

School Data Bank Services



Educational Support Services • Working Together for Excellence

ESSA Indicators Explained

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Source Acknowledgment

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





TODAY'S OBJECTIVES

- Brief review of ESSA
- Review each indicator used in calculating ESSA support models under the Reimagine Phase
- Dive into the formulas used and where the data comes from
- Connect ESSA indicators to the SIRS reports for continuous reflection throughout the year

QUESTIONS ABOUT AN INDICATOR?

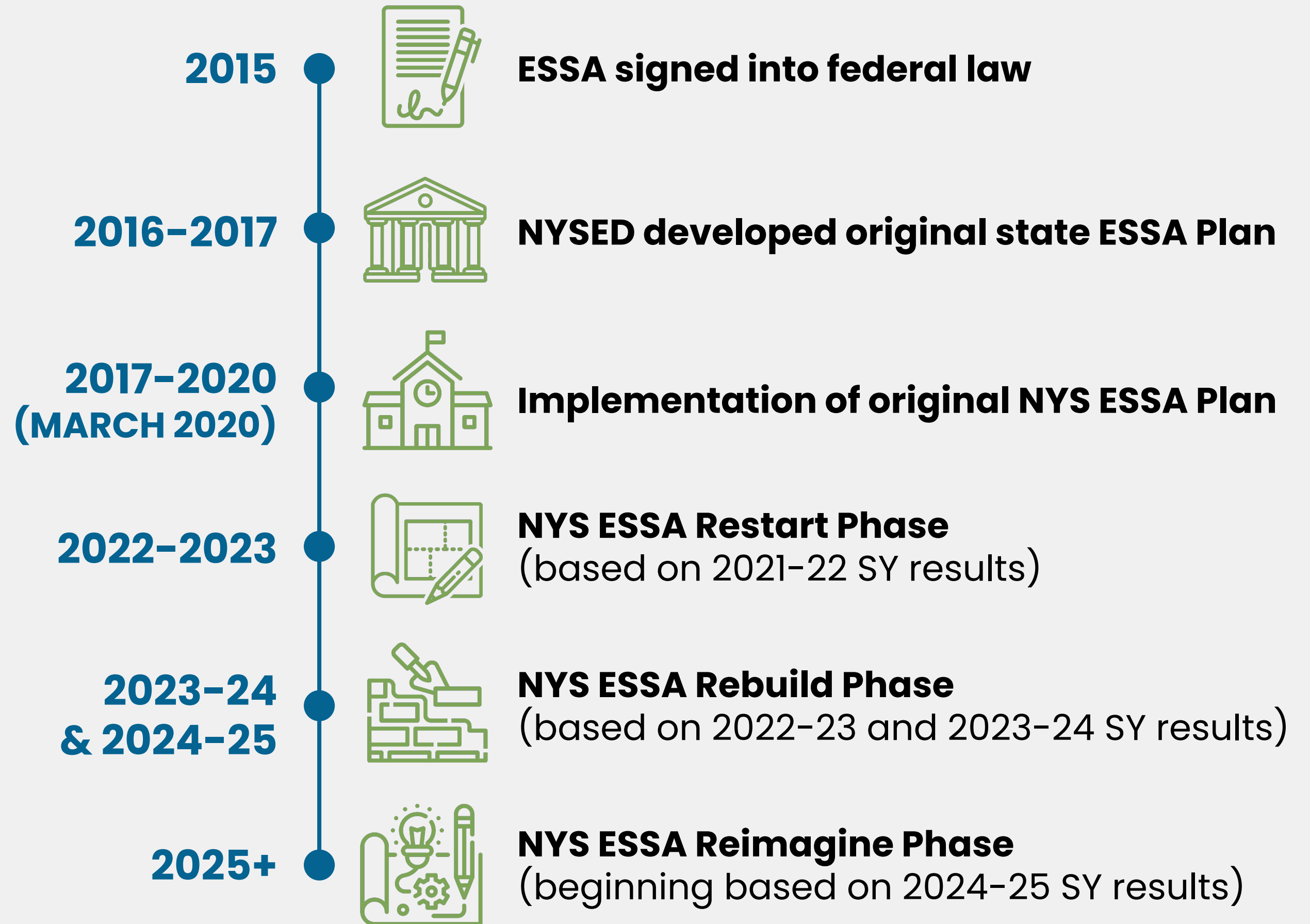
- Please type them into the chat and we will address them as time allows.
- Slides will be shared.

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 (data.nysed.gov)



ESSA Timeline



How are schools identified for a support model?

Support Model
Identification Criteria under
the Reimagine Phase



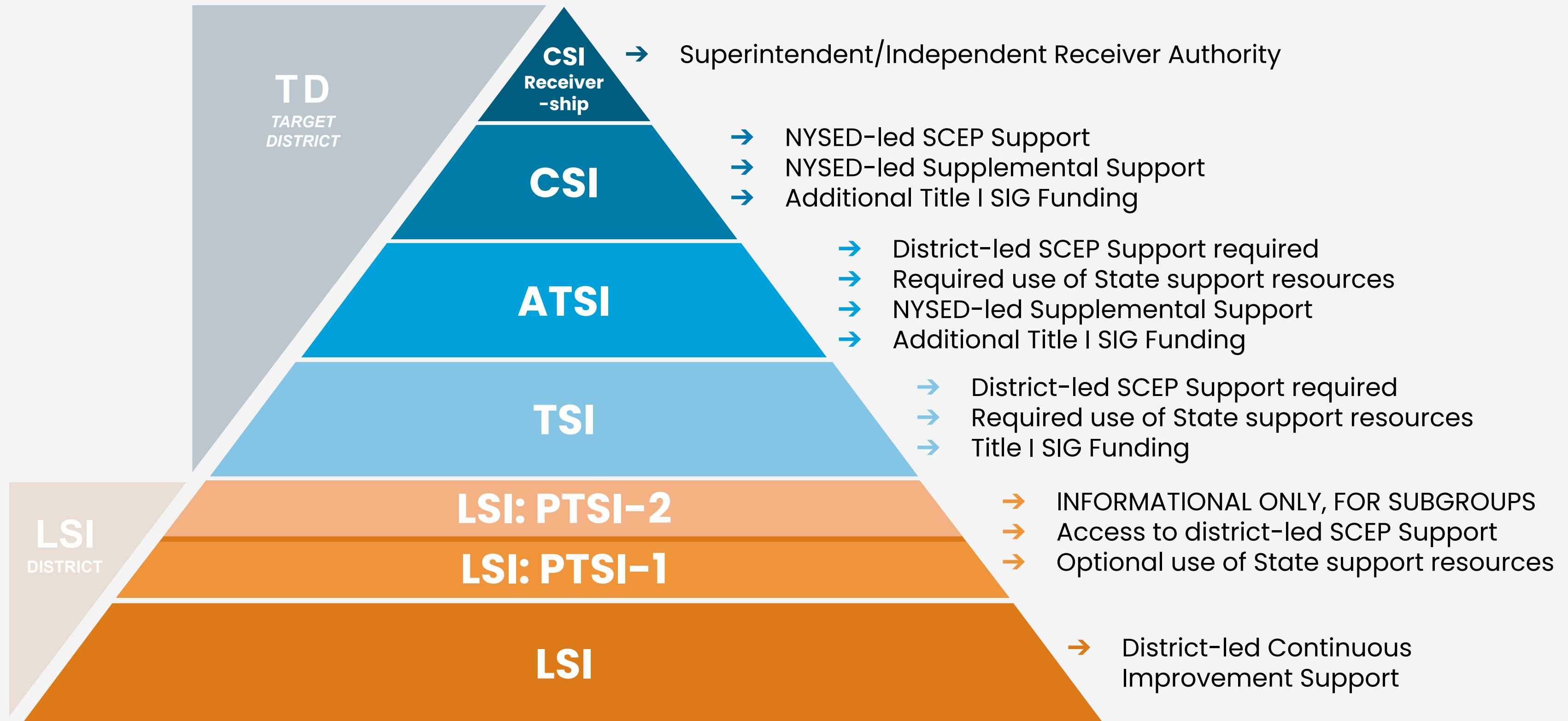
Support Models Determinations

WHO CAN BE IDENTIFIED FOR WHAT IN 2025–26?

Identified Every 3 SYs; Eligible to Exit in 2+ SYs	Comprehensive Support and Improvement (CSI) <ul style="list-style-type: none">• <i>All Students</i> group that meets a CSI Identification Scenario (based on various indicators).• <i>All Students</i> group identified for CSI during the 2024–25 SY that does not meet the Exit Criteria.• Accountability <i>subgroup</i> identified for ATSI during the 2024–25 SY that does not meet Exit Criteria.• <i>All Students</i> 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%.	Target District (TD) <p>Has component school(s) identified for CSI, ATSI, or TSI.</p> <p><i>Determination will not be made based on district-level subgroup data.</i></p>
Identified Every 3 SYs; Eligible to Exit in 2+ SYs	Additional Targeted Support and Improvement (ATSI) <ul style="list-style-type: none">• Any accountability <i>subgroup</i> identified for TSI during the 2024–25 SY, regardless of when the school was initially identified, that meets the ATSI Identification Scenario Criteria.	
Identified Annually; Eligible to Exit in 2+ SYs	Targeted Support and Improvement (TSI) <ul style="list-style-type: none">• Accountability <i>subgroup</i> newly identified for TSI during the 2024–25 SY that does not meet the ATSI Identification Scenario Criteria.	
Identified Annually; Eligible to Exit Annually	Potential Targeted Support and Improvement (LSI: PTSI) – INFORMATIONAL ONLY <ul style="list-style-type: none">• Accountability <i>subgroups</i> 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.	LSI District
Identified Annually	Local Support and Improvement (LSI) – Not identified for PTSI, TSI, ATSI, or CSI.	



Differentiated Continuum of Supports



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

Adapted from [NYSED Office of Accountability](#) materials.



