School Data Bank Services

Eastern Suffolk BOCES

Educational Support Services • Working Together for Excellence

ESSA Refresher

The Reimagine Phase:

Updates & Opportunities

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Source Acknowledgment

This presentation includes direct excerpts and graphics from publications by the New York State Education Department (NYSED), Office of Accountability. Content is used for professional learning and noncommercial purposes, with appreciation to the Office of Accountability team for their ongoing work and support.

New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

https://www.nysed.gov/accountability

CHECKING IN

How familiar are you with ESSA Accountability?

–SLIDO ON NEXT SLIDE–

TODAY'S OBJECTIVES

WHAT?

SO WHAT?

WHAT NOW?

- Provide key updates and reminders on the NYS ESSA Reimagine Phase;
- Take a closer look at ESSA through the lens of equity and continuous improvement;
- Engage in conversations that move beyond compliance toward meaningful progress;
- Reflect on potential implications for district and school planning.

An ESSA Overview

Providing history and context

ESSA: Every Student Succeeds Act

- U.S. federal law for K-12 public education that replaced “No Child Left Behind” in 2015.
- Outlines how states can use federal money to support public schools.
- Requires every state to measure performance in reading, math, and science (95% participation rate required for statewide assessments).
- Requires every state to develop an accountability system identifying low-performing schools, approve locally developed improvement plans, and monitor progress.
- Requires states to develop and maintain a public “State Report Card” to increase transparency and empower parents.

Lowest Performing 5% Requirement

NYSED is required to identify *at a minimum* the lowest performing 5% of Title I Schools in the state at each level as in need of "Comprehensive Support and Improvement":

Lowest 5% of Title I Schools for *Elementary/Middle Level (EM)*

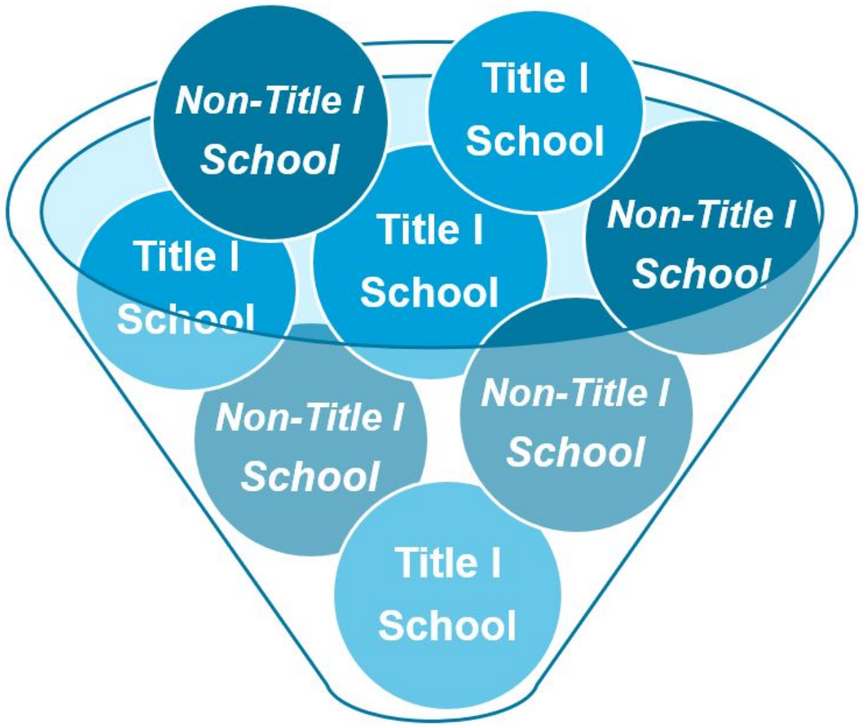
Lowest 5% of Title I Schools for *High School Level (HS)*

IMPORTANT NOTE:

Non-Title I Schools that meet the criteria used to identify Title I Schools must *also* be determined as lowest performing.

EXAMPLE:
School 1 (Title I)
School 2 (Title I)
School 3 (**Not** Title I)
School 4 (Title I)
School 5 (**Not** Title I)
School 6 (**Not** Title I)
School 7 (Title I)
School 8 (Title I)
School 9 (**Not** Title I)
School 10 (Title I)

Reached 5% of Title I schools.



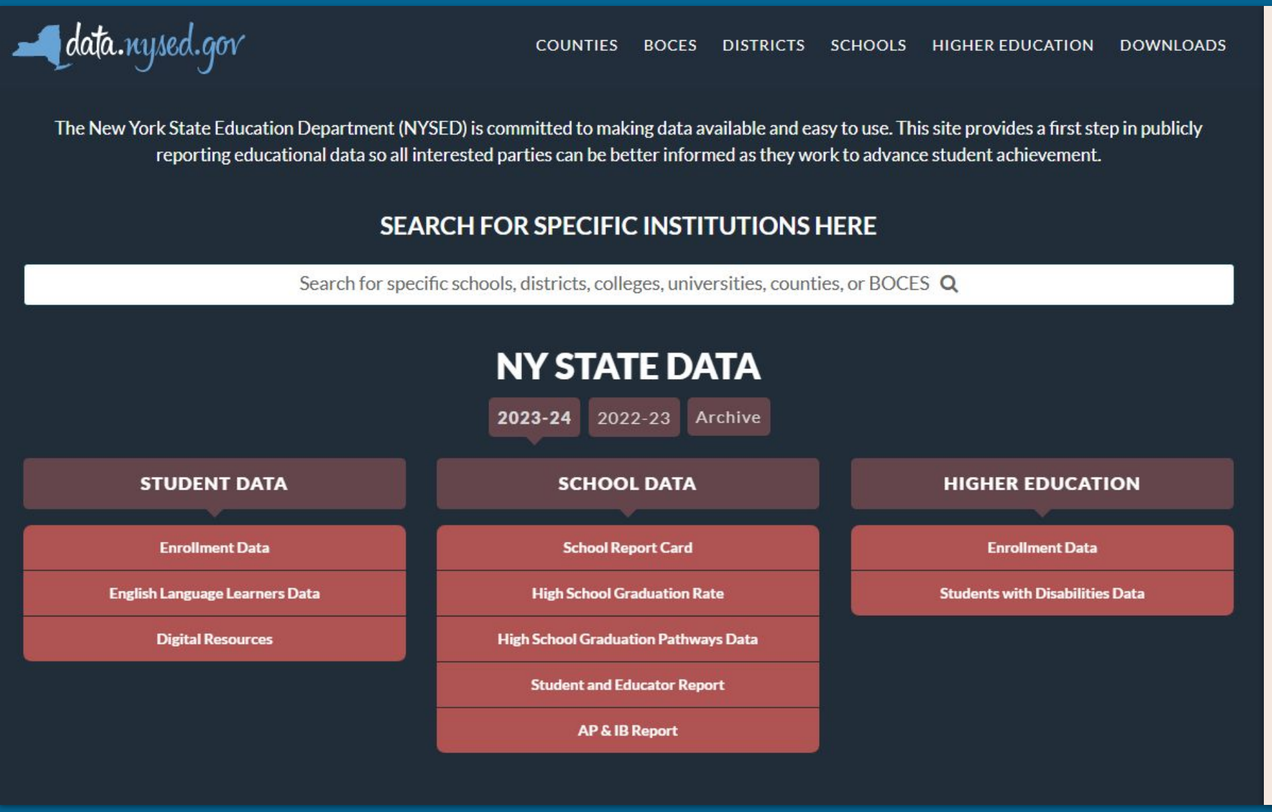
Continuous improvement for all.

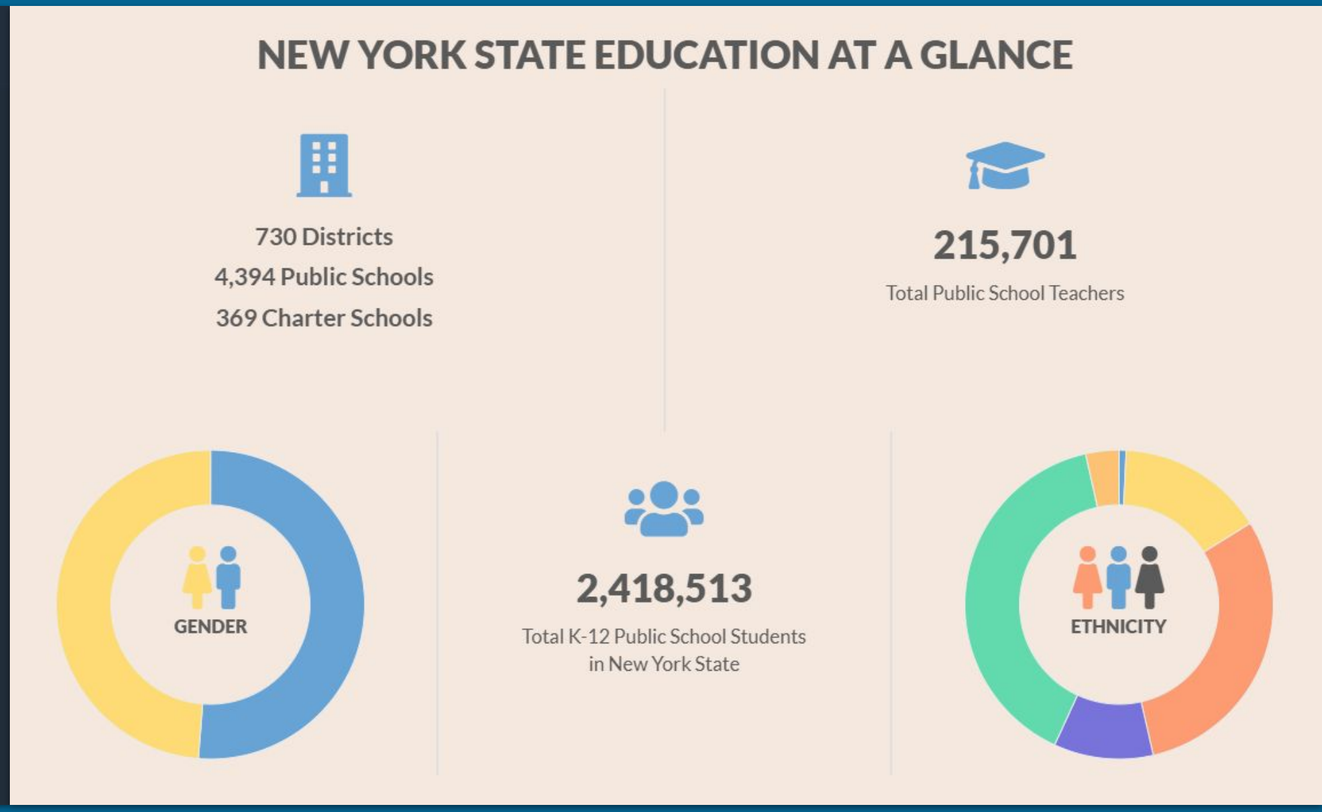
Adapted from NYSED Office of Accountability materials.

