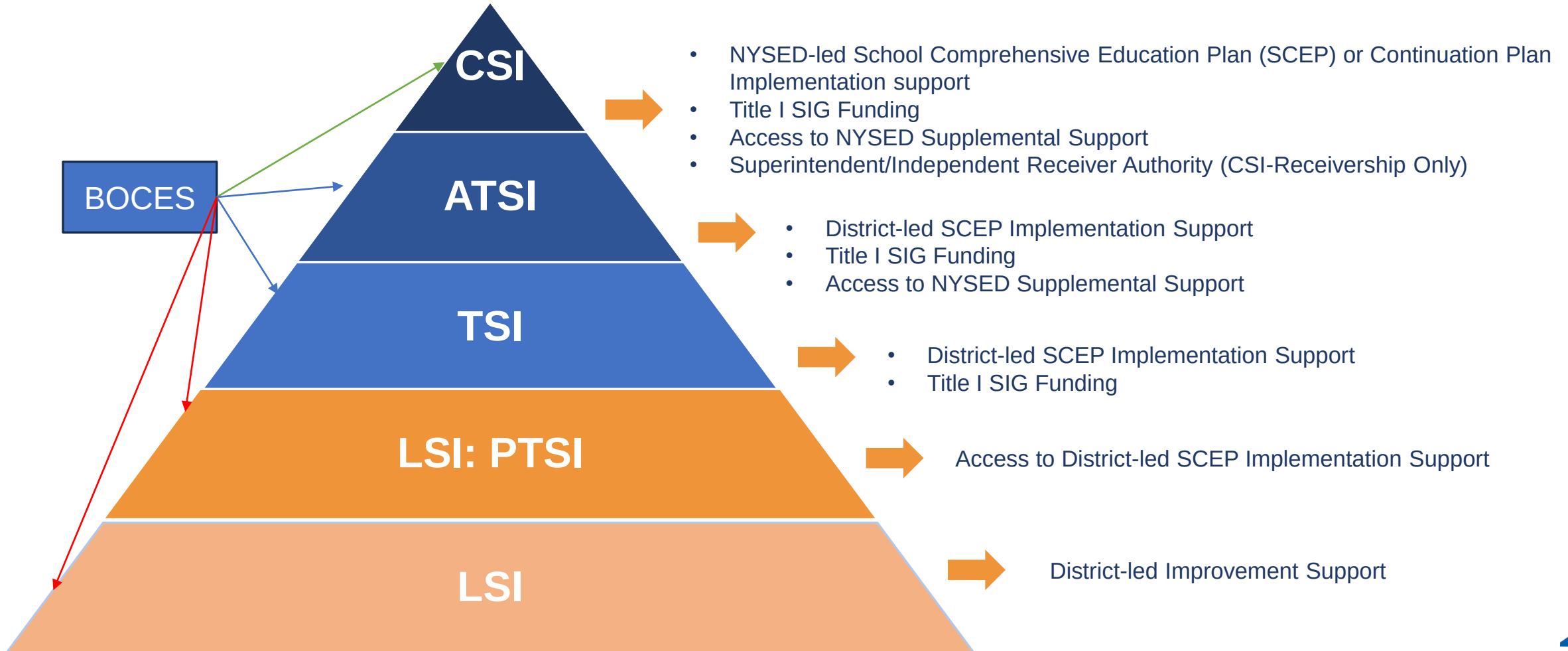
Proposed Decision Tables

Elementary/Middle Level					
Scenarios	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	Level 1 or 2 or None
3*	Level 1	Level 1	Level 2	Either Level 2	

High School Level						
Scenarios	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	Level 1 or 2