Accountability Indicators are calculated for each school and subgroup at each level:

ELEMENTARY/MIDDLE LEVEL (EM)				
Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (ELP)	Attendance

HIGH SCHOOL LEVEL (HS)					
Weighted Average Achievement	Core Subject Performance	Graduation Rate	ELP	Attendance	College, Career, and Civic Readiness (CCCR)



Summary of Accountability Indicator Updates

INDICATOR		LEVEL	CHANGES	DATA
	Weighted Average Achievement	EM	<ul style="list-style-type: none"> Reintroduce Science to calculations 	State Assessments (NYSTP Grades 3–8, NYSAA, Regents, & Approved Regents Alternatives)
		HS	<ul style="list-style-type: none"> Reintroduce Social Studies to calculations (weighted equally with Science) 	
	Core Subject Performance	EM	<ul style="list-style-type: none"> Reintroduce Science to calculations Assign Accountability Levels using static cut points 	
		HS	<ul style="list-style-type: none"> Reintroduce Social Studies to calculations (weighted equally with Science) Assign Accountability Levels using static cut points 	
	English Language Proficiency	EM	<ul style="list-style-type: none"> No changes 	NYSESLAT
		HS		
	Attendance	EM	<ul style="list-style-type: none"> 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 	District-reported Attendance Data
		HS		
	Student Growth	EM	<ul style="list-style-type: none"> Reintroduce as accountability indicator Mean Growth Percentiles (MGPs) will be calculated using one year of Student Growth Percentiles (SGPs) instead of three years. 	NYSTP ELA & Math
	Graduation Rate	HS	<ul style="list-style-type: none"> No changes 	Lagged Grad Data
	College, Career, & Civic Readiness	HS	<ul style="list-style-type: none"> Reintroduce as accountability indicator 	Grad & Exit Credentials



Maintained with modifications

Maintained with no changes

New indicator

Restored indicator, no changes

Decision Rules: EM Scenario Table

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	

NYSED will progress through the scenarios to identify CSI, ATSI and TSI subgroups/schools:

CSI (*All Students* group) and ATSI (*Accountability Subgroups*) identifications will always use Scenarios 1 and 2, and will possibly use Scenario 3 if needed to reach the required threshold.

TSI (*Accountability Subgroups*) identifications will use only Scenarios 1 and 2 (never 3).



Decision Rules: HS Scenario Table

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	

NYSED will progress through the scenarios to identify CSI, ATSI and TSI subgroups/schools:

CSI (*All Students* group) and ATSI (*Accountability Subgroups*) identifications will always use Scenarios 1 and 2, and will possibly use Scenario 3 if needed to reach the required threshold.

TSI (*Accountability Subgroups*) identifications will use only Scenarios 1 and 2 (never 3).



Accountability Subgroups

All Students

Students
with
Disabilities

English
Language
Learners

Economically
Disadvantaged

American
Indian or
Alaskan
Native

Asian or
Native
Hawaiian /
OPI

Black or
African
American

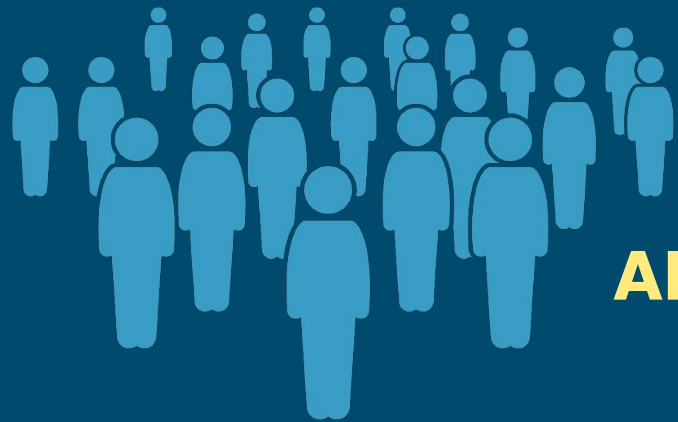
Hispanic or
Latino

Multiracial

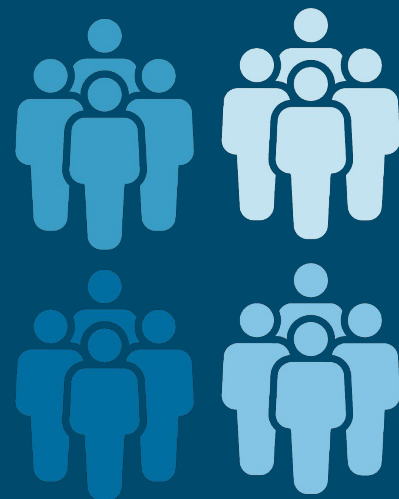
White

Support Model Progression

ALL STUDENTS



SUBGROUPS

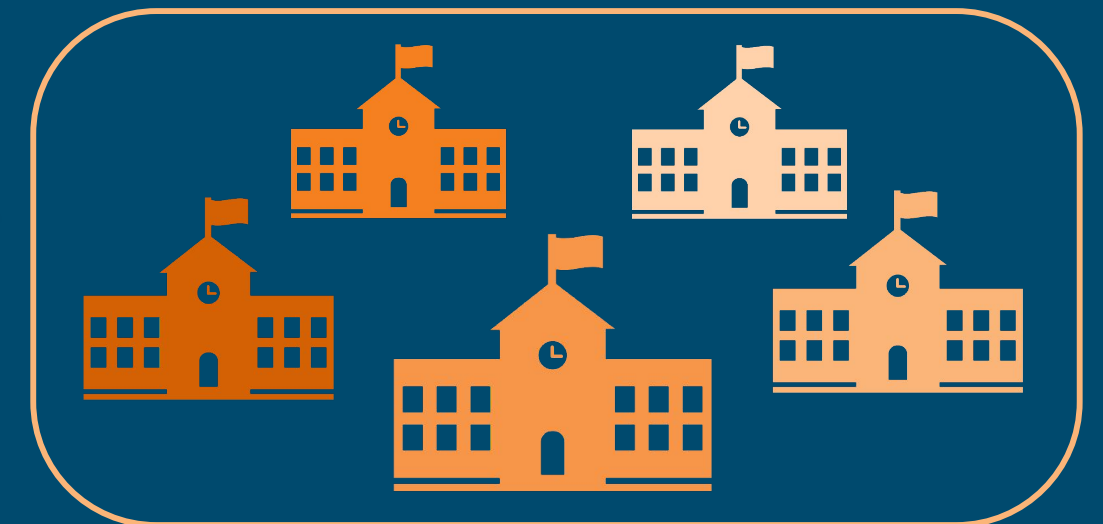


AND

SCHOOL



DISTRICT



Adapted from [NYSED Office of Accountability materials](#).

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 <i>Single-year data</i>

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 guide,
[Understanding the NYS Accountability System under ESSA](#).



Possible Subgroup Identifications

SHIFTING FROM 2024-25 (REBUILD) TO 2025-26 (REIMAGINE)

2024-25 Identification	If that group meets Identification Criteria in 2025-26	If that group does not meet Identification Criteria in 2025-26
LSI All Students Group	CSI	LSI
LSI Subgroup	LSI: PTSI-1 (informational; school remains LSI)	LSI
PTSI Subgroup	LSI: PTSI-2 (informational; school remains LSI)	LSI (one-year exit)
TSI Subgroup	ATSI	Possible Exit: LSI if 2+ SYs after initial identification; Remain TSI if identified in 2024-25
ATSI Subgroup	CSI	Possible Exit to LSI (must also show absolute improvement)
CSI All Students group or Subgroup	CSI*	Possible Exit to LSI (must also show absolute improvement)

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



How are the indicators calculated?

A closer look at the
accountability indicators
under the Reimagine Phase



SEDDAS

My contentTeam content

Team content / District / SEDDAS

☐ Name

☐ [Accountability](#)

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



Weighted Average Achievement & Core Subject Performance

■ Maintained with
modifications



“The goal of an accountability system should be to incentivize schools to have all students reach their maximum potential.”

Achievement Indicators (EM & HS)

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 points and Indicator 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 points* to determine the Indicator Level (no more ranking schools for this indicator).



EM Level: Included Subjects

Elementary/Middle School Level (EM):

- ELA
- Math
- **Science** (paused for two years; reintroducing this year)...
 - *Science inclusion history:*
 - 19-20 (using 18-19 data)
 - ~~• 20-21 (using 19-20 data)~~
 - ~~• 21-22 (using 20-21 data)~~
 - 22-23 (using 21-22 data)
 - ~~• 23-24 (using 22-23 data)~~
 - ~~• 24-25 (using 23-24 data)~~
 - 25-26 (using 24-25 data)

n-size: An index will be created for each subgroup for which the combined total *records* (combining subjects) is equal to or greater than 20.



Calculation Formula: EM Level

Part 1 – Calculate the Performance Indices

Weighted Average Achievement (WAA):

- **Numerator** = The count of students earning a test performance level of 2, 3, or 4 with more weight placed on levels 3 and 4.
- **Denominator** = The greater of:
 - **a)** continuously enrolled students with valid test scores, or
 - **b)** 95% of continuously enrolled students.

Core Subject Performance (CSP):

- **Numerator** = The count of students earning a test performance level of 2, 3, or 4 with more weight placed on levels 3 and 4.
- **Denominator** = Continuously enrolled students with valid test scores.

$$\text{Formula: } 100 \times \frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5 (\text{Level 4})}{\text{Denominator}}$$

ELA
Math
Science

Subjects are naturally weighted due to grade levels tested.



“Continuously Enrolled”: EM 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 Weighted Average Achievement and Core Subject Performance indicators, as well as for the Student Growth and English Language Proficiency indicators.

For more information, review the **Accountability Business Rules** in the [Understanding the NYS Accountability System under ESSA](#).