The State Report Card

data.nysed.gov

What does the public see?



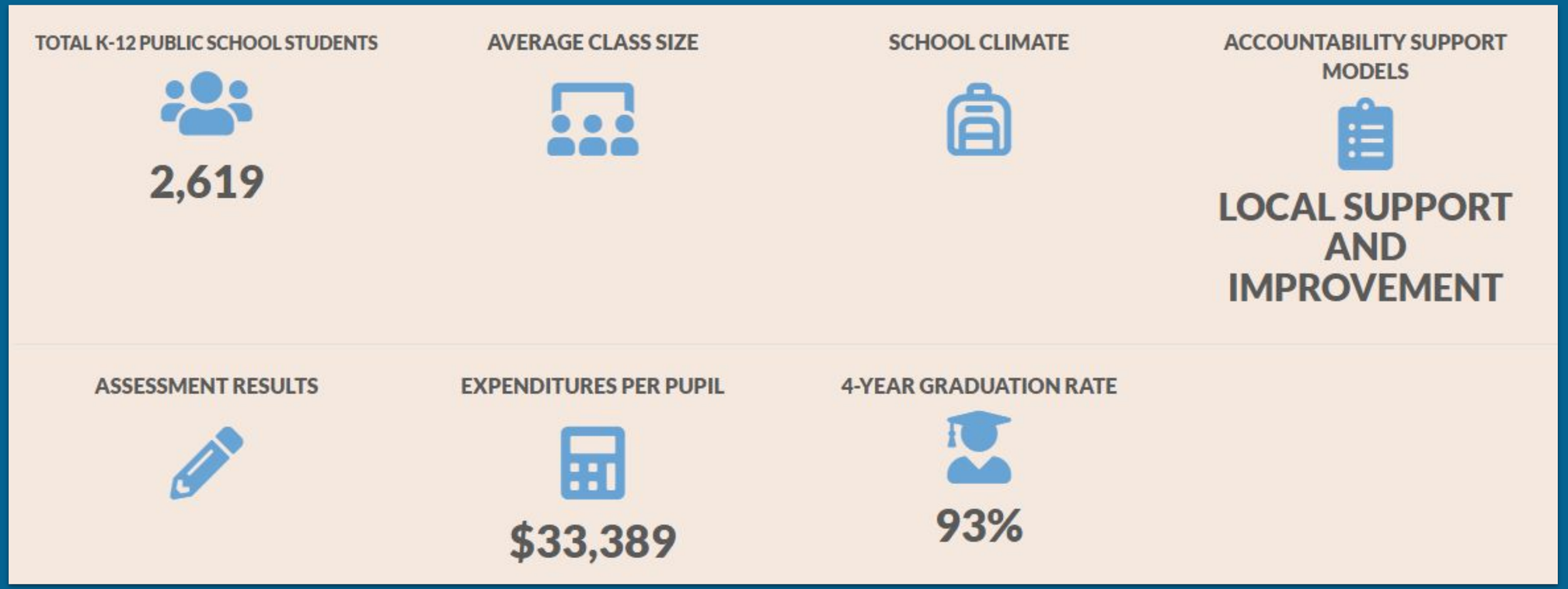


The State Report Card

data.nysed.gov

The State Report Card

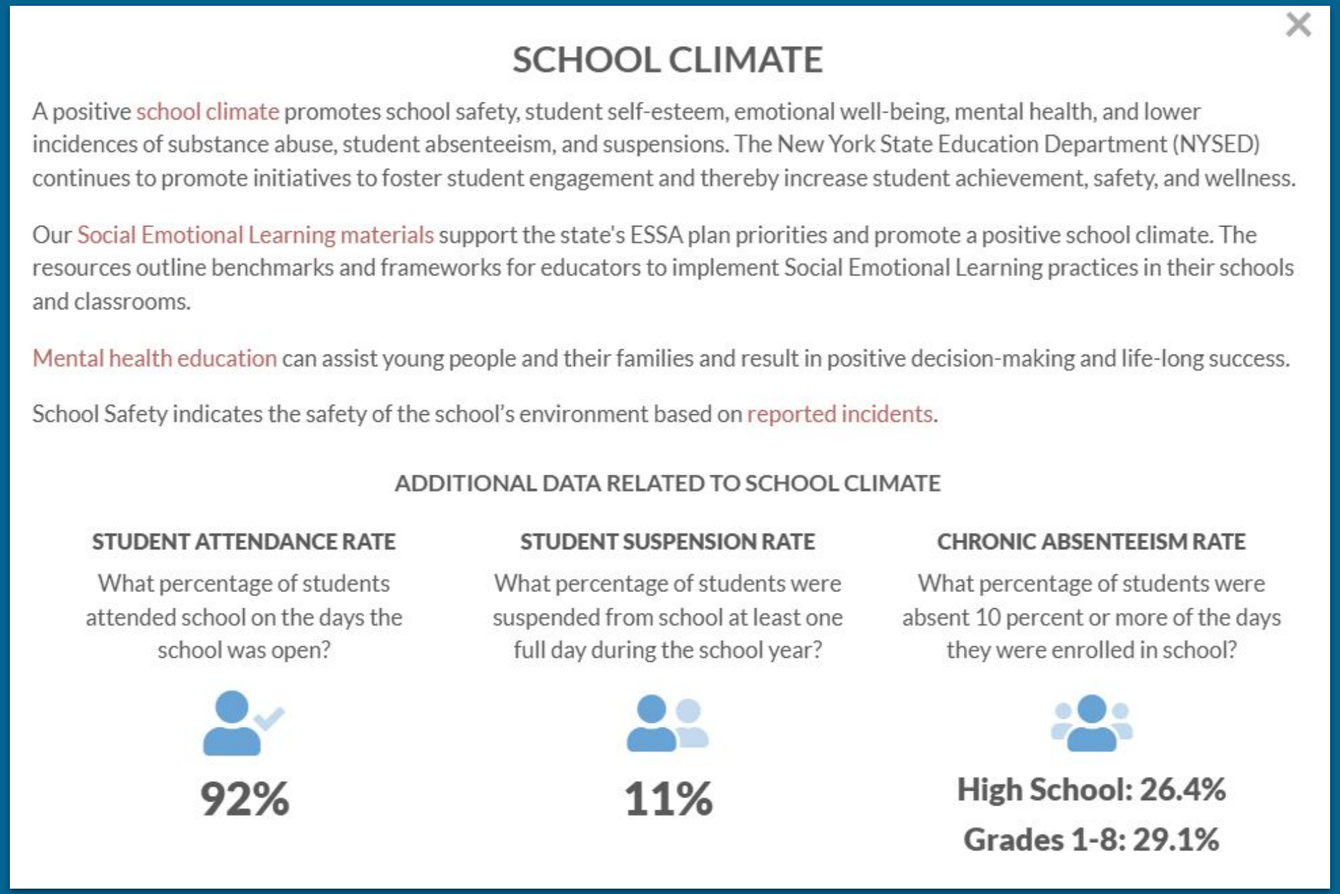
"At-a-Glance" data:



data.nysed.gov

The State Report Card

Detailed pop-outs:



SCHOOL CLIMATE

A positive school climate promotes school safety, student self-esteem, emotional well-being, mental health, and lower incidences of substance abuse, student absenteeism, and suspensions. The New York State Education Department (NYSED) continues to promote initiatives to foster student engagement and thereby increase student achievement, safety, and wellness.

Our Social Emotional Learning materials support the state's ESSA plan priorities and promote a positive school climate. The resources outline benchmarks and frameworks for educators to implement Social Emotional Learning practices in their schools and classrooms.

Mental health education can assist young people and their families and result in positive decision-making and life-long success.

School Safety indicates the safety of the school's environment based on reported incidents.

ADDITIONAL DATA RELATED TO SCHOOL CLIMATE

STUDENT ATTENDANCE RATE

What percentage of students attended school on the days the school was open?

92%

STUDENT SUSPENSION RATE

What percentage of students were suspended from school at least one full day during the school year?

11%

CHRONIC ABSENTEEISM RATE

What percentage of students were absent 10 percent or more of the days they were enrolled in school?

High School: 26.4%

Grades 1-8: 29.1%

data.nysed.gov

The State Report Card

Categories of data:

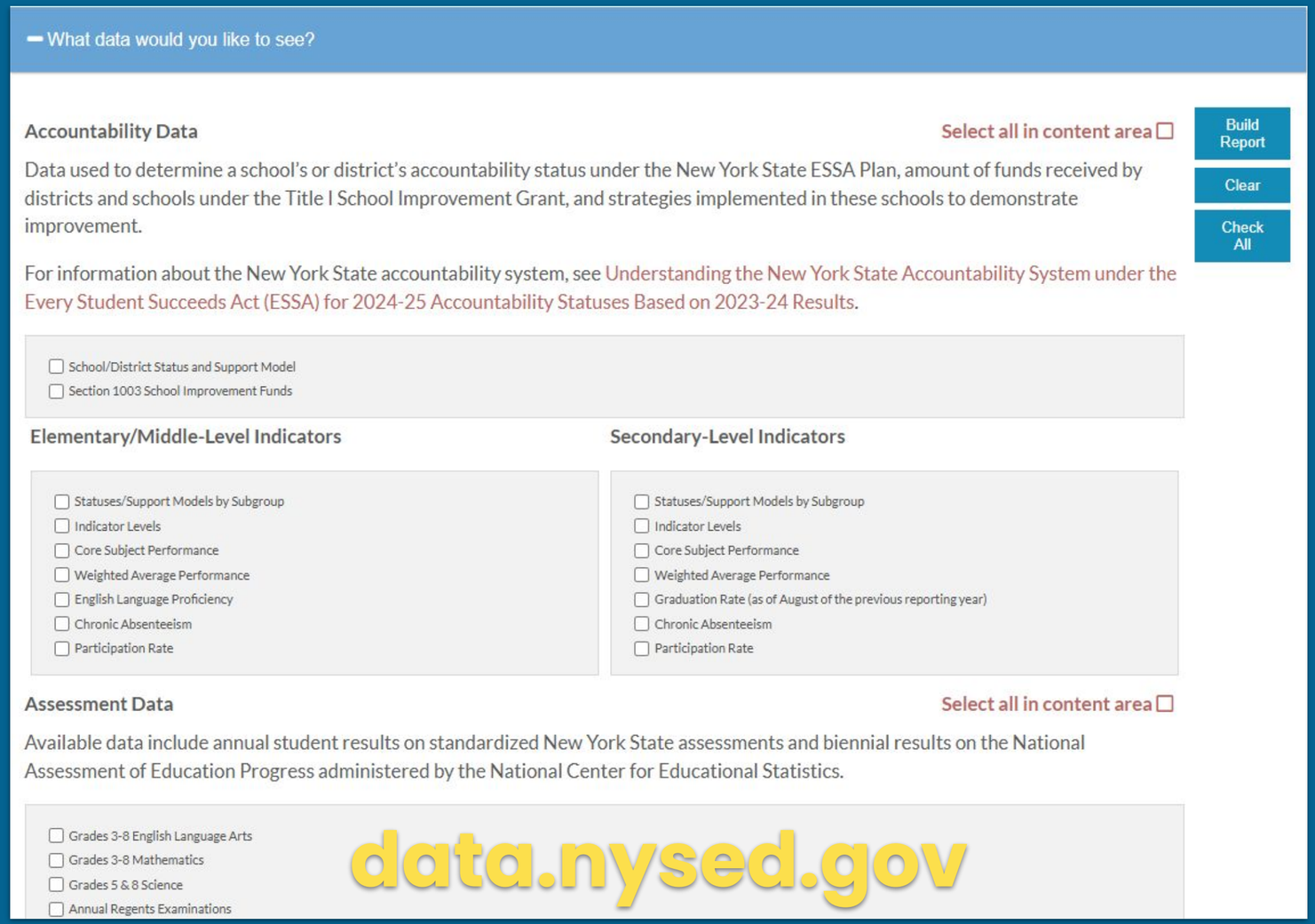
STUDENT DATA
Enrollment Data
English Language Learners Data
Special Education Data
Digital Resources