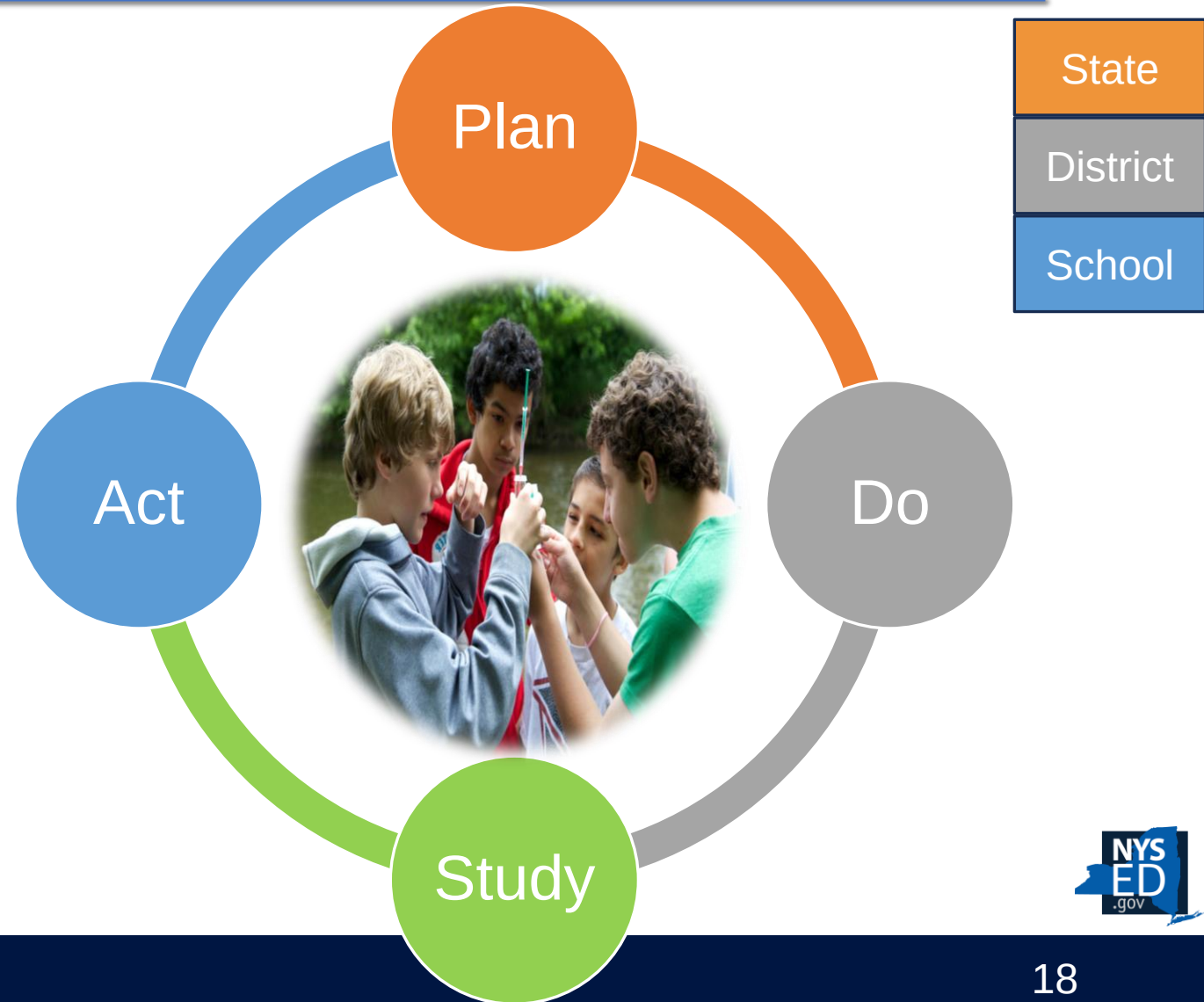
*Scenario will only be used if needed to identify the lowest performing 5% of Title 1 schools.