SIRS-106

Elementary/Middle-Level Achievement Accountability Report

Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – EM Level

	2025 Participation				2025 Performance									
Student Subgroup (accountability subgroups are marked with an asterisk (*))	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate (b/a) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h) (m)	Estimated Core Subject Index ((j+2k+2.5l)/g) (n)
*All Students	1,500	538	962	35.87%	1,468	1,395	514	1,395	108	159	172	75	49.50	134.34
Female	748	261	487	34.89%	736	699	252	699	43	69	92	48	53.36	148.02
Male													45.68	121.18
*American Indian/Alaska Nat													100.00	200.00
*Black													61.46	101.72
*Hispanic													50.84	120.20
*Asian/Pacific Islander													128.75	177.59
Asian													129.49	180.36
Native Hawaiian/Other Pacific Is													100.00	100.00
*White													44.56	139.29
*Multiracial													56.90	165.00
General Education Student													54.71	147.80
*Students with Disabilities													29.66	81.90
Former Students with Disabili													39.66	127.78
Not English Language Learn													50.26	137.70
*English Language Learne													21.43	41.67
Formerly English Language Learner	35	10	25	28.57%	33	31	10	31	0	6	1	3	50.00	155.00
*Economically Disadvantaged	479	196	283	40.92%	457	434	178	434	53	63	45	17	45.05	109.83
Not Economically Disadvantaged	1,021	342	679	33.50%	1,011	960	336	960	55	96	127	58	51.56	147.32
Not Migrant	1,500	538	962	35.87%	1,468	1,395	514	1,395	108	159	172	75	49.50	134.34
Homeless	26	11	15	42.31%	25	24	11	24	1	6	4	0	58.33	127.27
Not Homeless	1,474	527	947	35.75%	1,443	1,371	503	1,371	107	153	168	75	49.34	134.49
Not in Foster Care	1,500	538	962	35.87%	1,468	1,395	514	1,395	108	159	172	75	49.50	134.34
Parent in Armed Forces	8	4	4	50.00%	8	8	4	8	1	2	1	0	50.00	100.00
Parent Not in Armed Forces	1,492	534	958	35.79%	1,460	1,387	510	1,387	107	157	171	75	49.50	134.61

School Year:
Location or District:
Subject Area:
Grade:
Display Ancillary Data:

2024-25
District/School
ELA
All Grades
No

Finish

Data can only be viewed one subject at a time. Select another subject from the dropdown.

All subjects are *combined* to determine your final Weighted Average Achievement and Core Subject Performance Indices.



Calculation Formula: EM Level

Step 1 – Calculating Subject-Specific Indices

Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – EM Level

2025 Participation				2025 Performance									
Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate (b/a) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h) (m)	Estimated Core Subject Index ((j+2k+2.5l)/g) (n)
1,500	538	962	35.87%	1,468	1,395	514	1,395	108	159	172	75	49.50	134.34

Formula: $100 \times \frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5(\text{Level 4})}{\text{Denominator}}$

SIRS-106

CSP Denominator =

- **a)** Continuously enrolled students with valid test scores.

$$\frac{690.5}{514} \times 100 = 134.34$$

WAA Denominator = The greater of:

- **a)** continuously enrolled students with valid test scores, or
- **b)** 95% of continuously enrolled students.

$$\frac{690.5}{1,395} \times 100 = 49.50$$

NUMERATOR:
 $(159) + 2(172) + 2.5(75)$
 $= 690.5$



SIRS-106

Elementary/Middle-Level Achievement Accountability Report

Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – EM Level

ELA: Numerator 690.5 | WAA Denominator 1,395 | CSP Denominator 514

2025 Participation				2025 Performance									
Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate (b/a) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h) (m)	Estimated Core Subject Index ((j+2k+2.5l)/g) (n)
1,500	538	962	35.87%	1,468	1,395	514	1,395	108	159	172	75	49.50	134.34

Math: Numerator 886 | WAA Denominator 1,397 | CSP Denominator 580

2025 Participation				2025 Performance									
Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate (b/a) (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((j+2k+2.5l)/h) (m)	Estimated Core Subject Index ((j+2k+2.5l)/g) (n)
1,498	596	902	39.79%	1,471	1,397	580	1,397	80	166	230	104	63.42	152.76

Science: Numerator 426 | WAA Denominator 456 | CSP Denominator 228

2025 Performance									
Continuously Enrolled Tested & Not Tested (a)	95% of Continuously Enrolled Tested & Not Tested (b)	Continuously Enrolled & Tested (c)	Greater of b and c (d)	Level 1 (e)	Level 2 (f)	Level 3 (g)	Level 4 (h)	Estimated Weighted Average Index ((f+2g+2.5h)/d) (i)	Estimated Core Subject Index ((f+2g+2.5h)/c) (j)
480	456	228	456	11	51	80	86	93.42	186.84

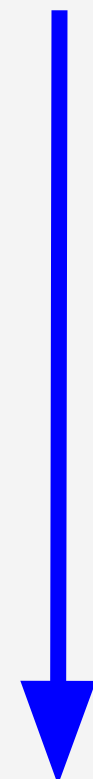


SIRS-106

Elementary/Middle-Level Achievement Accountability Report

Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – EM Level

Can we just
average these
indices to find
our combined
index?



ELA

Estimated Weighted Average Index $((j+2k+2.5l)/h)$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)$ (n)
49.50	134.34

Math

Estimated Weighted Average Index $((j+2k+2.5l)/h)$ (m)	Estimated Core Subject Index $((j+2k+2.5l)/g)$ (n)
63.42	152.76

Science

Estimated Weighted Average Index $((f+2g+2.5h)/d)$ (i)	Estimated Core Subject Index $((f+2g+2.5h)/c)$ (j)
93.42	186.84

COMBINED?

68.78	157.98
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ELA
Math
Science

Subjects are
naturally weighted
due to grade levels
tested.

**NO! Averaging the
pre-calculated indices
does NOT produce the
combined indices!**

This would cause Science, which
only assesses 2 grade levels, to be
weighted equally to ELA & Math,
which assess 6 grade levels.



SIRS-106

Elementary/Middle-Level Achievement Accountability Report

Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – EM Level

SUBJECT	Continuously Enrolled Students (natural weighting)	Numerator	WAA Denominator	CSP Denominator
ELA	1,500	690.5	1,395	514
Math	1,498	886	1,397	580
Science	480	426	456	228
Combined (SUM)	3,478	2,002.5	3,248	1,322

$$\text{WAA} = (2,002.5 / 3,248) = 0.6165 \quad \times 100 = 61.7$$

$$\text{CSP} = (2,002.5 / 1,322) = 1.5148 \quad \times 100 = 151.5$$



Calculation Formula: EM Level

Step 2 – Cut Points and Performance Levels

Weighted Average Achievement (WAA): **61.7**

- Schools are ranked statewide in ascending order by their index number, and an Accountability Performance Level is assigned.

Rank	Level
10% or less	1
10.1% to 50%	2
50.1% to 75%	3
Greater than 75%	4

*Cut points **will be finalized after ranking**, and then published in the report guide.*

**Best Guess
(based on prior year's cut points):**

Level	Min.	Max.
1	16.7	76.2
2	76.3	121.1
3	121.2	146.9
4	147	244.2

Core Subject Performance (CSP): **151.5**

- Static Cut Points now determine which Accountability Performance Level is assigned.

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	86.5	86.6	131.2	131.3	158.1	158.2	250
Students with Disabilities	0	37	37.1	71.8	71.9	96.8	96.9	250
English Language Learners	0	49.4	49.5	85	85.1	106.3	106.4	250
Economically Disadvantaged	0	76.3	76.4	112.8	112.9	137.1	137.2	250
Race/Ethnicity	0	78.3	78.4	132.7	132.8	166.6	166.7	250

Static Cut Points were established based on ranked 2023–24 SY outcomes. They will be re-established every 3 years.



HS Level: Included Subjects

High School Level (HS):

Using the HS accountability cohort, each student's highest assessment score in each subject area is used for achievement calculations.

- ELA
- Math
- Science
- **Social Studies** (paused for two years; reintroducing this year)...
 - *Social Studies inclusion history:*
 - 19-20 (using 18-19 data)
 - ~~• 20-21 (using 19-20 data)~~
 - ~~• 21-22 (using 20-21 data)~~
 - 22-23 (using 21-22 data)
 - ~~• 23-24 (using 22-23 data)~~
 - ~~• 24-25 (using 23-24 data)~~
 - 25-26 (using 24-25 data)

n-size: An index will be created for each subgroup for which the combined total records (combining subjects) is equal to or greater than 20.



Included Exams at the High School Level (HS)

If a student takes multiple assessments in the same subject, the following hierarchy is used to determine which results will be used when calculating the *Weighted Average Achievement* and *Core Subject Performance* Indices:

1. **Accountability Achievement Level 4* on a Regents** examination;
2. **Highest score on an Approved Alternative to Regents** examination (Accountability Achievement Level 4);
3. **Accountability Achievement Level 3 on a Regents** examination;
4. **Passing but not highest score on an Approved Alternative to Regents** examination (Accountability Achievement Level 3);
5. **Accountability Achievement Level 2 on a Regents** examination;
6. **Accountability Achievement Level 1 on a Regents** examination;
7. **Failing score on an Approved Alternative to Regents** examination (Accountability Achievement Level 1);
8. **NYSAA (highest accountability achievement level earned).**

If a student took multiple Regents examinations in the same subject, the examination on which the student earned the highest accountability achievement level will be used.

***NOTE:**

An Accountability Achievement Level may differ from a Performance Level.

Five-level Regents exam scores are converted to Alternate Standard Achieved codes for accountability purposes at Level 2. See the [SIRS Manual](#) for details.



Calculation Formula: **HS Level**

Step 1 – Calculate the *Performance* Indices

Weighted Average Achievement:

- **Numerator** = The count of students earning a test performance level of 2, 3, or 4 with more weight placed on levels 3 and 4.
- **Denominator** = the 4-year accountability cohort as of June 30th (students who entered Grade 9 in the same year, were enrolled in the school on BEDS Day of the reporting year, and did not drop out or transfer prior to April 1st).

Core Subject Performance:

- **Numerator** = The count of students earning a test performance level of 2, 3, or 4 with more weight placed on levels 3 and 4.
- **Denominator** = the 4-year accountability cohort as of June 30th (students who entered Grade 9 in the same year, were enrolled in the school on BEDS Day of the reporting year, and did not drop out or transfer prior to April 1st), **and had a valid test score on an approved exam in the subject.**

$$\text{Formula: } 100 \times \frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5 (\text{Level 4})}{\text{Denominator}}$$

ELA	weighted x3
Math	weighted x3
Science	weighted x2
Social Studies	weighted x2

Each student's highest assessment score in each subject area is used for achievement calculations.