SCHOOL DATA
School Report Card
High School Graduation Rate
High School Graduation Pathways Data
Student and Educator Report
Financial Transparency Report
AP & IB Report

data.nysed.gov

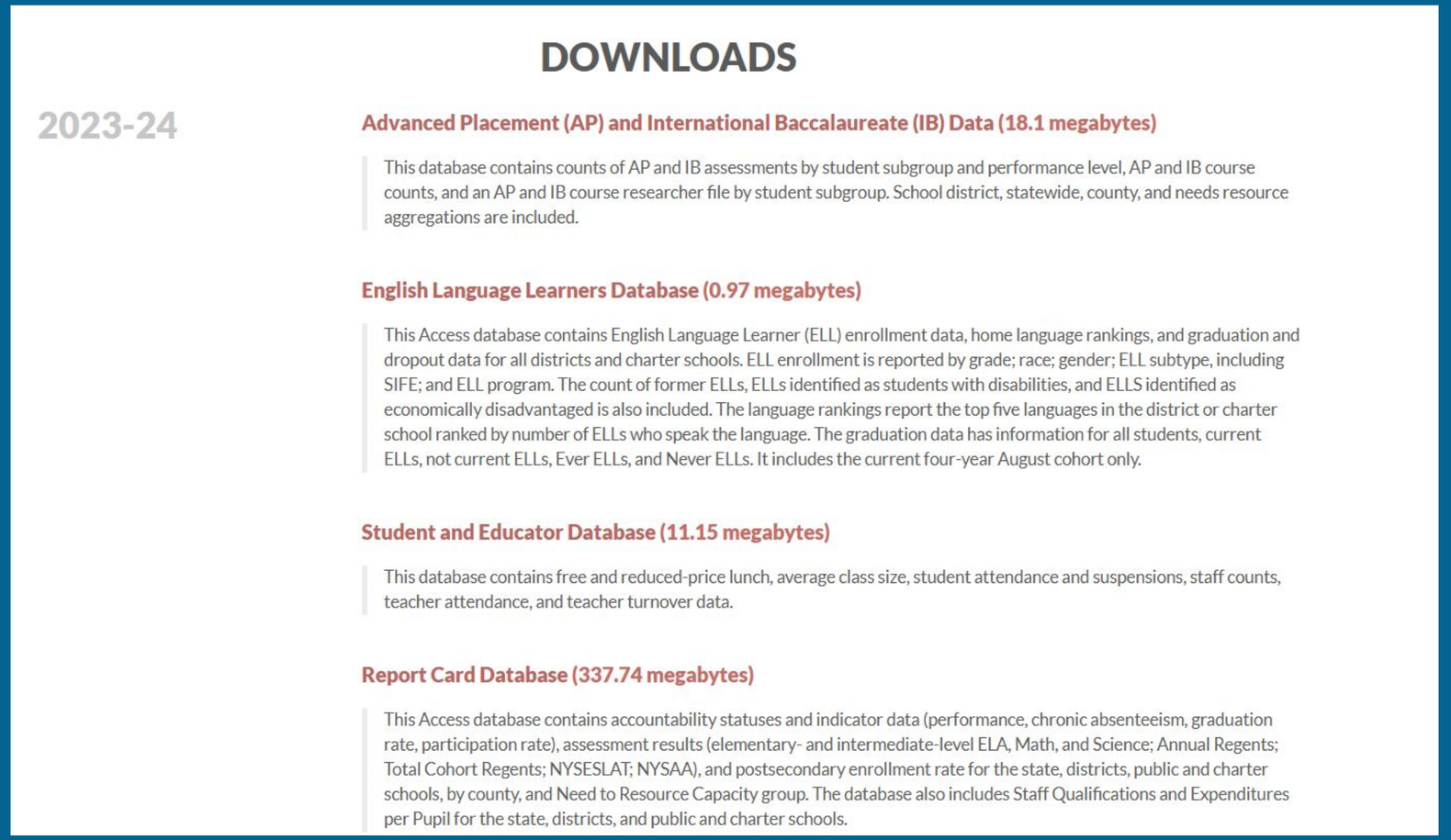
The State Report Card

View/Build Reports:



The State Report Card

Download prior databases:



DOWNLOADS

2023-24

Advanced Placement (AP) and International Baccalaureate (IB) Data (18.1 megabytes)

> This database contains counts of AP and IB assessments by student subgroup and performance level, AP and IB course counts, and an AP and IB course researcher file by student subgroup. School district, statewide, county, and needs resource aggregations are included.

English Language Learners Database (0.97 megabytes)

> This Access database contains English Language Learner (ELL) enrollment data, home language rankings, and graduation and dropout data for all districts and charter schools. ELL enrollment is reported by grade; race; gender; ELL subtype, including SIFE; and ELL program. The count of former ELLs, ELLs identified as students with disabilities, and ELLS identified as economically disadvantaged is also included. The language rankings report the top five languages in the district or charter school ranked by number of ELLs who speak the language. The graduation data has information for all students, current ELLs, not current ELLs, Ever ELLs, and Never ELLs. It includes the current four-year August cohort only.

Student and Educator Database (11.15 megabytes)

> This database contains free and reduced-price lunch, average class size, student attendance and suspensions, staff counts, teacher attendance, and teacher turnover data.

Report Card Database (337.74 megabytes)

> This Access database contains accountability statuses and indicator data (performance, chronic absenteeism, graduation rate, participation rate), assessment results (elementary- and intermediate-level ELA, Math, and Science; Annual Regents; Total Cohort Regents; NYSESLAT; NYSAA), and postsecondary enrollment rate for the state, districts, public and charter schools, by county, and Need to Resource Capacity group. The database also includes Staff Qualifications and Expenditures per Pupil for the state, districts, and public and charter schools.

data.nysed.gov

The State Report Card

View statewide MIPs and LTGs:

NY STATE - NEW YORK STATE REPORT CARD [2023 - 24]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Glossary and Guide

Download the Statewide Database

✚ What data would you like to see?

NYS MEASURES OF INTERIM PROGRESS (MIP) AND LONG-TERM GOALS (2023-24)

ELEMENTARY/MIDDLE WEIGHTED AVERAGE PERFORMANCE

Subgroup	Subject	2023-24 Index	2023-24 State MIP	2023-24 State Long Term Goal
All Students	ELA	118.2	113.0	121.6
	Mathematics	130.3	115.3	123.5
American Indian or Alaska Native	ELA	115.8	110.1	118.5
	Mathematics	122.9	108.0	116.6
Asian or Native Hawaiian/Other Pacific Islander	ELA	172.5	160.8	164.4
	Mathematics	192.6	176.3	178.7

data.nysed.gov

A quick note about MIPs and LTGs:

Measures of Interim Progress (MIPs) are essential tools for continuous improvement planning. While they're not used for formal accountability determinations, schools are strongly encouraged to use them for planning and goal-setting.

MIPs are the annual increments needed to achieve the state's **long-term goals (LTGs)**. MIPs provide quantitative benchmarks for major academic measures (Weighted Average Achievement indices, Graduation Rate, and English Language Proficiency).

Use MIPs to drive improvement:

- Contextualize performance in relation to statewide averages and goals for every subgroup.
- Establish local goals and benchmarks for improvement.

ESSA Timeline

2015 — **ESSA signed into federal law**

2016–2017 — **NYSED developed original state ESSA Plan**

2017–2020 (MARCH 2020) — **Implementation of original NYS ESSA Plan**

2022–2023 — **NYS ESSA Restart Phase** (based on 2021-22 SY results)

2023–24 & 2024–25 — **NYS ESSA Rebuild Phase** (based on 2022-23 and 2023-24 SY results)

2025+ — **NYS ESSA Reimagine Phase** (beginning based on 2024-25 SY results)

Adapted from NYSED Office of Accountability materials.

REAL PURPOSE OF
NYS ESSA PLAN

- Promote **equity**, **transparency**, and **continuous improvement**.

EVERY STUDENT SUCCEEDS ACT (ESSA)