Continuum of Supports

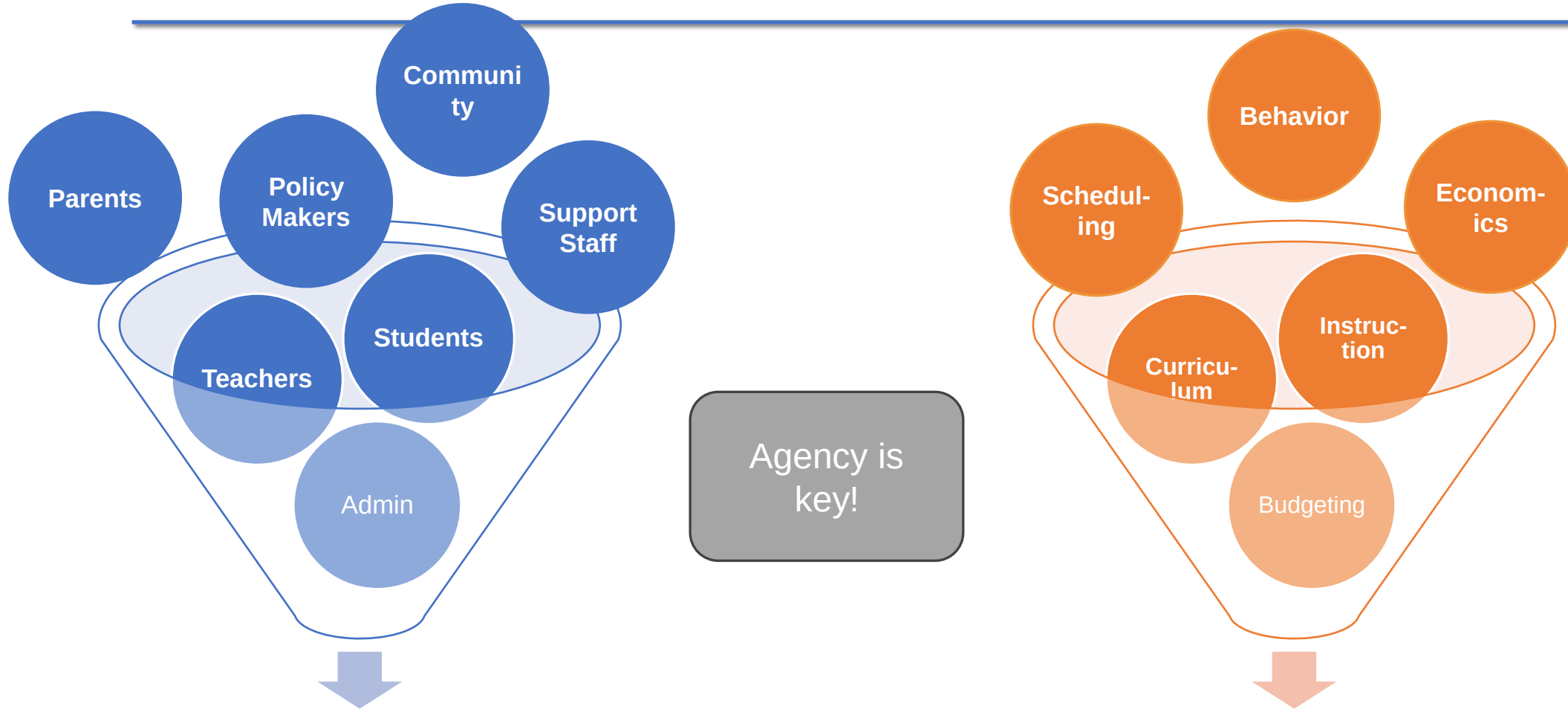


Learner Centered Continuous Improvement

- Begin with needs assessment.
- Plan for targeted interventions with evidence and research-based strategies
- Ensure cohesion with school and district support for improvement
- Determine evidence required to measure progress in short and long term
- Monitor progress and pivot if necessary



Schools Are Complex Ecosystems



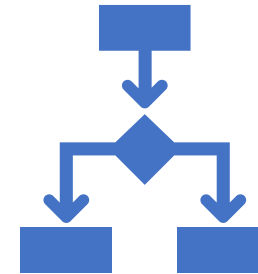
School improvement efforts will only succeed if they are based on a clear understanding of how the different parts of the system work together.

So What Now?



SIRS

Accountability Reports
Growth Report – SIRS 112
CCCR Report – SIRS 108
Attendance Report – SIRS 116



Unpack current accountability data-

Where are the level 1's?
Any PTSI?
All Students Group- 1's across the indicators?

Resources

<https://www.nysed.gov/accountability>

<https://www.nysed.gov/accountability/continuous-improvement>

<https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data>

Questions?