“Continuously Enrolled”: HS level

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 Weighted Average Achievement and Core Subject Performance indicator formulas.

For more information, review the **Accountability Business Rules** in the [Understanding the NYS Accountability System under ESSA](#).



Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – HS Level

	Assessment Participation: Students who were seniors in 2024-25 School Year						Weighted Average Performance: Students in the 2021 Accountability Cohort										Core Subject Performance: Students in the 2021 Accountability Cohort					
Student Subgroup (accountability subgroups are marked with an asterisk (*))	Participation Rate Enroll (a)	June 2020 Exemptions for Participation (b)	Partic Rate Enroll minus June 2020 Exemptions (c)=(a-b)	Tested (d)	Not Tested for Participation (e)	Estimated Participation Rate (f) = (d/c)	Accountability Cohort Enroll (g)	June 2020 Exemptions for Performance (h)	Accountability Cohort Enroll minus June 2020 Exemptions (i)=(g-h)	Not Tested for Weighted (j)	Level 1 (k)	Level 2 (l)	Level 3 (m)	Level 4 (n)	Estimated Performance Index o = (l+2m+2.5n)/(i)	Accountability Cohort Enroll with Valid Scores (p)	Level 1 (q)	Level 2 (r)	Level 3 (s)	Level 4 (t)	Estimated Performance Index u = (r+2s+2.5t)/(p)	
*All Students	284	0	284	284	0	100.00	287	0	287	3	13	39	57	175	205.75	284	13	39	57	175	207.92	
Female	131	0	131	131	0	100.00	133	0	133	2	8	20	24	79	199.62	131	8	20	24	79	202.67	
Male	151	0	151	151	0	100.00	152	0	152	1	5	19	33	94	210.53	151	5	19	33	94	211.92	
Nonbinary	2	0	2	2	0	100.00	2	0	2	0	0	0	0	2	250.00	2	0	0	0	2	250.00	
*American Indian/Alaska Native	1	0	1	1	0	100.00	1	0	1	0	0	0	1	0	200.00	1	0	0	1	0	200.00	
*Black	7	0	7	7	0	100.00	7	0	7	0	0	1	2	4	214.29	7	0	1	2	4	214.29	
*Hispanic	74	0														73	7	12	18	36	189.04	
*Asian/Pacific Islander	8	0														8	0	0	2	6	237.50	
Asian	8	0														8	0	0	2	6	237.50	
*White	184	0														186	6	24	33	123	213.71	
*Multiracial	10	0														9	0	2	1	6	211.11	
General Education Students	254	0														251	5	27	49	170	219.12	
*Students with Disabilities	30	0														33	8	12	8	5	122.73	
Former Students with Disabilities	5	0														5	0	1	0	4	220.00	
Not English Language Learner	280	0	280	280	0	100.00	282	0	282	3	9	38	57	175	209.04	279	9	38	57	175	211.29	
*English Language Learner	4	0	4	4	0	100.00	5	0	5	0	4	1	0	0	20.00	5	4	1	0	0	20.00	
Formerly English Language Learner	9	0	9	9	0	100.00	9	0	9	0	0	4	3	2	166.67	9	0	4	3	2	166.67	
*Economically Disadvantaged	80	0	80	80	0	100.00	82	0	82	2	9	13	18	40	181.71	80	9	13	18	40	186.25	
Not Economically Disadvantaged	204	0	204	204	0	100.00	205	0	205	1	4	26	39	135	215.37	204	4	26	39	135	216.42	
Not Migrant	284	0	284	284	0	100.00	287	0	287	3	13	39	57	175	205.75	284	13	39	57	175	207.92	
																2	0	0	2	0	200.00	
																285	3	13	39	55	175	205.79
																287	3	13	39	57	175	205.75
																284	13	39	57	175	207.92	
Parent Not in Armed Forces	284	0	284	284	0	100.00	287	0	287	3	13	39	57	175	205.75	284	13	39	57	175	207.92	

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Formula: 100 x
$$\frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5 (\text{Level 4})}{\text{Denominator}}$$

Data can only be viewed one subject at a time. Page down for more subjects.
All subjects are combined to determine your final Weighted Average Achievement and Core Subject Performance Indices.



Calculation Formula: **HS Level**

Step 1 – Calculate the Performance Indices

Weighted Average Achievement (WAA) & Core Subject Performance (CSP) – HS Level

WEIGHTED AVERAGE ACHIEVEMENT: 2021 Accountability Cohort							CORE SUBJECT PERFORMANCE: 2021 Accountability Cohort						
ELA	Accountability Cohort Enroll minus June 2020 Exemptions (i)=(g-h)	Not Tested for Weighted (j)	Level 1 (k)	Level 2 (l)	Level 3 (m)	Level 4 (n)	Estimated Performance Index $o = (l+2m+2.5n)/(i)$	Accountability Cohort Enroll with Valid Scores (p)	Level 1 (q)	Level 2 (r)	Level 3 (s)	Level 4 (t)	Estimated Performance Index $u = (r+2s+2.5t)/(p)$
	<u>287</u>	<u>3</u>	<u>13</u>	<u>39</u>	<u>57</u>	<u>175</u>	205.75	<u>284</u>	<u>13</u>	<u>39</u>	<u>57</u>	<u>175</u>	207.92
Math	Accountability Cohort Enroll minus June 2020 Exemptions (i)=(g-h)	Not Tested for Weighted (j)	Level 1 (k)	Level 2 (l)	Level 3 (m)	Level 4 (n)	Estimated Performance Index $o = (l+2m+2.5n)/(i)$	Accountability Cohort Enroll with Valid Scores (p)	Level 1 (q)	Level 2 (r)	Level 3 (s)	Level 4 (t)	Estimated Performance Index $u = (r+2s+2.5t)/(p)$
	<u>287</u>	<u>6</u>	<u>10</u>	<u>87</u>	<u>101</u>	<u>83</u>	173.00	<u>281</u>	<u>10</u>	<u>87</u>	<u>101</u>	<u>83</u>	176.69
Sci.	Accountability Cohort Enroll minus June 2020 Exemptions (c)=(a-b)	Not Tested for Weighted (d)	Level 1 (e)	Level 2 (f)	Level 3 (g)	Level 4 (h)	Estimated Performance Index $i=(f+2g+2.5h)/(c)$	Accountability Cohort Enroll with Valid Scores (j)	Level 1 (k)	Level 2 (l)	Level 3 (m)	Level 4 (n)	Estimated Performance Index $o=(l+2m+2.5n)/(j)$
	<u>287</u>	<u>6</u>	<u>7</u>	<u>22</u>	<u>143</u>	<u>109</u>	202.26	<u>281</u>	<u>7</u>	<u>22</u>	<u>143</u>	<u>109</u>	206.58
S.S.	Accountability Cohort Enroll minus June 2020 Exemptions (c)=(a-b)	Not Tested for Weighted (d)	Level 1 (e)	Level 2 (f)	Level 3 (g)	Level 4 (h)	Estimated Performance Index $i=(f+2g+2.5h)/(c)$	Accountability Cohort Enroll with Valid Scores (j)	Level 1 (k)	Level 2 (l)	Level 3 (m)	Level 4 (n)	Estimated Performance Index $o=(l+2m+2.5n)/(j)$
	<u>287</u>	<u>3</u>	<u>10</u>	<u>54</u>	<u>109</u>	<u>111</u>	191.46	<u>284</u>	<u>10</u>	<u>54</u>	<u>109</u>	<u>111</u>	193.49

Calculation Formula: **HS Level**

Step 2 – Calculate the final **WAA** and **CSP**

Using the Performance Indices (PI) from the prior step, the Weighted Average Achievement and Core Subject Performance Indices were/are calculated using the following formulas:

$$\text{Formula: } \frac{\text{[2022 and prior]} \\ 3 \text{ (ELA PI)} + 3 \text{ (Math PI)} + 2 \text{ (Science PI)} + 1 \text{ (Social Studies PI)}}{\text{Denominator} = 9}$$

(Denominator here is the sum of the weights for all subjects for which Performance Indices were computed.)

$$\text{Formula: } \frac{\text{[2023 and 2024]} \\ 3 \text{ (ELA PI)} + 3 \text{ (Math PI)} + 2 \text{ (Science PI)}}{\text{Denominator} = 8}$$

(Denominator here is the sum of the weights for all subjects for which Performance Indices were computed.)

$$\text{Formula: } \frac{\text{[starting in 2025, Social Studies is weighted the same as Science]} \\ 3 \text{ (ELA PI)} + 3 \text{ (Math PI)} + 2 \text{ (Science PI)} + 2 \text{ (Social Studies PI)}}{\text{Denominator} = 10}$$

(Denominator here is the sum of the weights for all subjects for which Performance Indices were computed.)



Calculation Formula: **HS Level**

Step 2 – Calculate the final **Weighted Avg. Ach.**

SUBJECT	WAA PI		Weight	WAA Weighted Value	Final WAA Index
ELA	Estimated Performance Index $o = (l+2m+2.5n)/(i)$ 205.75	205.75	3	(205.75×3) $= 617.25$	$1,923.69 \div 10$ $= 192.369$
Math	Estimated Performance Index $o = (l+2m+2.5n)/(i)$ 173.00	173.00	3	(173.00×3) $= 519$	
Science	Estimated Performance Index $i = (f+2g+2.5h)/(c)$ 202.26	202.26	2	(202.26×2) $= 404.52$	
Social Studies	Estimated Performance Index $i = (f+2g+2.5h)/(c)$ 191.46	191.46	2	(191.46×2) $= 382.92$	
Combined			Denominator $= 10$	Numerator $= 1,923.69$	192.4



Calculation Formula: **HS Level**

Step 2 – Calculate the final **Core Subj. Perf.**

SUBJECT	CSP PI		Weight	CSP Weighted Value	Final CSP Index
ELA	<div>Estimated Performance Index $u = (r+2s+2.5t)/(p)$</div> <div>207.92</div>	207.92	3	(207.92×3) $= 623.76$	$1,953.97 \div 10$ $= 195.397$
Math	<div>Estimated Performance Index $u = (r+2s+2.5t)/(p)$</div> <div>176.69</div>	176.69	3	(176.69×3) $= 530.07$	
Science	<div>Estimated Performance Index $o = (l+2m+2.5n)/(j)$</div> <div>206.58</div>	206.58	2	(206.58×2) $= 413.16$	
Social Studies	<div>Estimated Performance Index $o = (l+2m+2.5n)/(j)$</div> <div>193.49</div>	193.49	2	(193.49×2) $= 386.98$	
Combined			Denominator = 10	Numerator = 1,953.97	195.4



Calculation Formula: HS Level

Step 3 – Cut Points and Performance Levels

Weighted Average Achievement (WAA): 192.4

- Schools are ranked statewide in ascending order by their index number, and an Accountability Performance Level is assigned.