Advancing Equity

Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

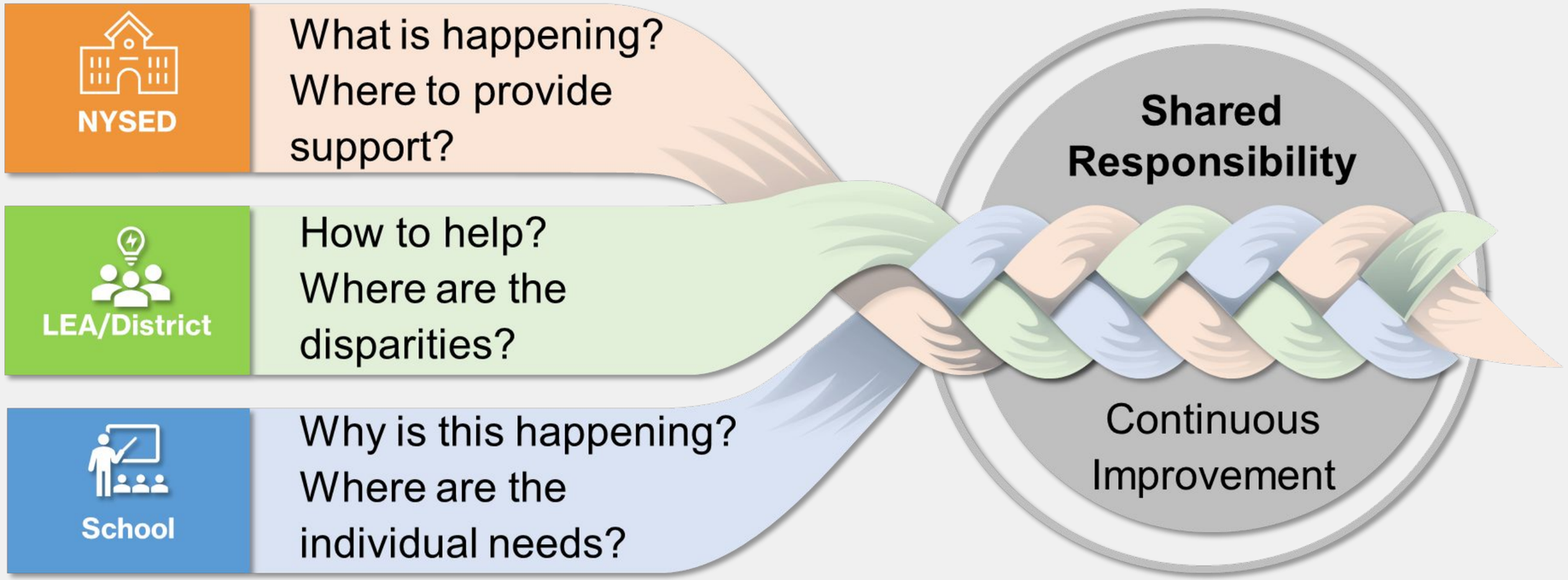
https://www.nysed.gov/essa

CORE GOALS OF NYS ESSA PLAN

- **Equity & Access:** Ensure all students have a world-class, standards-aligned education with fair resources and supports.
- **Close Gaps:** Reduce persistent achievement disparities through targeted interventions and opportunities.
- **Educator Excellence:** Strengthen the teacher and leader pipeline through continuous growth and support.
- **Accountability & Improvement:** Use multiple measures to drive school improvement and student growth.
- **Whole-Child & Community Focus:** Support social-emotional well-being, inclusive environments, and culturally responsive partnerships.

Goals summarized from the approved NYS ESSA Consolidated State Plan.

Stronger Together!



Mutually Accountable for Success for ALL Students.

Directly from NYSED Office of Accountability materials.

Quotable Takeaway

ESSA Accountability data are not just compliance measures — they're tools for understanding equity, opportunity, and impact. Continuous improvement begins when data spark the right questions and collective action.

How does the NYS Accountability process work?

Let’s review!

Accountability At-a-Glance

Step 1: Student & School Data

- Performance data are collected for each accountability measure.
- Data are disaggregated by subgroup (All Students, Economically Disadvantaged, Students with Disabilities, English Language Learners, Race/Ethnicity).

Step 2: Calculation of Performance Indices

- Each measure's results are converted into an Accountability Index based on state-defined formulas.

Level	WAA
1	0-30
2	31-60
3	61-80
4	81-220

Step 3: Conversion to Level Ratings (1–4)

- Each index is assigned a Level 1–4 according to cut points set by NYSED (with a Level 4 representing the highest performance and Level 1 the lowest).

Step 4: Identification of Support Models

- Subgroups are assigned to scaffolded support models using scenario criteria based on the accountability levels assigned to each indicator.

What's new with the Reimagine Phase?

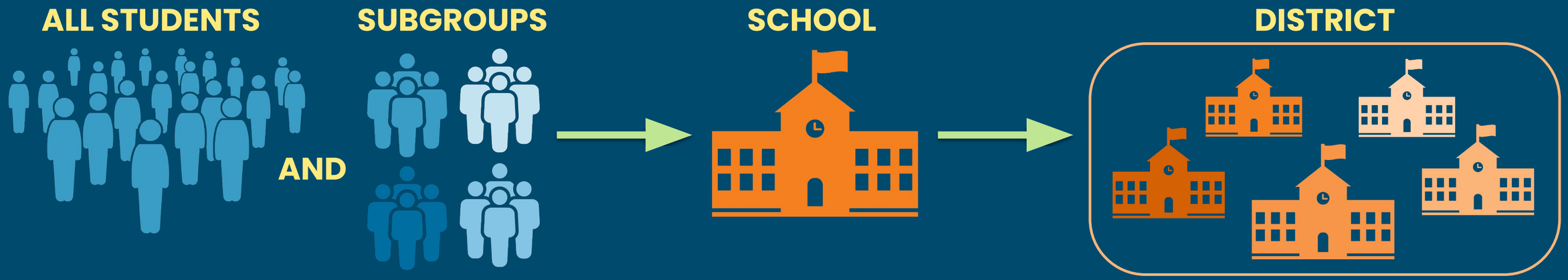
Let's explore!

Accountability Subgroups (no change)

All Students

- Students with Disabilities
- English Language Learners
- Economically Disadvantaged
- American Indian or Alaskan Native
- Asian or Native Hawaiian / OPI
- Black or African American
- Hispanic or Latino
- Multiracial
- White

Support Model Progression



Adapted from NYSED Office of Accountability materials.

Support Models & Identification

Subgroups & Schools

FEDERALLY-REQUIRED SUPPORT MODEL CATEGORIES

CSI: Comprehensive Support and Improvement

ATSI: Additional Targeted Support and Improvement

TSI: Targeted Support and Improvement

Subgroups ***INFORMATIONAL ONLY***

LSI: PTSI-1: Potential TSI, Year 1

LSI: PTSI-2: Potential TSI, Year 2

Subgroups, Schools, & Districts

LSI: Local Support and Improvement

Districts

Target District

Identified every THREE years (2025-2026, 2028-2029, etc.)

Identified ANNUALLY

POSSIBLE SUPPORT MODELS BY GROUP & LOCATION						
GROUP	**TD**	**CSI**	**ATSI**	**TSI**	**PTSI**	**LSI**
All Students	X	✔	X	X	X	✔
Accountability Subgroups	X	✔	✔	✔	✔	✔
LOCATION	**TD**	**CSI**	**ATSI**	**TSI**	**PTSI**	**LSI**
School	X	✔	✔	✔	X	✔
District	✔	X	X	X	X	✔

Adapted from NYSED Office of Accountability materials.

Support Models Determinations

WHO CAN BE IDENTIFIED FOR WHAT IN 2025-26?

Every 3 Years

Comprehensive Support and Improvement (CSI)

- *All Students* group that meets a CSI Identification Scenario (based on various indicators).
- *All Students* group identified for CSI during the 2024-25 SY that does not meet the Exit Criteria.
- Accountability *subgroup* identified for ATSI during the 2024-25 SY that does not meet Exit Criteria.
- *All Students* group that meets Graduation Rate Criteria: 4-year Graduation Rate that is less than 67% and the 5- and 6-year Graduation Rates are not at or above 67%.

Every 3 Years

Additional Targeted Support and Improvement (ATSI)

- Any accountability *subgroup* identified for TSI during the 2024-25 SY, regardless of when the school was initially identified, that meets the ATSI Identification Scenario Criteria.

Every Year

Targeted Support and Improvement (TSI)

- Accountability *subgroup* newly identified for TSI during the 2024-25 SY that does not meet the ATSI Identification Scenario Criteria.

Target District (TD)

Has component school(s) identified for CSI, ATSI, or TSI.

Determination will not be made based on district-level subgroup data.

Every Year

Potential Targeted Support and Improvement (LSI: PTSI) – INFORMATIONAL ONLY

- Accountability *subgroups* newly identified for LSI or PTSI-1 during the 2024-25 SY that meets TSI Identification Criteria (Scenarios 1 or 2).
- PTSI-1 (first year) and PTSI-2 (second year) serve as warning years leading up to TSI designation.

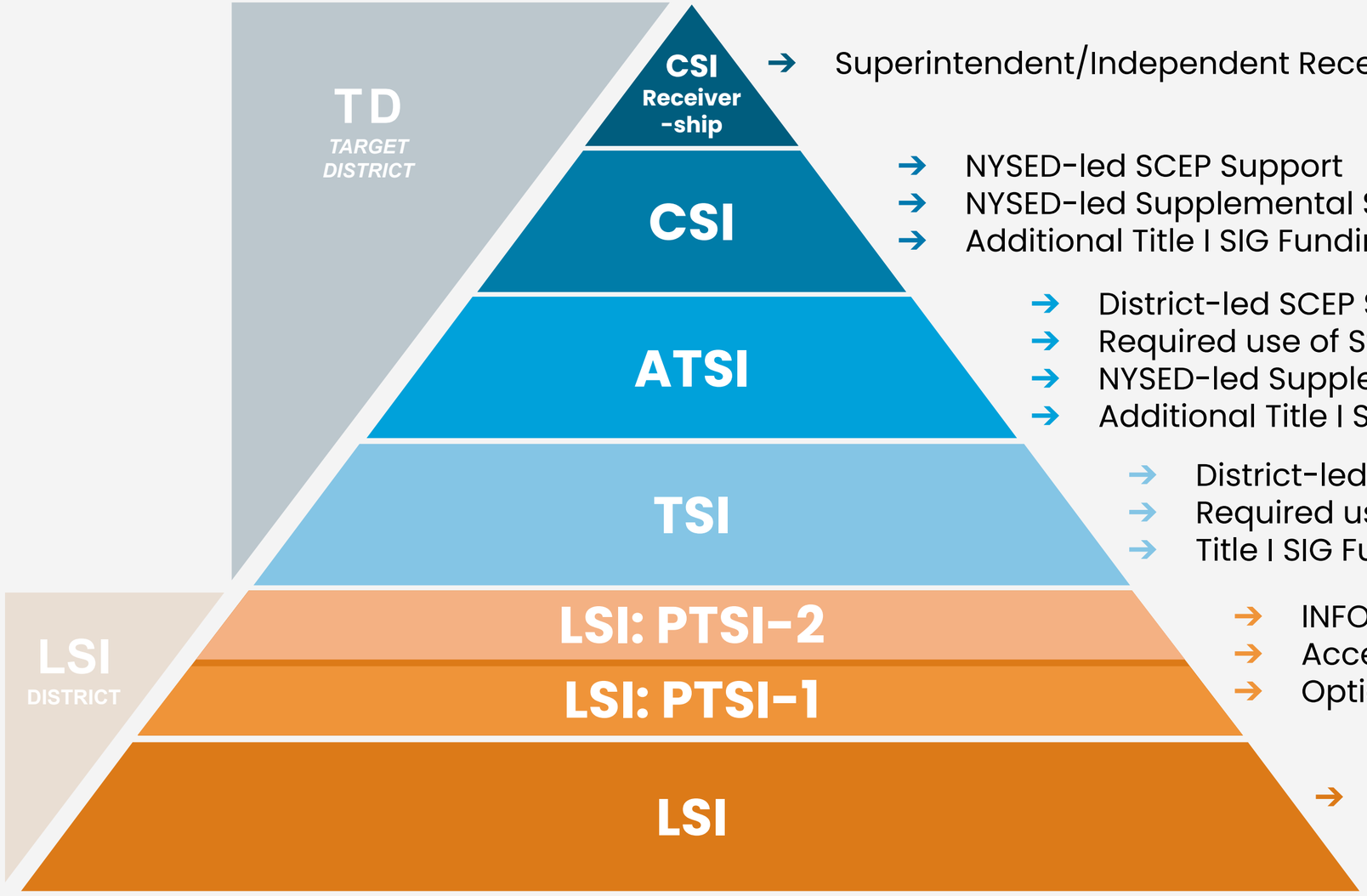
Every Year

Local Support and Improvement (LSI) – Not identified for PTSI, TSI, ATSI, or CSI.