Rank	Level
10% or less	1
10.1% to 50%	2
50.1% to 75%	3
Greater than 75%	4

Cut points *will be finalized after ranking*, and then published in the report guide.

Best Guess
(based on prior year's cut points):

Level	Min.	Max.
1	1.6	56.9
2	57	123.5
3	123.6	154.4
4	154.5	241.5

Core Subject Performance (CSP): 195.4

- Static Cut Points now determine which Accountability Performance Level is assigned.

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	70	70.1	133.3	133.4	165.5	165.6	250
Students with Disabilities	0	35	35.1	70.8	70.9	98	98.1	250
English Language Learners	0	25.6	25.7	56.9	57	77.6	77.7	250
Economically Disadvantaged	0	67	67.1	118	118.1	144.1	144.2	250
Race/Ethnicity	0	70.3	70.4	135	135.1	170.4	170.5	250

Static Cut Points were established based on ranked 2023-24 SY outcomes. They will be re-established every 3 years.



STUDENT GROWTH INDICATOR

■ Restored indicator,
no changes



Student Growth Indicator (EM)

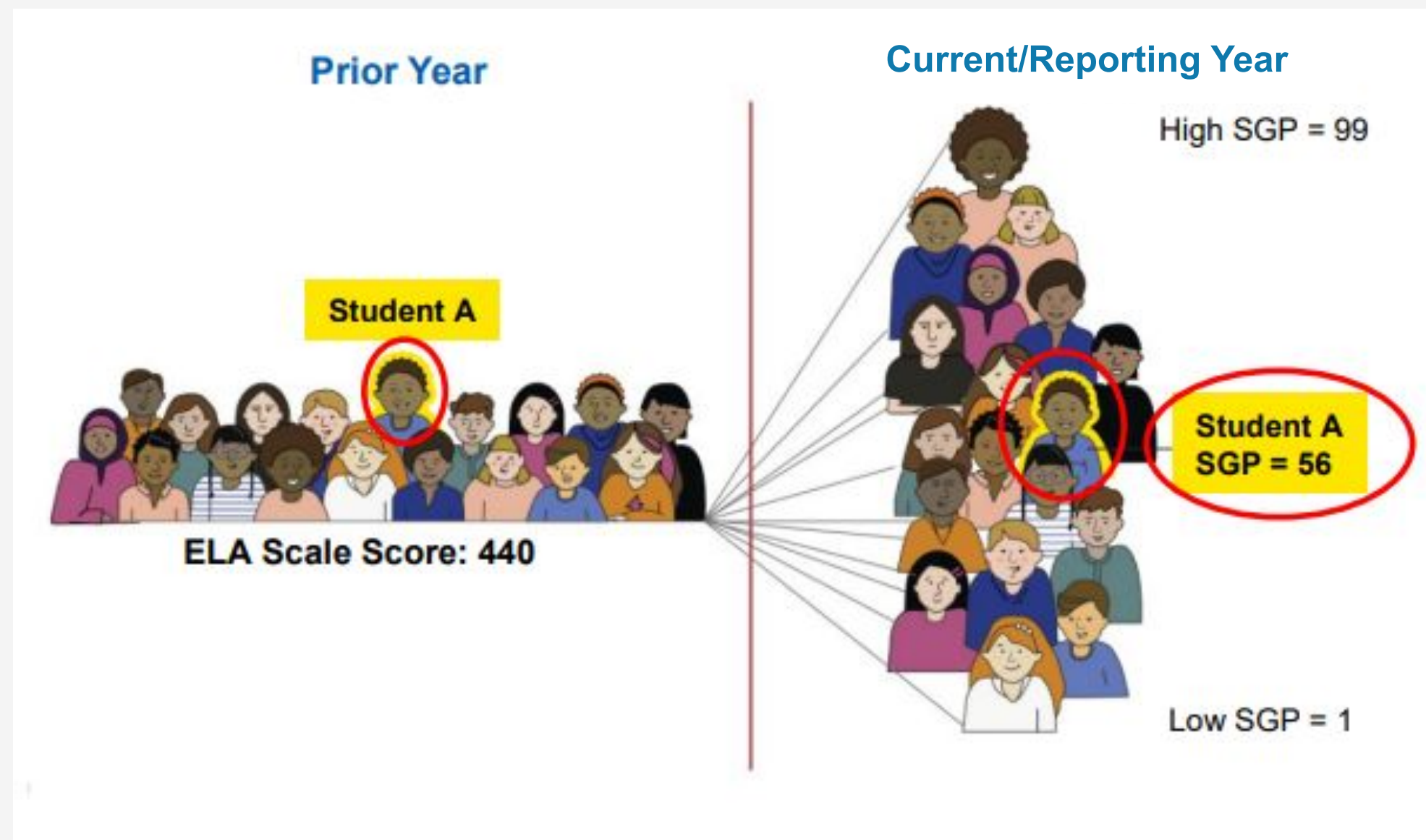
- Measures student growth in **ELA and Math** between the prior SY and the reporting SY.
- Includes continuously enrolled students in grades 4–8.
- Students must have a valid test score in the subject in the prior SY and in the reporting SY.
 - Grade 8 students who take the June administration of the Algebra I Regents exam in lieu of the Grade 8 math test *are* included.
 - Students who take Regents exams in lieu of the Grade 6 or 7 math test, or students who take the NYSAA in lieu of the Grades 3–8 ELA and math tests, are *not* included.
 - **n-size:** An index will be created for each subgroup for which the combined total of ELA and math SGPs is equal to or greater than 20.

WHO IS INCLUDED?	Reporting SY 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 reporting SY	Students who take the Algebra I Regents in lieu of the Grade 8 NYSTP Math exam
WHO IS NOT INCLUDED?	Reporting SY 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



Student Growth Indicator (EM): Step 1

- Individual **Student Growth Percentiles (SGPs)** are determined by comparing a student's most-recent reporting-year score to the scores of other students with a similar prior test history.
 - Example: An SGP of 56 means a student's score was equal to or better than 56% of students in the state with a similar prior score.



Student Growth Indicator (EM): Step 2

- One year of SGPs is used to generate a Mean Growth Percentile (MGP).
 - The MGP is the Growth Index.

$$\text{MGP or Growth Index} = \frac{\text{Sum of ELA SGPs} + \text{Sum of Math SGPs}}{\text{Total number of ELA and Math SGPs}}$$

Student Growth Indicator (EM): Step 3

Static Cut Points

Growth Index	Student Growth Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4



Student Growth (EM): Step 2 & 3

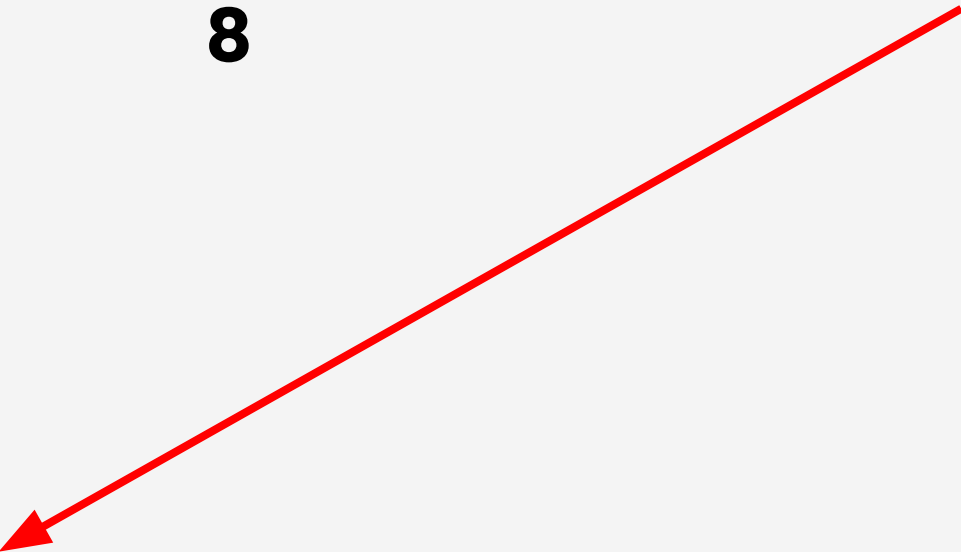
- For example:

Students	ELA SGP	Math SGP
Student A	50	45
Student B	55	40
Student C	60	50
Student D	45	55

MGP or Growth Index = $\frac{\text{Sum of ELA SGPs} + \text{Sum of Math SGPs}}{\text{Total number of ELA and Math SGPs}}$ = $\frac{(50+55+60+45) + (45+40+50+55)}{8}$ = **50**

Static Cut Points

Growth Index	Student Growth Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4



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Student Growth Accountability Report

$$\text{Student Growth Indicator} - \text{EM Level} = \frac{\text{MGP or Growth Index} = \frac{\text{Sum of ELA SGPs} + \text{Sum of Math SGPs}}{\text{Total number of ELA and Math SGPs}}}$$

Subject Area	Student Subgroup	Sum of SGPs (a)	Number of SGPs (b)	Growth Index c = (a/b)	Growth Level (d)	Former ELL	Former SWD
Combined	All Students	42,785	<u>873</u>	49.0	2		
	American Indian/Alaska Native		<u>11</u>	(low n-size... no subgroup calculations)		Growth Index	Level
	Black	1,255	<u>31</u>	40.5	1	<45	1
	Hispanic	9,856	<u>204</u>	48.3	2	45.1 to 50	2
	Asian/Pacific Islander	5,602	<u>111</u>	50.5	3	50.1 to 54	3
	White	24,693	<u>499</u>	49.5	2	>54	4
	Multiracial		<u>17</u>	(low n-size... no subgroup calculations)			
	Students with Disabilities	4,476	<u>90</u>	49.7	2		YES
	English Language Learner	1,664	<u>35</u>	47.5	2	YES	
	Economically Disadvantaged	13,540	<u>293</u>	46.2	2		

View subjects individually and/or combined.

ELA and Math are combined to determine your final Student Growth Index.



COLLEGE, CAREER, & CIVIC READINESS (CCCCR) INDICATOR

■ Restored indicator,
minor change



CCCR Indicator (Hs)

- Measures how prepared students are for college, career, and civic engagement once they leave high school.
- A **CCCR Index** ranging from 0 to 200 is calculated based on federally approved *Readiness Measures* using the following formula:

$$\frac{\text{Numerator}}{\text{Denominator}} \times 100$$

Denominator:

- The number of students in the 4-year cohort as of June 30th of the reporting year, plus...
- The number of students *not* in the cohort but who in the current reporting year were reported as earning a Regents diploma with a Seal of Biliteracy.

Numerator:

- The sum of the number of students in the denominator demonstrating success on each of the specific readiness measures.
- Readiness measures are multiplied by the weighting assigned to each of these measures in accordance with the table provided by the state.



CCCR Indicator (Hs)

Sum of students demonstrating success on each Readiness Measure x assigned weighting
x 100

Number of student in 4-Year Grad Cohort as of June 30th of the reporting year, plus the number of students *not* in the cohort but who in the current reporting year were reported as earning a Regents diploma with a Seal of Biliteracy.

Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Cohort Regents Diploma with Seal of Biliteracy Annual Regents Diploma with Seal of Biliteracy Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam Regents Diploma and a score of 4 or higher on International Baccalaureate (IB) exam P-Tech Program and fulfilled all requirements for a Regents Diploma Regents Diploma with Smart Scholars program Regents Diploma with Smart Transfer Early College Regents Diploma with Seal of Civic Readiness Regents Diploma and high school credit through participation in dual enrollment (in high school and accredited college) course Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment (NYSAA) in language arts, math, and science	2.0
Regents Diploma and high school credit earned through participation in an AP or IB course Regents Diploma with Career Development and Occupational Studies (CDOS) Credential Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, math, and science	1.5
Regents Diploma Local Diploma Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, math, and science	1.0
High School Equivalency Diploma (included in numerator only) CDOS Credential	0.5
No High School or High School Equivalency Diploma	0



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College, Career, and Civic Readiness Accountability Report

CCCR Indicator – HS Level

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Number of Cohort Members (a)	Annual (NON-COHORT) Regents w/Seal of Biliteracy (b)	Students Weighted at 2.0 (c)	Students Weighted at 1.5 (d)	Students Weighted at 1.0 (e)	Students Weighted at 0.5 (f)	Students Weighted at 0.0 (g)	CCCR Index (h) = (2.0(c) + 1.5(d)+1.0(e)+0.5(f)) / (a+b)
*All Students	399	0	267	14	82	0	36	159.65
Female	197	0	148	6	31	0	12	170.56
Male	202	0	119	8	51	0	24	149.01
*Black	12	0	8	0	3	0	1	158.33
*Hispanic	119	0	60	2	38	0	19	135.29
*Asian/Pacific Islander	40	0	30	3	5	0	2	173.75
Asian	39	0	29	3	5	0	2	173.08
Native Hawaiian/Other Pacific Islander	1	0	1	0	0	0	0	200.00
*White	218	0	162	9	34	0	13	170.41
*Multiracial	10	0	7	0	2	0	1	160.00
General Education Students	355	0	252	13	66	0	24	166.06
*Students with Disabilities	44	0	15	1	16	0	12	107.95
Former Students with Disabilities	4	0	3	0	0	0	1	150.00
Not English Language Learner	380	0	261	14	76	0	29	162.89
*English Language Learner	19	0	6	0	6	0	7	94.74
Formerly English Language Learner	8	0	3	0	5	0	0	137.50
*Economically Disadvantaged	164	0	96	3	42	0	23	145.43

This indicator measures how prepared students are for college, career, and civic engagement once they leave high school.



SIRS-108

College, Career, and Civic Readiness Accountability Report

CCCR Indicator – HS Level

Number of Cohort Members (a)	Annual (NON-COHORT) Regents w/Seal of Biliteracy (b)	Students Weighted at 2.0 (c)	Students Weighted at 1.5 (d)	Students Weighted at 1.0 (e)	Students Weighted at 0.5 (f)	Students Weighted at 0.0 (g)	CCCR Index (h) = $(2.0(c) + 1.5(d) + 1.0(e) + 0.5(f)) / (a+b)$
<u>399</u>	<u>0</u>	<u>267</u>	<u>14</u>	<u>82</u>	<u>0</u>	<u>36</u>	159.65

$$\frac{(267 \times 2) + (14 \times 1.5) + (82 \times 1) + (0 \times 0.5)}{399} \times 100$$

534 + 21 + 82 + 0 = 637

CCCR Index = 159.65

Statewide Ranking then determines
Accountability Level:

Rank	CCCR Level
≤ 10%	1
10.1-50%	2
50.1-75%	3
> 75%	4



ATTENDANCE INDICATOR

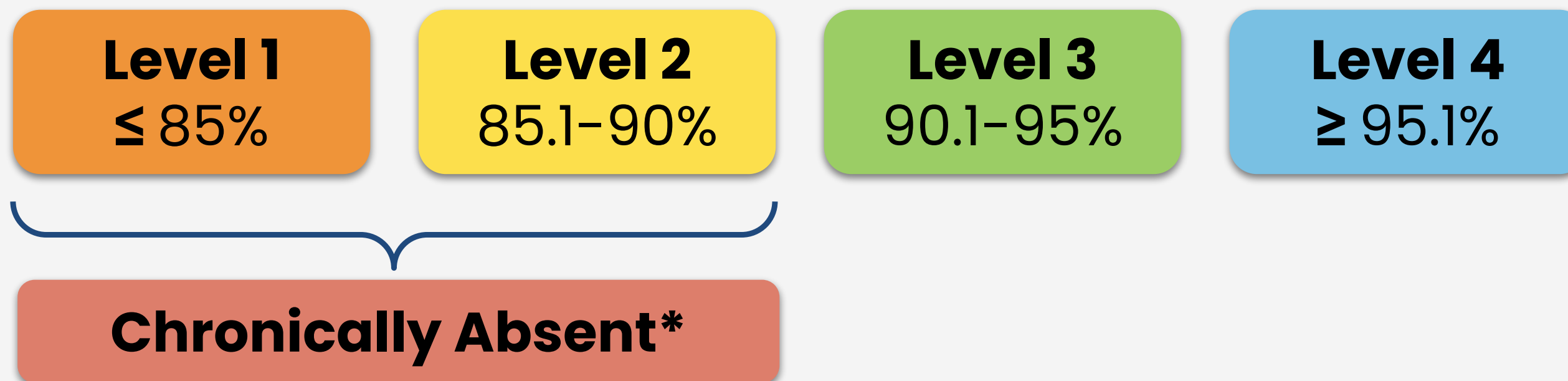
 New indicator



Attendance Indicator (EM & HS)

NEW Attendance Indicator (replaced Chronic Absenteeism)*

- Each student is now assigned an attendance level and included in calculations.
 - Purpose: Growth for *all*.
- **Static cut points based on the percent of instructional days attended now 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.



Attendance Indicator (EM & HS)

Student Inclusion Criteria:

- Student must be enrolled for **30 cumulative instructional days**.
- Student *must be in attendance* at least one of those 30 instructional days.
- Who counts as present?
 - Students present for instruction for the day, irrespective of the instructional modality and physical location.
 - Suspended students and homebound students are “present” as long as they are receiving the required instruction.
 - The SIRS Manual provides specifics about [homebound instruction](#).



SIRS-116

Attendance Rate for Accountability Report

NEW Attendance Indicator

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Attendance for Accountability (Grades 1-8 and Age Equivalent)						EM Enrolled 30 Days but Present 0 (g)	High School Level Attendance for Accountability (Grades 9-12 and Age Equivalent)						HS Enrolled 30 Days but Present 0 (n)	Missing Attendance (o)
	Cohort (a)	Level 1 (b)	Level 2 (c)	Level 3 (d)	Level 4 (e)	Estimated Attendance Index (f) = 100 * (c+2d+2.5e)/a		Cohort (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Attendance Index (m)=100*(j+2k+2.5l)/h		
*All Students	2,959	125	217	1,051	1,566	210.7	0	1,805	88	157	683	877	205.8	0	5
Female	1,437	59	110	517	751	210.3	0	892	46	83	338	425	204.2	0	2
Male	1,522	66	107	534	815	211.1	0	913	42	74	345	452	207.4	0	3
*American Indian/Alaska Native	12	1	1	5	5	195.8	0	4	0	0	2	2	225	0	0
*Black	119	8	6	32	73	212.2	0	60	2	3	25	30	213.3	0	0
*Hispanic	687	45	67	262	313	199.9	0	403	29	35	152	187	200.1	0	0
*Asian/Pacific Islander	209	20	23	57	109	195.9	0	148	8	16	53	71	202.4	0	1
Asian	206	20	22	56	108	196.1	0	147	8	16	52	71	202.4	0	1
Native Hawaiian/Other Pacific Islander	3	0	1	1	1	183.3	0	1	0	0	1	0	200	0	0
*White	1,861	46	118	671	1,026	216.3	0	1,169	48	103	442	576	207.6	0	4
*Multiracial	71	5	2	24	40	211.3	0	21	1	0	9	11	216.7	0	0
General Education Students	2,351	90	156	835	1,270	212.7	0	1,498	58	131	575	734	208	0	5
*Students with Disabilities	608	35	61	216	296	202.8	0	307	30	26	108	143	195.3	0	0
Former Students with Disabilities	38	1	3	11	23	217.1	0	26	0	3	9	14	215.4	0	0
Not English Language Learner	2,799	105	207	1,002	1,485	211.6	0	1,729	75	148	659	847	207.3	0	5
*English Language Learner	160	20	10	49	81	194.1	0	76	13	9	24	30	173.7	0	0
Formerly English Language Learner	38	6	5	11	16	176.3	0	22	4	1	5	12	186.4	0	0
*Economically Disadvantaged	764	69	100	291	304	188.7	0	403	34	49	149	171	192.2	0	0
Not Economically Disadvantaged	2,195	56	117	760	1,262	218.3	0	1,402	54	108	534	706	209.8	0	5

Includes attendance for **every student** enrolled for 30+ instructional days and present for at least one of those days.