LSI District

Adapted from NYSED Office of Accountability materials.

Differentiated Continuum of Supports



- → Superintendent/Independent Receiver Authority
- → NYSED-led SCEP Support
- → NYSED-led Supplemental Support
- → Additional Title I SIG Funding
- → District-led SCEP Support required
- → Required use of State support resources
- → NYSED-led Supplemental Support
- → Additional Title I SIG Funding
- → District-led SCEP Support required
- → Required use of State support resources
- → Title I SIG Funding
- → INFORMATIONAL ONLY
- → Access to district-led SCEP Support
- → Optional use of State support resources
- → District-led Continuous Improvement Support

SCEP = School Comprehensive Education Plan | SIG = School Improvement Grant

Adapted from NYSED Office of Accountability materials.

In general, schools that are having difficulty making gains will receive more support and more oversight than will the schools that are showing improvement.

A critical component of this vision of support is to ensure that the State encourages ***capacity building*** *so that schools can have* ***long-term, sustainable success*** *and* ***can continue to improve when they are no longer identified*** *for additional support through the accountability system. As part of this, New York State will provide formal processes designed to strengthen local capacity and require the use of these processes for schools identified through the accountability system.*

Quoted from the approved NYSED ESSA Consolidated State Plan.

NYSED will support schools in the following ways:

- Supporting the Needs Assessment process
- Supporting the development and implementation of schoolwide plans
- Supporting the implementation of Evidence-based Interventions and Improvement Strategies
- Promoting district-wide Improvement through training and support to districts
- Providing data to inform plans and call attention to inequities
- Connecting schools and districts with other schools, districts, and professionals
- Allocating and monitoring school improvement funds
- Providing additional support and oversight for schools not making progress

The State will provide ongoing support and guidance to identified schools and districts as they undertake a series of required actions designed to best promote improvement and identify and implement the solutions best suited for each school.

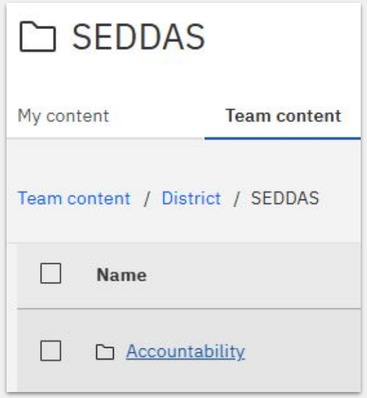
Quoted from the approved NYSED ESSA Consolidated State Plan.

How are schools identified for a support model?

Identification Criteria under the Reimagine Phase

Accountability Indicators are calculated for each school and subgroup:

INDICATOR	LEVEL(S)	DATA USED
Weighted Average Achievement	Elementary/Middle	State Assessments (NYSTP Grades 3-8, NYSAA, Regents, & Approved Regents Alternatives)
	High School	
Core Subject Performance	Elementary/Middle	
	High School	
English Language Proficiency	Elementary/Middle	State Assessments (NYSESLAT, NYSTP Grades 3-8, ELA Regents)
	High School	
Attendance	Elementary/Middle	District-reported attendance data
	High School	
Student Growth	Elementary/Middle	State Assessments (NYSTP ELA/Math & June Algebra I Regents Gr. 8)
Graduation Rate	High School	District-reported graduation data
College, Career, and Civic Readiness	High School	District-reported student graduation and exit data (diplomas, advanced coursework, credentials achieved…)



Accountability Reports in L2RPT

SIRS-106

Weighted Average Achievement & Core Subject Performance

– EM Level only –

SIRS-114

Weighted Average Achievement & Core Subject Performance

– HS Level only –

SIRS-115

Weighted Average Achievement & Core Subject Performance

– Backmapping Schools –

SIRS-112

Student Growth

– EM Level only –

SIRS-113

English Language Proficiency (ELP)

SIRS-116

Attendance

SIRS-105

Graduation Rate

– HS Level only –

SIRS-108

College, Career, and Civic Readiness (CCCR)

– HS Level only –

Also in the L2RPT Accountability Folder:
SIRS-107 Chronic Absenteeism & SIRS-111 School Year Suspension

Decision Rules: Scenario Tables

EM Level Identification Scenario Table					
Scenario	**Weighted Average Achievement**	**Core Subject Performance**	**Student Growth**	**English Language Proficiency (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 Level Identification Scenario Table						
Scenario	**Weighted Average Achievement**	**Core Subject Performance**	**Graduation Rate**	**ELP**	**Attendance**	**College, Career, and Civic Readiness (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	Either Level 1		Level 1 or 2 or None	Level 1 or 2	

Adapted from NYSED Office of Accountability materials.

CSI/ATSI Identification Criteria

- **CSI** *All Students group* identifications will always use Scenarios 1 and 2, and will possibly use Scenario 3 if needed to reach the required minimum 5% threshold.
  - High Schools will also be identified as CSI for low graduation rates: Below 67% for 4-year cohort, and not at/above 67% for 5- or 6-year cohorts.
- **ATSI** identifications for subgroups will be made using the same scenarios used to identify CSI.
- A subgroup that is already identified for **ATSI** and meets criteria during CSI/ATSI year will move to more supportive **CSI**.
- A subgroup that is already identified for **TSI** and meets any scenario used to identify CSI will be moved to the more supportive **ATSI**.

EM Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (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 Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Graduation Rate	ELP	Attendance	College, Career, and Civic Readiness (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	Either Level 1		Level 1 or 2 or None	Level 1 or 2	

Adapted from NYSED Office of Accountability materials.

CSI/ATSI Identification Criteria

All Students Group → Meets CSI Identification Criteria → **CSI**

ATSI Subgroup → Meets CSI Identification Criteria → **CSI**

TSI Subgroup → Meets CSI Identification Criteria → **ATSI**

EM Level Identification Scenario Table					
Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (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 Level Identification Scenario Table						
Scenario	Weighted Average Achievement	Core Subject Performance	Graduation Rate	ELP	Attendance	College, Career, and Civic Readiness (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	Either Level 1		Level 1 or 2 or None	Level 1 or 2	

Adapted from NYSED Office of Accountability materials.

TSI Identification Criteria

- **TSI** and **LSI: PTSI** identifications will be made using Scenarios 1 and 2 *only*.
- A subgroup must meet TSI identification criteria for *three consecutive years* to be identified for TSI.
  - In the first and second years of meeting TSI identification criteria, a subgroup will be identified for LSI: PTSI (LSI: PTSI-1 and LSI: PTSI-2).
  - Any subgroup that was identified for LSI: PTSI in 2024-25 (based on 2023-24 results) is essentially converted to LSI: PTSI-1 for 2024-25.
- A subgroup identified for LSI: PTSI-1 or LSI: PTSI-2 will exit to LSI if it does not meet TSI identification criteria in the second or third year.

EM Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (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	

HS Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Graduation Rate	ELP	Attendance	College, Career, and Civic Readiness (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		

LSI: PTSI-1 in 2025-26 SY (based on 2024-25 results) → MEETS IDENTIFICATION CRITERIA → **LSI: PTSI-2 in 2026-27 SY** (based on 2025-26 results) → MEETS IDENTIFICATION CRITERIA → **TSI in 2027-28 SY** (based on 2026-27 results)

Adapted from NYSED Office of Accountability materials.

Moving to a More Supportive Model

SHIFTING FROM 2024–25 TO 2025–26

2024-25 Subgroup Support Model	If that subgroup meets Identification Scenarios 1 or 2 in 2025-26
LSI →	LSI: PTSI-1 (informational; school remains LSI)
PTSI →	LSI: PTSI-2 (informational; school remains LSI)
TSI →	ATSI
ATSI →	CSI
CSI →	CSI*

* A school may be placed under Receivership after multiple CSI identifications.

How and when do identified schools *exit* their support model?

Exit Criteria under the Reimagine Phase

EXIT CRITERIA

CSI, **ATSI**, or **TSI** can exit if they meet the support model's exit criteria in the ***second school year*** **(SY) after initial identification, or any SY thereafter.**

LSI: PTSI and **TD** can exit after 1 year.

SY 0

IDENTIFIED FOR CSI/ATSI/TSI

Example:
School or subgroup is identified for **CSI**, **ATSI**, or **TSI** in 2025-26 SY.

SY 1

NOT ELIGIBLE TO EXIT

School/subgroup would not be eligible to exit in 2026-27, which would be the first year.

SY 2+

ELIGIBLE TO EXIT

If the school/subgroup meets the exit criteria in 2027-28 (the second year), or any year after, they may exit.

SY 1

ELIGIBLE TO EXIT

LSI: PTSI and Target District (TD): Can exit in any SY after initial identification in which they meet the exit criteria.

Adapted from NYSED Office of Accountability materials.

EXIT CRITERIA: CSI & ATSI

To exit the CSI or ATSI support model in the 2nd year or thereafter, the *All Students* group or eligible accountability subgroup(s) for which the school was identified for CSI, or the subgroup(s) for which the school was identified for ATSI, must meet two conditions:

1. The identified subgroup(s) **must not meet Identification Criteria**;
2. The identified subgroup(s) **must show absolute improvement** as described below:
    a. **EM:** *One or more of the following is higher* than at the time of identification:
        i. Weighted Average Achievement Index; or
        ii. Core Subject Performance Index.
    b. **HS:** *One or more of the following is higher* than at the time of identification:
        i. Weighted Average Achievement Index; or
        ii. Core Subject Performance Index; or
        iii. Graduation Rate (unweighted average of the 4-year, 5-year, and 6-year cohorts).
    c. **HS identified for CSI for having a Grad Rate less than 67%:**
        i. The 4-, 5-, or 6-year cohort Grad Rate must be 67% or higher.

Adapted from NYSED Office of Accountability materials.

EXIT CRITERIA: TSI

To exit the TSI support model in the 2nd year or thereafter, the school must meet two conditions:

1. All subgroups for which the school was identified **must not meet TSI Identification Criteria** (Scenarios 1 or 2);
2. **No subgroup in the school can be newly identified** for TSI.

EXIT CRITERIA: PTSI-1 or PTSI-2

To exit a PTSI support model in any year, a subgroup identified for PTSI **must not meet the TSI Identification Criteria** (Scenarios 1 or 2).

Adapted from NYSED Office of Accountability materials.

How have the indicators changed?