SIRS-116

Attendance Rate for Accountability Report

High School Level Attendance for Accountability (Grades 9-12 and Age Equivalent)						HS Enrolled 30 Days but Present 0 (n)	Missing Attendance (o)
Cohort (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Attendance Index (m)=100*(j+2k+2.5l)/h		
<u>1,805</u>	<u>88</u>	<u>157</u>	<u>683</u>	<u>877</u>	205.8	<u>0</u>	<u>5</u>

Level 1
≤ 85%

Level 2
85.1-90%

Level 3
90.1-95%

Level 4
≥ 95.1%

Attendance Index:
$$\frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5(\text{Level 4})}{\text{Denominator}} * 100$$

Student Level	Count of Students	Weight	Weighted Value	Attendance index
Level 1	88	-	-	(3715.5 / 1805)*100= 205.8
Level 2	157	1	157	
Level 3	683	2	1366	
Level 4	877	2.5	2192.5	

**Students
should not be
missing
attendance.**



Attendance Indicator Conversion

Static Cut Points based on '23-'24 SY Results
(will be re-established for the 2028-29 SY and every three years thereafter).

Since our example was the “All Students” group at the High School Level, let’s see what their Attendance Indicator level will be:

Estimated
Attendance
Index

$$(m) = 100 * (j + 2k + 2.5l) / h$$

205.8

An Index of 205.8 falls in the range of a **Level 4**.

Attendance Indicator Static Cut Points

Elementary/Middle Level

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	133.5	133.6	191	191.1	208	208.1	250
Students with Disabilities	0	124.8	124.9	177.8	177.9	197.8	197.9	250
English Language Learners	0	125	125.1	179.5	179.6	197.6	197.7	250
Economically Disadvantaged	0	128.9	129	176.4	176.5	192	192.1	250
Race/Ethnicity	0	126.1	126.2	188.7	188.8	209.3	209.4	250

High School Level

Accountability Subgroup	Level 1		Level 2		Level 3		Level 4	
	Min	Max	Min	Max	Min	Max	Min	Max
All Students	0	86.5	86.6	171.7	171.8	195.3	195.4	250
Students with Disabilities	0	71.1	71.2	153.1	153.2	178.7	178.8	250
English Language Learners	0	81.4	81.5	148.9	149	179.5	179.6	250
Economically Disadvantaged	0	87.1	87.2	156.1	156.2	180.1	180.2	250
Race/Ethnicity	0	90.3	90.4	171.8	171.9	199.9	200	250



Attendance: Other SIRS Reports to Review

- Check SIRS Reports in the *Attendance Folder* to ensure all columns are populating with reasonable numbers:
 - **SIRS-371:** Student Attendance Count Report:

Type of Attendance	Total	Modality		
		In Person	Remote	Both
Present In School	<u>281,366</u>	<u>281,353</u>	<u>0</u>	<u>13</u>
Present Out Of School	<u>673</u>	<u>673</u>	<u>0</u>	<u>0</u>
Tardy In School	<u>5,547</u>	<u>5,547</u>	<u>0</u>	<u>0</u>
Tardy Out Of School	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
In-School Suspension	<u>155</u>			
Out-of-School Suspension	<u>673</u>			
Excused	<u>13,219</u>			
Unexcused	<u>5,077</u>			
Missing	<u>0</u>			

- **SIRS-375:** Student Attendance Count (by District) Report:

Last Attendance Date Loaded	Present (PRSNT) b	Present in School (PRSNT-IN) c	Present Out of School (PRSNT-OUT) d	Tardy (T) e	Tardy In School (T-IN) f	Tardy Out Of School (T-OUT) g	Out of School Suspension (OSS) h	In School Suspension (ISS) i	Excused Absences (E) j	Unexcused Absences (U) k	Missing l
Jun 27, 2025	<u>0</u>	<u>852,419</u>	<u>998</u>	<u>0</u>	<u>20,699</u>	<u>0</u>	<u>998</u>	<u>334</u>	<u>32,442</u>	<u>20,268</u>	<u>341</u>



Attendance: Another Double-Check

- Ensure alignment between state attendance codes and all in-district codes that are used in your buildings.
 - The [SIRS Manual](#) lists attendance codes.

Attendance Codes	
+ New	
AttendanceExcuses Editor	
Code	Description
AIMS	AIS Math
AISR	AIS Reading
ALC	Alternate Learning Center
CAN	Class Cancelled
CLG	College
CRT	Court
CUT	Truant
DTH	Death/Fam
ERD	Early Release
ESL	ESL
HOM	Homeinstruction
ILL	Illness
LSN	Music
LUN	Lunch-IN/OUT
MQ	Mandatory Quarantine
NUR	Nurse
O/T	O/T
OTH	Other
P/T	P/T
PAR	Parent Permission
PPS	Pupil Personnel Services
PRIN	Principal
REL	Religious
RR	Resource Room
SED	SEED
SP	Speech
SUS	Suspended
TCI	Class Tardy

AttendanceExcuse Detail	
*Code	ALC
State Code	ISS: In-School Suspension
*Description	Alternate Learning Center
Status	Absent
Excuse	Exempt
☐	Display code in behavior resolution
☐	Use code in virtual attendance posting

AttendanceExcuse Detail	
*Code	SUS
State Code	ISS: In-School Suspension
*Description	Suspended
Status	Present
Excuse	Exempt
☐	Display code in behavior resolution
☐	Use code in virtual attendance posting

AttendanceExcuse Detail	
*Code	RR
State Code	ISS: In-School Suspension
*Description	Resource Room
Status	Present
Excuse	Exempt
☐	Display code in behavior resolution
☐	Use code in virtual attendance posting



GRADUATION RATE INDICATOR

 Maintained with
no changes



Graduation Rate Indicator (HS)

- 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.
- Grad rate accountability data are **lagged by one year** since August grad data are not available until around two months into the school year.
- **Step 1: Calculate the Graduation Rate** for the 4-year, 5-year, and 6-year cohorts by dividing the number of students in the cohort who earned a NYS diploma by August 31st by the number of students in that cohort as of June 30th:

$$\text{Graduation Rate: } \frac{\text{\# of students who earned a Regents or local diploma by August 31st}}{\text{\# of students in the cohort as of June 30th}} * 100$$



Graduation Rate Indicator (HS)

- **Step 2: Calculate the unweighted average** of the 4-year, 5-year, and 6-year Grad Rates:

$$\text{Unweighted Average Grad Rate} = \frac{\text{4-Yr Grad Rate} + \text{5-Yr Grad Rate} + \text{6-Yr Grad Rate}}{3}$$

- **Step 3:** Rank schools, statewide, and assign a Grad Rate Level based on where schools fall in the ranking:

Rank	Grad Rate Level
≤ 10%	1
10.1-50%	2
50.1-75%	3
≥ 75%	4

While Grad Rate is an individual indicator used to determine high school support models, it can also be an automatic CSI-identifier:
In years in which schools are identified for CSI, a HS will be identified for CSI if its All Students group's 4-yr Grad Rate is lower than 67% and both its 5-yr and 6-yr Grad Rates are not at or above 67%.



Graduation Rate Indicator – HS Level

2024-25 Report

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Accountability Graduation Rate											
	2020 4-Year Total Cohort				2019 5-Year Total Cohort				2018 6-Year Total Cohort			
	Cohort Enrolled (a)	Graduates (b)	Non Graduates (c)	Estimated Graduation Rate d = (b/a)	Cohort Enrolled (e)	Graduates (f)	Non Graduates (g)	Estimated Graduation Rate h = (f/e)	Cohort Enrolled (i)	Graduates (j)	Non Graduates (k)	Estimated Graduation Rate l = (j/i)
*All Students	292	274	18	93.84%	296	283	13	95.61%	276	265	11	96.01%
Female	122	118	4	96.72%	121	119	2	98.35%	133	128	5	96.24%
Male	170	156	14	91.76%	174	163	11	93.68%	143	137	6	95.80%
Nonbinary	0	0	0		1	1	0	100.00%	0	0	0	0.00%
*Black	7	5	2	71.43%	6	5	1	83.33%	12	11	1	91.67%
*Hispanic	71	64	7	90.14%	61	59	2	96.72%	51	49	2	96.08%
*Asian/Pacific Islander	12	11	1	91.67%	14	14	0	100.00%	10	10	0	100.00%
Asian	12	11	1	91.67%	14	14	0	100.00%	10	10	0	100.00%
*White	194	188	6	96.91%	212	202	10	95.28%	194	188	6	96.91%
*Multiracial	8	6	2	75.00%	3	3	0	100.00%	9	7	2	77.78%
General Education Students	247	236	11	95.55%	245	237	8	96.73%	246	240	6	97.56%
*Students with Disabilities	45	38	7	84.44%	51	46	5	90.20%	30	25	5	83.33%
Former Students with Disabilities	1	1	0	100.00%	6	5	1	83.33%	2	2	0	100.00%
Not English Language Learner	286	271	15	94.76%	292	281	11	96.23%	271	261	10	96.31%
*English Language Learner	6	3	3	50.00%	4	2	2	50.00%	5	4	1	80.00%
Formerly English Language Learner	1	1	0	100.00%	8	8	0	100.00%	1	1	0	100.00%
*Economically Disadvantaged	84	69	15	82.14%	89	79	10	88.76%	77	66	11	85.71%
Not Economically Disadvantaged	208	205	3	98.56%	207	204	3	98.55%	199	199	0	100.00%
Not Migrant	292	274	18	93.84%	296	283	13	95.61%	276	265	11	96.01%
Homeless	4	2	2	50.00%	4	3	1	75.00%	1	0	1	0.00%
Not Homeless	288	272	16	94.44%	292	280	12	95.89%	275	265	10	96.36%
In Foster Care	0	0	0		0	0	0	0.00%	1	1	0	100.00%
Not in Foster Care	292	274	18	93.84%	296	283	13	95.61%	275	264	11	96.00%
Parent Not in Armed Forces	292	274	18	93.84%	296	283	13	95.61%	276	265	11	96.01%

This indicator measures graduation rates **from the preceding year** in order to capture August graduates.



ENGLISH LANGUAGE PROFICIENCY (ELP) INDICATOR

 Maintained with
no changes



ELP Indicator (EM & HS)

English Language Proficiency (ELP)

- Measures English language acquisition and proficiency of all students identified as English language learners (ELLs).
- First, determine whether each ELL demonstrated **Sufficient Progress** by meeting progress targets.
- Next, for each accountability subgroup that meets the minimum n-size of 20, an ELP level is determined by calculating a **Progress Rate**, **Benchmark**, and a **Success Ratio** from NYSESLAT performance.
 - **Progress Rate:** Percent of ELLs demonstrating Sufficient Progress.
 - **Benchmark:** Probability that ELLS will demonstrate Sufficient Progress.
 - **Success Ratio:** Determined by dividing the Progress Rate by the Benchmark.



ELP Indicator (EM & HS)

- **Step 1, Overview: Determine whether each ELL made Sufficient Progress.**

- Methods to demonstrate Sufficient Progress:
 1. Exit ELL Status (score Commanding, or Expanding with additional criteria)
 2. Meet an *Annual Progress Target (AP)*
 3. Meet a *Safe Harbor Target (SH)* – as measured by the totality of progress as an ELL
- NYSESLAT scale scores for the Entering, Emerging, Transitioning, and Expanding performance levels are **divided into approximately equal quartile ranges**, with the exception of initial year NYSESLAT levels, which are always assigned to the first quartile of the level. These levels and quartiles are used in the Annual Progress and Safe Harbor methods for determining Sufficient Progress.

- **Example:**

2024–2025 School Year Grade 9 NYSESLAT Scale Score Ranges by Performance Level/Quartiles					
	Entering	Emerging	Transitioning	Expanding	Commanding
Full Range	120–175	176–220	221–262	263–317	318–360
Quartile 1	120–133	176–187	221–231	263–276	N/A
Quartile 2	134–147	187–198	232–241	277–290	
Quartile 3	148–161	198–209	242–251	290–303	
Quartile 4	162–175	209–220	252–262	304–317	



ELP Indicator (EM & HS)

- **Step 1, Sufficient Progress Method 2: Meeting an Annual Progress Target**

- The **Annual Progress Target Matrix** factors in the student's level in their initial year of ELL identification, the quartiles determined for each performance level, and the number of years the student has been an ELL.
- In this example, we see an ELL who was initially Emerging, met their annual progress target at 2 years, missed their target at 3 years, and meets their target at 4 years.

Annual Progress Target Matrix for ELLs				
Level Earned in the Initial Year of ELL Identification	Identified for 2 Years	Identified for 3 Years	Identified for 4 Years	Identified for 5 Years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	Off-Track 0.75 progress points
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding			

One quartile of progress counts as 0.25 progress points.

Example: Student in Fourth Year of ELL Identification, Initial Performance Level of Emerging																	
Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial					x												
Year 2						.25	.25	.25	.25	x							
Previous Year												x					
Current Year															x		

Expected Fourth Year Target: 0.75 progress points

Annual Progress Targets are independent; a student's past performance does not affect the current year's target.



ELP Indicator (EM & HS)

- **Step 1, Sufficient Progress Method 3: Meeting the Safe Harbor Target**

- **Safe Harbor** examines the totality of progress a student has made while identified as an ELL and credits students for that growth towards proficiency. This method compares a student's performance in the current reporting year to the student's performance *from the initial year of ELL identification* and then uses the Safe Harbor Target Matrix to determine if the student has met their Safe Harbor Target.

Example: Targets for student who initially scored Entering:

Safe Harbor Target Matrix for ELLs				
NYSESLAT Level Earned in the Initial Year of ELL Identification	Identified for 2 Years	Identified for 3 Years	Identified for 4 Years	Identified for 5 Years
Entering	1.25 progress points	2.25 progress points	3.25 progress points	Required to score Commanding
Emerging	1.25 progress points	2.25 progress points	Required to score Commanding	Off-Track Required to score Commanding
Transitioning	1 progress point	Required to score Commanding		
Expanding	Required to score Commanding			

Safe Harbor Targets for Students Scoring Entering in Initial Year as an ELL																	
Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial	x																
Year 2		1.25 progress points required x															
Year 3		2.25 progress points required in Year 2 & 3 combined x															
Year 4		3.25 progress points required in Years 2, 3, & 4 combined x															
Year 5		Required to score Commanding x															



ELP Indicator (EM & HS)

- **Step 2: Determine the Progress Rate**

- The Progress Rate represents the actual percentage of students demonstrating Sufficient Progress.
 - Sum the number of continuously enrolled students who made Sufficient Progress through any method.
 - Divide by the number of continuously enrolled and tested students.

$$\text{Progress Rate: } \frac{\text{Number of continuously enrolled ELLs who demonstrated Sufficient Progress}}{\text{Number of continuously enrolled tested ELLs}}$$



ELP Indicator (EM & HS)

- **Step 3: NYS generates the Probability of Making Sufficient Progress**

- The Probability of Making Sufficient Progress is determined based on statewide comparisons of similar students' outcomes using the current NYSESLAT level, the NYSESLAT level from the initial year of ELL identification, the number of years the student has been in ELL status, and the availability of previous year testing data.
- Probabilities are calculated annually based on that year's outcomes by comparing the number of ELLs that made Sufficient Progress to the total number of ELLs within that grouping of similar students.

$$\text{Probability of Making Sufficient Progress: } \frac{\text{Sum of students demonstrating Sufficient Progress}}{\text{Number of similar students}}$$



ELP Indicator (EM & HS)

- **Step 4: Calculate the Benchmark**

- The Benchmark represents the amount of progress a given accountability subgroup is expected to make based on the performance of similar students statewide.
- The example to the right shows a school with 10 ELLs. The school's Progress Rate is 0.50, and their Benchmark is 0.69.

Benchmark:
$$\frac{\text{Sum of Probabilities of Making Sufficient Progress}}{\text{Number of continuously enrolled tested ELLs}}$$

Example: Benchmarks for a School with 10 ELLs

Student	Level in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress	Contribution to Progress Rate Calculation	Example Probability
1	Entering	2	Yes	1	0.76
2	Entering	2	Yes	1	0.76
3	Entering	2	Yes	1	0.76
4	Entering	2	Yes	1	0.76
5	Entering	2	No	0	0.76
6	Entering	3	No	0	0.62
7	Entering	3	Yes	1	0.62
8	Entering	3	No	0	0.62
9	Entering	3	No	0	0.62
10	Entering	3	No	0	0.62
Sum			5	6.90	
Total ELL Count			10	10	
Progress Rate = $5 \div 10 = 0.50$			Benchmark = $6.90 \div 10 = 0.69$		

Adapted from [NYSED Office of Accountability](#) materials.



ELP Indicator (EM & HS)

- **Step 5: Calculate the Success Ratio and align to ELP Level**

- The Success Ratio uses a basic formula:

$$\text{Success Ratio: } \frac{\text{Progress Rate}}{\text{Benchmark}}$$

- In our prior example of a school with 10 ELLs, a Progress Rate is 0.50, and a Benchmark is 0.69, their Success Ratio would be $0.50 \div 0.69 = 0.72$.

- **Step 6: Assign an ELP Level based on the computed Success Ratio**

ELP Level Assignment	
Success Ratio	ELP Accountability Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

The ELP Indicator is complex, with many steps. Please visit [the full guide](#) to dig deeper.



English Language Proficiency Accountability Report

English Language Proficiency (ELP) Indicator

Subject Area	Student Subgroup	ELL Student Count (a)	Benchmark (b)	Progress Rate (c)	Success Ratio (d) = c/b	ELP Level (e)	Two Years Data Used (f)	Former SWD Included (g)
EM ELP	All Students	<u>147</u>	0.49	0.57	1.16	3	No	No
	American Indian/Alaska Native	<u>0</u>					No	No
	Black	<u>5</u>					No	No
	Hispanic	<u>84</u>	0.48	0.51	1.06	3	No	No
	Asian/Pacific Islander	<u>40</u>	0.50	0.54	1.08	3	No	No
	White	<u>18</u>					No	No
	Multiracial	<u>0</u>					No	No
	Students with Disabilities	<u>37</u>	0.43	0.41	0.95	2	No	Yes
	English Language Learner	<u>147</u>	0.49	0.57	1.16	3	No	No
	Economically Disadvantaged	<u>111</u>	0.47	0.54	1.15	3	No	No
HS ELP	All Students	<u>40</u>	0.43	0.56	1.30	4	No	No
	American Indian/Alaska Native	<u>0</u>					No	No
	Black	<u>0</u>					No	No
	Hispanic	<u>30</u>	0.42	0.61	1.45	4	No	No
	Asian/Pacific Islander	<u>7</u>					No	No
	White	<u>3</u>					No	No
	Multiracial	<u>0</u>					No	No
	Students with Disabilities	<u>9</u>					No	No
	English Language Learner	<u>40</u>	0.43	0.56	1.30	4	No	No
	Economically Disadvantaged	<u>33</u>	0.43	0.62	1.44	4	No	No

Benchmark: Probability that ELLS will demonstrate Sufficient Progress.

Progress Rate: Percent of ELLs demonstrating Sufficient Progress.

Success Ratio: Determined by dividing the Progress Rate by the Benchmark.



RESOURCES

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

THANK YOU!

QUESTIONS?

To continue the conversation, contact
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