Updates to accountability indicators under the Reimagine Phase

Summary of Accountability Indicator Updates

INDICATOR	LEVEL	CHANGES
Weighted Average Achievement	EM	• Reintroduce Science to calculations
	HS	• Reintroduce Social Studies to calculations (weighted equally with Science)
Core Subject Performance	EM	• Reintroduce Science to calculations • Assign Accountability Levels using static cut points
	HS	• Reintroduce Social Studies to calculations (weighted equally with Science) • Assign Accountability Levels using static cut points
English Language Proficiency	EM	• No changes
	HS	
Attendance	EM	• Replaced Chronic Absenteeism Indicator with Attendance Indicator • Change inclusion criteria from enrolled for 10 days to enrolled for 30 days • Assign Accountability Levels using static cut points
	HS	
Growth	EM	• Reintroduce as accountability indicator • Mean Growth Percentiles (MGPs) will be calculated using one year of Student Growth Percentiles (SGPs) instead of three years.
Graduation Rate	HS	• No changes
College, Career, and Civic Readiness	HS	• Reintroduce as accountability indicator • Assign Accountability Levels based on statewide rank-based cut points.

Maintained with modifications

Maintained with no changes

New indicator

Restored indicator, no/minor changes

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
n = 30	**n = 20** *Single-year data*

Schools without enough results to make accountability support model determinations using the standard process, such as Grades K-1 schools, must submit a Self-Assessment using nationally normed achievement test data.

To be included in the calculations, students must be **continuously enrolled**.

For more about n-size, review the **Accountability Business Rules** in the Understanding the NYS Accountability System under ESSA.

Adapted from NYSED Office of Accountability materials.

ELP Indicator (EM & HS)

Maintained with no changes

- Measures English language acquisition and proficiency of all students identified as English language learners (ELLs).
- ELP level is determined by calculating a **Progress Rate**, **Benchmark**, and a **Success Ratio** from NYSESLAT performance.

Graduation Rate Indicator (HS)

Maintained with no changes

- Measures the unweighted **average of the graduation rates of the 4-year, 5-year, and 6-year cohorts** as of August 31 of the preceding year for each accountability subgroup. Lags by one year to include August grads.

Adapted from NYSED Office of Accountability materials.

Student Growth Indicator (EM)

Restored indicator, no changes

- Measures student growth in **ELA and Math** between the prior SY and the current SY.
- Includes continuously enrolled students in grades 4-8.

WHO IS INCLUDED?	Current students in Grades 4-8	Continuously enrolled students who have a valid test score in the same subject in the prior SY and in the current SY	Students who take the Algebra I Regents in lieu of the Grade 8 NYSTP Math exam
WHO IS **NOT** INCLUDED?	Current students in Grade 3	Students in Grade 6 or 7 who take a math Regents in lieu of NYSTP math exam	Students who take the NYSAA in lieu of NYSTP exams

CCCR Indicator (HS)

Restored indicator, *minor change**

- Measures how prepared students are for college, career, and civic engagement once they leave high school. Readiness measures are weighted 0 to 2 points
  - e.g., Regents Diploma, CDOS credential, participation in AP/IB course, Seal of Civic Readiness, Seal of Biliteracy, CTE endorsement, Smart Scholars program, etc.

**Accountability Levels will now be assigned based on statewide rank-based cut points.*

Achievement Indicators (EM & HS)

Maintained with modifications

Weighted Average Achievement:

- Required under federal statute.
- Measures academic achievement in a manner consistent with USDE's 95% participation requirement.
- Schools will continue to be *ranked*, and then a final cut scores and Indicator Performance Levels will be assigned.

Core Subject Performance:

- New York's own indicator.
- Measures the academic achievement of only those students with valid test records.
- Starting in 2025/Reimagine, there will be *static cut scores* to determine the Performance Level (no more ranking schools for this indicator).

“Continuously Enrolled”: EM level vs. HS level

Continuously enrolled students at the **Elementary/Middle level** are students who are enrolled in a district or a school on Basic Educational Data System (BEDS) Day (first Wednesday in October) and the last day of the test administration. This student group definition is used for EM achievement indicators, growth, and ELP.

For the **High School level**, *continuously enrolled means students in the 4-year accountability cohort*. The 4-year accountability cohort represents the group of students who:

- first entered Grade 9 four years prior to the reporting year;
- were enrolled on BEDS Day of the reporting year, and
- did not drop out or transfer prior to April 1st of the reporting year.

This is the main piece of the denominator for HS achievement indicator formulas.

For more information about continuous improvement, review the **Accountability Business Rules** in the Understanding the NYS Accountability System under ESSA and/or consult the SIRS manual.

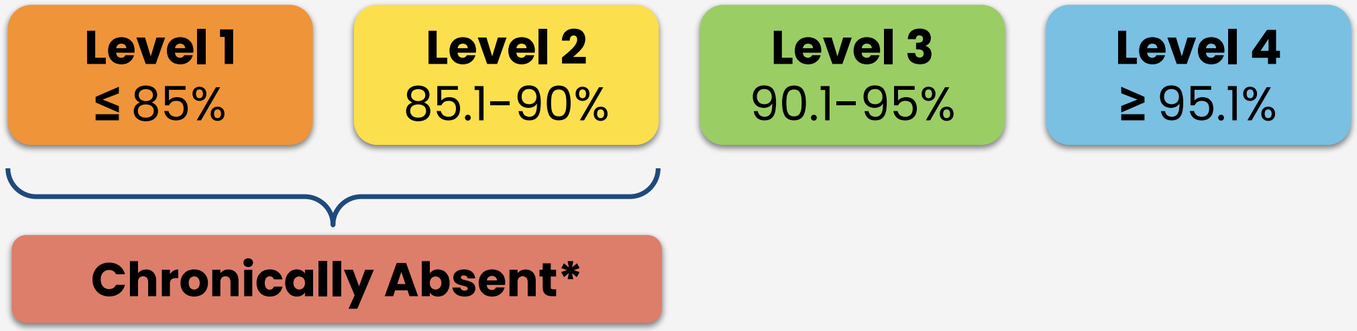
Adapted from NYSED Office of Accountability materials.

Attendance Indicator (EM & HS)

New indicator

NEW Attendance Indicator (replaced Chronic Absenteeism)*

- All students are now assigned an attendance level and included in calculations.
  - Purpose: Growth for *all*.
- Enrollment inclusion criteria increased from 10 to **30 instructional days** (students *must be in attendance at least one* of those 30 instructional days).
- **Static cut points based on the percent of instructional days attended will provide clear targets for improvement:**



*While Chronic Absenteeism will no longer be an indicator used for determining accountability decisions, it remains a priority, and **it is still reported** in SIRS and on the State Report Card.

Adapted from NYSED Office of Accountability materials.

Join us on November 6th:

This will be a complimentary *virtual* workshop!

School Data Bank Services

Eastern Suffolk BOCES

Educational Support Services • Working Together for Excellence

Making Sense of ESSA Indicators

New York State ESSA Accountability Under the Reimagine Phase

ESSA every student succeeds act

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DATE: Thursday, November 6, 2025
TIME: 1:00 PM– 2:30 PM
COST: Complimentary
AUDIENCE: School & District Administrators and District Data Coordinators
LOCATION: Virtual Workshop – Details will be provided by email
REGISTER: http://webreg.esboces.org

Lauren Lewonka is an Administrative Coordinator for School Data Bank Services (SDBS) at Eastern Suffolk BOCES, within the department of Educational Support Services. With 19 years of experience in education, Lauren works with schools and districts to make sense of complex data and accountability systems. In her role with SDBS, Lauren translates data into clear, practical insights and coaches educators in the application of data to guide instructional planning and inform decision-making.

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PAUSE & REFLECT

Summary of Reimagine changes:

1. “Target District” identification based on school-level results only.
2. Two-year PTSI: Schools must meet identification criteria for 3-consecutive years to be identified for TSI.
3. Minimum n-size reduced from 30 to 20.
4. Modified decision-tables (scenarios).
5. Achievement Indicators: Science reintroduced to EM; Social Studies to HS.
6. Attendance Indicator replaces Chronic Abs.
7. Student Growth & CCCR Indicators restored.
8. Eligible to exit CSI, ATSI, TSI support models if meet exit criteria in the 2nd SY after initial identification or any SY thereafter.

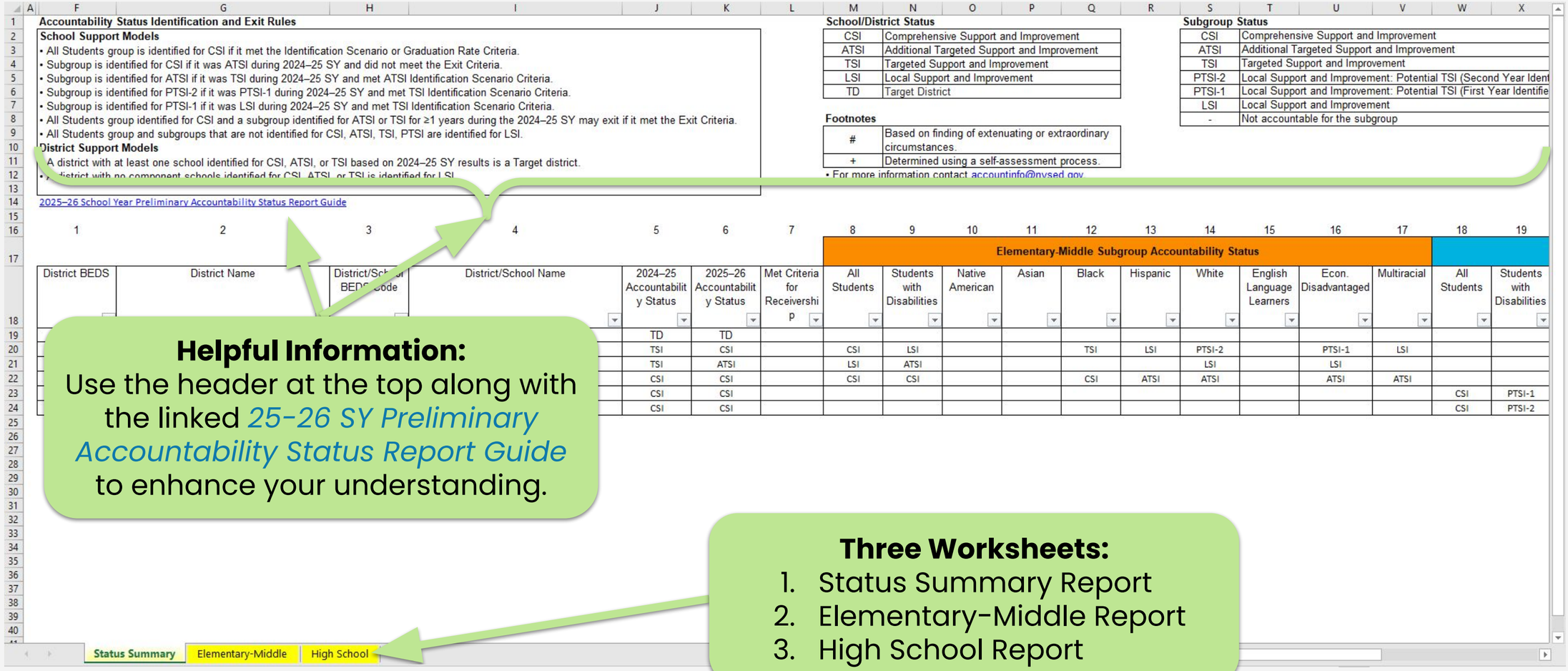
Which of these changes do you anticipate will most affect your district/school?

Rank the list from most impact to least impact.

–SLIDO ON NEXT SLIDE–

Preliminary Determinations

Navigating and Analyzing Your Excel File



Accountability Status Identification and Exit Rules

School Support Models

- All Students group is identified for CSI if it met the Identification Scenario or Graduation Rate Criteria.
- Subgroup is identified for CSI if it was ATSI during 2024–25 SY and did not meet the Exit Criteria.
- Subgroup is identified for ATSI if it was TSI during 2024–25 SY and met ATSI Identification Scenario Criteria.
- Subgroup is identified for PTSI-2 if it was PTSI-1 during 2024–25 SY and met TSI Identification Scenario Criteria.
- Subgroup is identified for PTSI-1 if it was LSI during 2024–25 SY and met TSI Identification Scenario Criteria.
- All Students group identified for CSI and a subgroup identified for ATSI or TSI for ≥1 years during the 2024–25 SY may exit if it met the Exit Criteria.
- All Students group and subgroups that are not identified for CSI, ATSI, TSI, PTSI are identified for LSI.

District Support Models

- A district with at least one school identified for CSI, ATSI, or TSI based on 2024–25 SY results is a Target district.
- [illegible] district with no component schools identified for CSI, ATSI, or TSI is identified for LSI.

2025–26 School Year Preliminary Accountability Status Report Guide

School/District Status

CSI	Comprehensive Support and Improvement
ATSI	Additional Targeted Support and Improvement
TSI	Targeted Support and Improvement
LSI	Local Support and Improvement
TD	Target District

Footnotes

#	Based on finding of extenuating or extraordinary circumstances.
+	Determined using a self-assessment process.

- For more information contact accountinfo@nysed.gov

Subgroup Status

CSI	Comprehensive Support and Improvement
ATSI	Additional Targeted Support and Improvement
TSI	Targeted Support and Improvement
PTSI-2	Local Support and Improvement: Potential TSI (Second Year Ident
PTSI-1	Local Support and Improvement: Potential TSI (First Year Identifie
LSI	Local Support and Improvement
-	Not accountable for the subgroup

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
							Elementary-Middle Subgroup Accountability Status											
District BEDS	District Name	District/School BEDS Code	District/School Name	2024–25 Accountability Status	2025–26 Accountability Status	Met Criteria for Receivership	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvantaged	Multiracial	All Students	Students with Disabilities
				TD	TD													
				TSI	CSI		CSI	LSI			TSI	LSI	PTSI-2		PTSI-1	LSI		
				TSI	ATSI		LSI	ATSI					LSI		LSI			
				CSI	CSI		CSI	CSI			CSI	ATSI	ATSI		ATSI	ATSI		
				CSI	CSI												CSI	PTSI-1
				CSI	CSI												CSI	PTSI-2

Status Summary | Elementary-Middle | High School

Helpful Information:
Use the header at the top along with the linked *25-26 SY Preliminary Accountability Status Report Guide* to enhance your understanding.

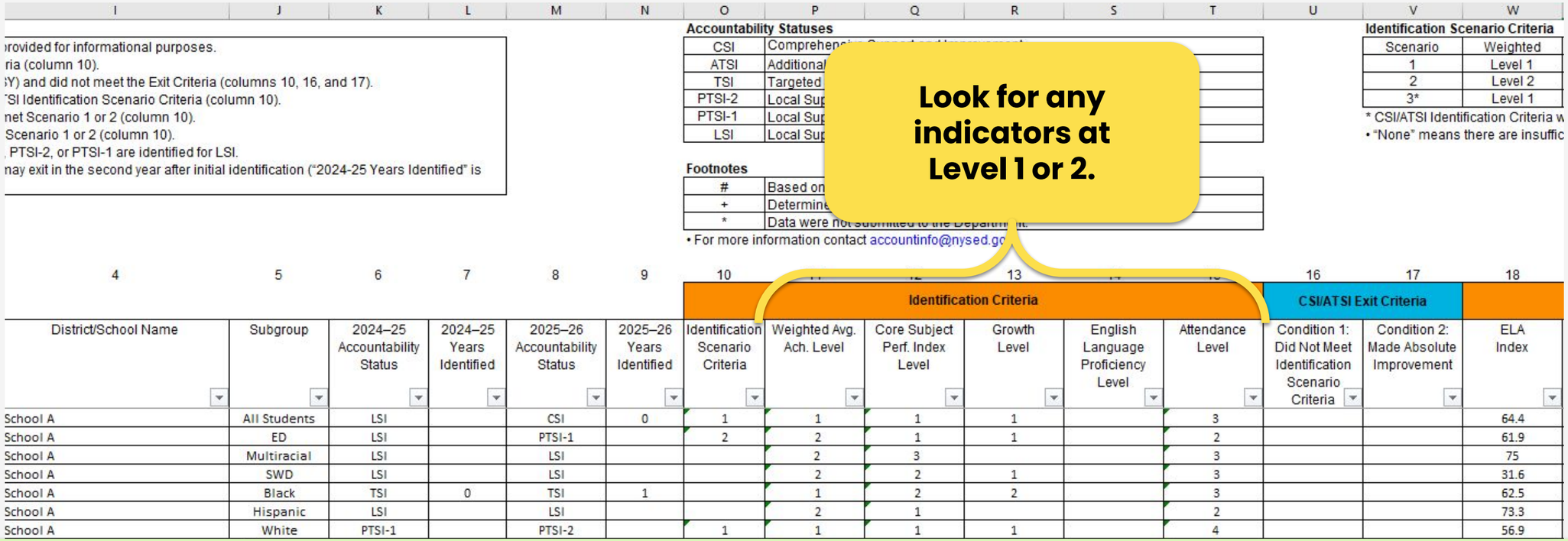
Three Worksheets:

1. Status Summary Report
2. Elementary-Middle Report
3. High School Report

Adapted from NYSED Office of Accountability materials.

Preliminary Determinations

Navigating and Analyzing Your Excel File



rovided for informational purposes.
ria (column 10).
Y) and did not meet the Exit Criteria (columns 10, 16, and 17).
SI Identification Scenario Criteria (column 10).
net Scenario 1 or 2 (column 10).
Scenario 1 or 2 (column 10).
, PTSI-2, or PTSI-1 are identified for LSI.
nay exit in the second year after initial identification ("2024-25 Years Identified" is

Accountability Statuses

CSI	Comprehen
ATSI	Additional
TSI	Targeted
PTSI-2	Local Sup
PTSI-1	Local Sup
LSI	Local Sup

Footnotes

#	Based on
+	Determine
*	Data were not submitted to the Departm

• For more information contact accountinfo@nysed.go

Identification Scenario Criteria

Scenario	Weighted
1	Level 1
2	Level 2
3*	Level 1

* CSI/ATSI Identification Criteria w
• "None" means there are insuffic

Look for any indicators at Level 1 or 2.

4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
						Identification Criteria						CSI/ATSI Exit Criteria		
District/School Name	Subgroup	2024–25 Accountability Status	2024–25 Years Identified	2025–26 Accountability Status	2025–26 Years Identified	Identification Scenario Criteria	Weighted Avg. Ach. Level	Core Subject Perf. Index Level	Growth Level	English Language Proficiency Level	Attendance Level	Condition 1: Did Not Meet Identification Scenario Criteria	Condition 2: Made Absolute Improvement	ELA Index
School A	All Students	LSI		CSI	0	1	1	1	1		3			64.4
School A	ED	LSI		PTSI-1		2	2	1	1		2			61.9
School A	Multiracial	LSI		LSI			2	3			3			75
School A	SWD	LSI		LSI			2	2	1		3			31.6
School A	Black	TSI	0	TSI	1		1	2	2		3			62.5
School A	Hispanic	LSI		LSI			2	1			2			73.3
School A	White	PTSI-1		PTSI-2		1	1	1	1		4			56.9

A school with a subgroup performing at Level 1 on an indicator is a red flag – a group in need of support, even if your school is not identified as Targeted Support and Improvement (TSI) or Comprehensive Support and Improvement (CSI). Consider a school-led needs assessment to identify the root causes of the performance gap and delineate resources and strategies needed to address such gaps.

Adapted from NYSED Office of Accountability materials.

Preliminary Determinations

Navigating and Analyzing Your Excel File

			Core Subject Performance			Attendance		
District/School Name	Subgroup	2025–2 Accountal Status		Core Subject Perf. Index	Core Subject Perf. Level	Core Subject Perf. Level Range	Attendance Index	Attendance Level	Attendance Level Range
School A	All Students	CSI		66 7	1	0-86.5	170 5	2	133.6-191
School A	ED	PTSI-1		65 1	1	0-76.3	162 1	2	129-176.4
School A	Multiracial	LSI		71 9	1	0-78.3	168 6	2	126.2-188.7
School A	SWD	LSI		**37 5**	**2**	**37.1-71.8**	182 7	3	177.9-197.8
School A	Black	TSI		60 6	1	0-78.3	126 5	2	126.2-188.7
School A	Hispanic	LSI		73 3	1	0-78.3	147 1	2	126.2-188.7
School A	White	PTSI-2		63 0	1	0-78.3	193 6	3	188.8-209.3
School B	All Students	LSI		88 3	2	86.6-131.2	186 0	2	133.6-191
School B	ED	LSI		67 8	1	0-76.3	175 1	2	129-176.4
School B									
School B									

Notice any indices on the cusp of two levels.

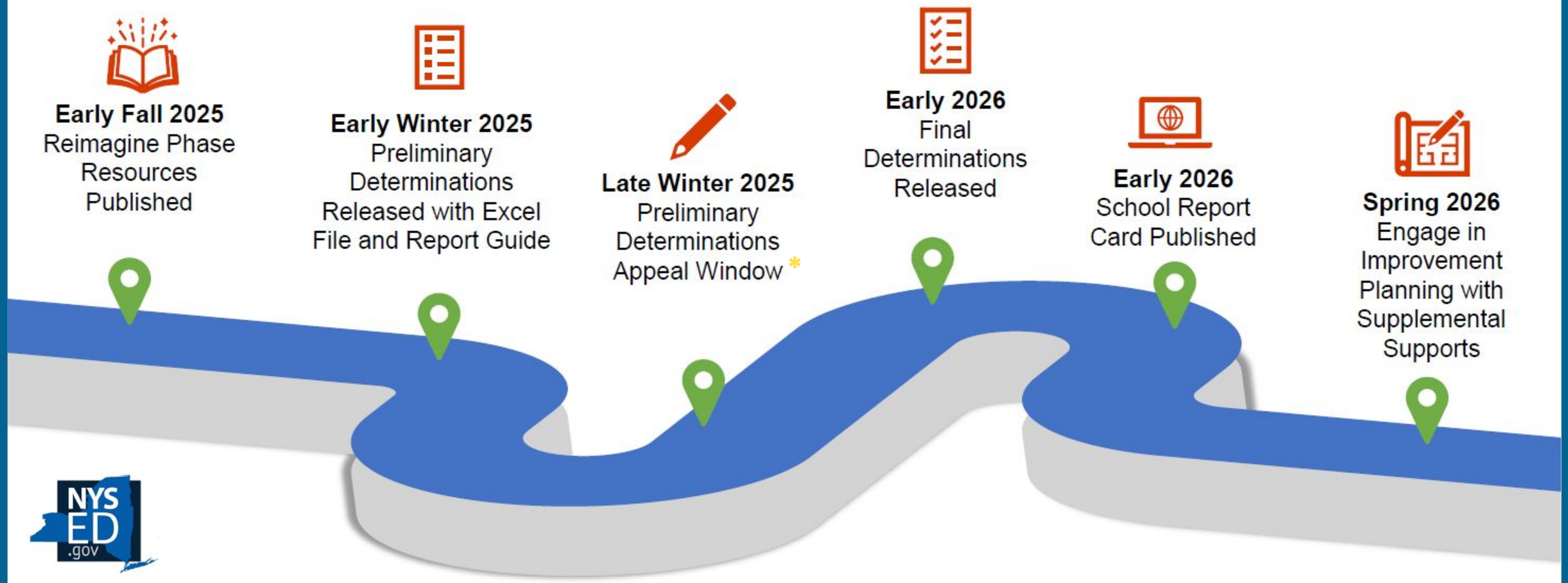
In this example, School A's Students with Disabilities subgroup is performing at Level 2 for Core Subject Performance, but their index score falls at the very bottom of that range—placing them at risk of dropping to Level 1. Additionally, their Attendance is at the bottom of the Level 3 range. Similarly, School B's All Students group is only slightly above the Level 2 threshold.

Adapted from NYSED Office of Accountability materials.

What resources are available to help schools do this work?

Released and
Upcoming Resources

NYSED's Rollout of Resources This Year



Helpful Resources Recently Published:

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

NYSED Office of Accountability graphic.

DATA RESOURCES

Excel File & Report Guide

- Provides accountability indicator level data.
- Use to identify areas of strengths and need.

SIRS Reports

- Zoom in on specific subgroups and results.
- Drill down into each indicator's numbers.

School Report Card

- Review publicly available data.
- Allows all stakeholders to participate in continuous improvement efforts and decision-making processes.

NYSED Resources

- Can be used alongside accountability data to help identify areas of need.
- Can be used to evaluate impacts of programs and curricula.

Local Data

- Support greater understanding of accountability system, data, and support models.
- Provide information about supports available to help guide continuous improvement planning.

Adapted from NYSED Office of Accountability materials.

From Compliance to Purpose

Regrounding in ESSA's equity and continuous improvement focus

Purpose:

Supporting students in reaching their fullest potential

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

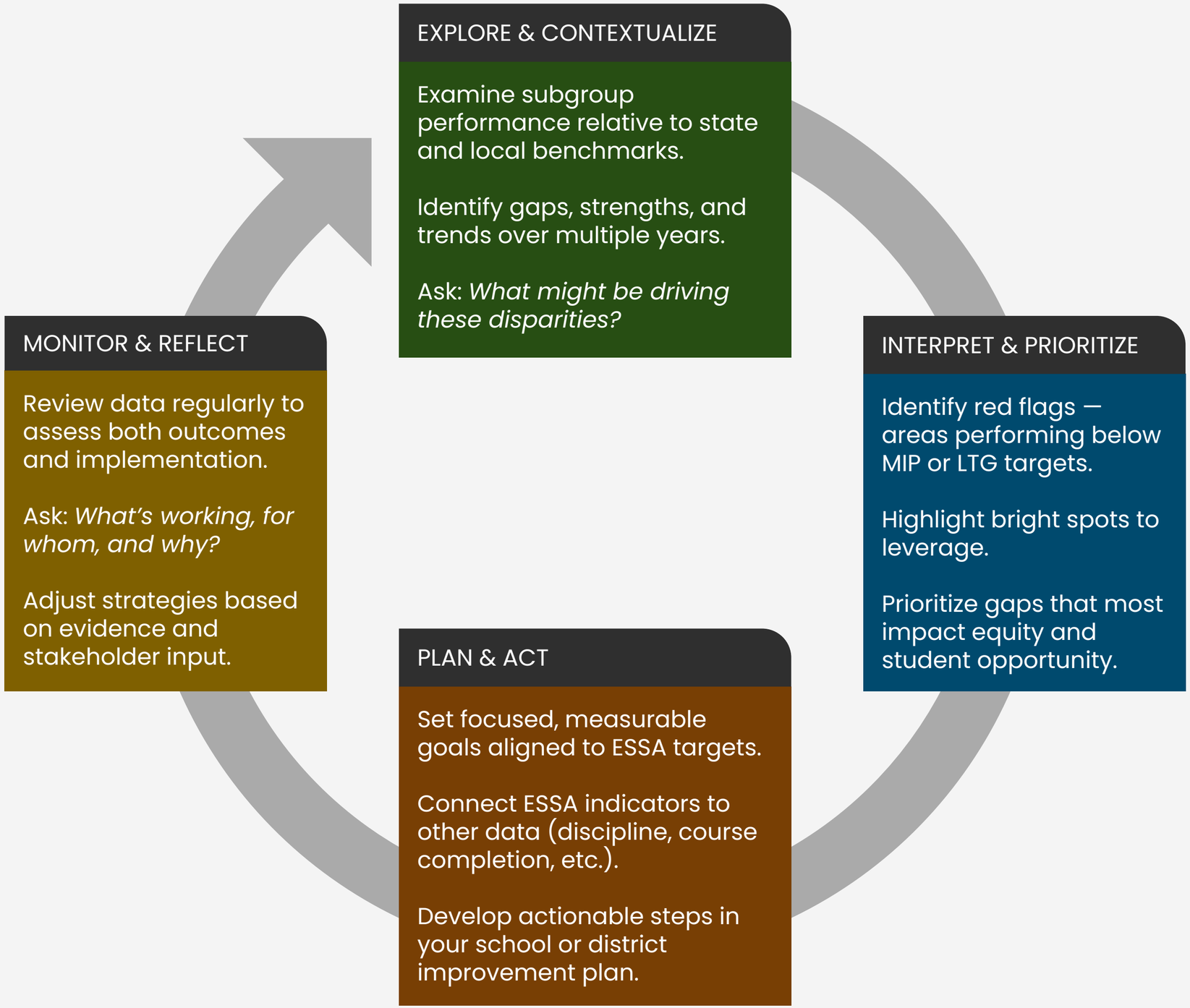
The information is **not actionable alone**, as it does not provide adequate evidence required to make improvements.

Adapted from NYSED Office of Accountability materials.

The “Why”

- ESSA is more than compliance—it’s a roadmap for **equity and access**.
- Accountability indicators shine a light on **opportunity gaps** across subgroups.
- The Needs Assessment process, SCEP, evidence-based interventions, supplemental support programs, and other elements of the ESSA accountability system are designed to **reduce gaps and improve capacity**.
- **Data informs continuous improvement**, guiding resources and supports where they’re needed most.
- NYSED’s **Portrait of a Graduate** defines success beyond test scores, grounded in the **CR-SE Framework**.
- Goal: **Prepare every student to thrive** as a culturally responsive, future-ready graduate.

Use ESSA Data to Guide Continuous Improvement



Putting It All Together

Understand your data in context:

- How are students performing compared to others in the state?
- What gaps exist for groups of students?
- What is going well? Where is there opportunity?
- Review accountability data over time to identify persistent disparities.

Prioritize gaps that most impact equity, and set focused, measurable goals:

- Utilize cut points, MIPs, and LTGs as references for goal-setting.
- Use ESSA data in combination with other measures to determine areas of focus.
- Anchor improvement conversations in the goal of increasing access, opportunity, and outcomes for all student groups.

Develop actionable steps in improvement planning:

- Create structures for ongoing data dialogue among school and district teams.
- Model curiosity and learning—use data as a starting point for inquiry, not just accountability.

Adapted from NYSED Office of Accountability materials.

Quotable Takeaway

Compliance ensures we meet the floor;
continuous improvement ensures
we keep raising the ceiling.
ESSA gives us structure and guidance,
but *our leadership* brings it to life.

Gallery Walk: *Equity in Action*

RESPOND AND SHARE YOUR THOUGHTS ON POST-IT NOTES, AND STICK THEM ON THE APPROPRIATE POSTER FOR EACH OF THE FOLLOWING QUESTIONS:

1. What systems or practices currently help your schools use data for continuous improvement?
2. Other than accountability indicators, what types of data give us a more complete picture of equity and access?
3. Where might our accountability data reveal systemic barriers rather than student deficits?
4. How do we ensure that data-use leads to action, not just analysis?
5. What supports do educators need in order to interpret and act on ESSA data effectively?

Implications of ESSA

The ESSA Reimagine Phase pushes districts and schools to analyze more subgroup data, prioritize equity, integrate accountability into continuous improvement cycles, and communicate transparently with stakeholders.

Quotable Takeaway

ESSA Accountability data are not just compliance measures — they're tools for understanding equity, opportunity, and impact. Continuous improvement begins when data spark the right questions and collective action.

CONCLUDING THOUGHT

ESSA data isn’t the finish line; it’s a mirror. Your next steps are about turning *reflection* into *direction*.

IMPORTANT WEBSITES

Reimagine Phase Accountability System Resources
https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data

- Fact Sheets
- Webinars and Slides
- Technical Assistance Documents
  - Q and A
  - Guides
  - Cut Points
  - MIPs and LTGs
- SIRS Reports and Links

NYSED Office of Accountability website
https://www.nysed.gov/accountability

- Access core elements of the office:
  - School & District Accountability
  - Continuous Improvement
  - ESSA Plan and Titled Programs

Adapted from NYSED Office of Accountability materials.

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THANK YOU!

To continue the conversation, contact

School Data Bank Services:

SDBS@esboces.org | 631-244-4243

esboces.org/sdbs

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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 Maddi - Administrative Services
Gina Reilly - Special Education
Darlene Roces - Regional Information Center
Jachan Watkis - Diversity, Equity, and Inclusion

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