School Data Bank Services

Eastern Suffolk BOCES

Educational Support Services • Working Together for Excellence

ESSA Accountability 101: A Foundational Primer

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PUBLIC ACCESS VERSION

A Note About This Presentation

This publicly available version includes selected slides and information from the original workshop presentation.

The complete presentation, facilitated interactive activities, supplemental materials, and customized resources are provided exclusively to registered workshop participants as part of the full professional learning experience, and are not included in this publicly available version.

We encourage interested educators and administrators to participate in future learning opportunities for access to the full experience.

WELCOME

By the end of this session, you will be able to…

- Explain the four steps from student data to a support model: data, index, level, support model.
- Describe what each of the accountability indicators measures, and whether its level is determined by rank-based or static cut points.
- Know where to look first when receiving ESSA Accountability data.

This session is low-stakes. Nobody is expected to arrive knowing this. ***Questions are the work.***

TODAY'S FLEXIBLE AGENDA

Friday, October 30, 2026 – 8:30 to 11:30 AM

Block	Time	Focus
Opening	15m 8:30-8:45 AM	Connect & Calibrate
BLOCK 1	20m 8:45-9:05 AM	The Big Picture
BLOCK 2	40m 9:05-9:45 AM	Meet the Indicators
BREAK	10m 9:45-9:55 AM	Rest, Stretch, Process
BLOCK 3	25m 9:55-10:20 AM	Calculation Lab
BLOCK 4	30m 10:20-10:50 AM	From Levels to Support Models
BLOCK 5	25m 10:50-11:15 AM	Reading the Data in the Wild
Closing	15m 11:15-11:30 AM	Commit & Bridge

NYS ESSA Accountability

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BLOCK 1:

The Big Picture



REAL PURPOSE OF
NYS ESSA PLAN

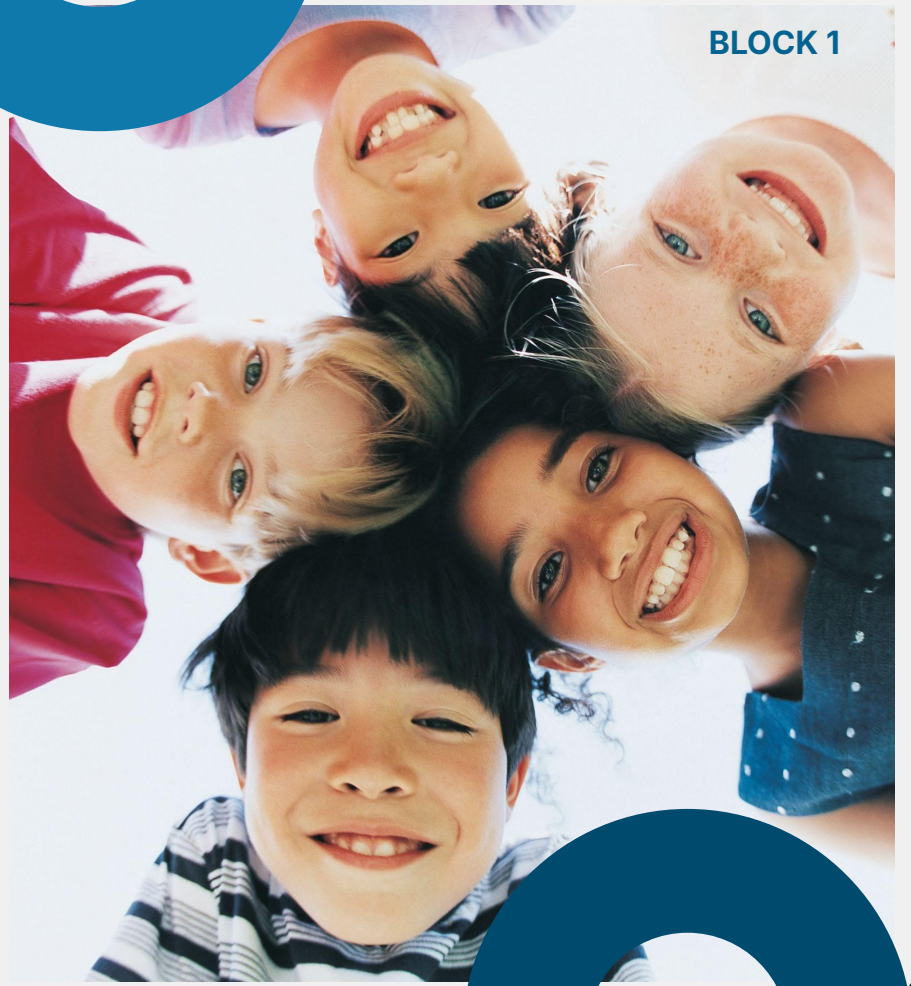
- Promote **equity**, **transparency**, and **continuous improvement**.

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



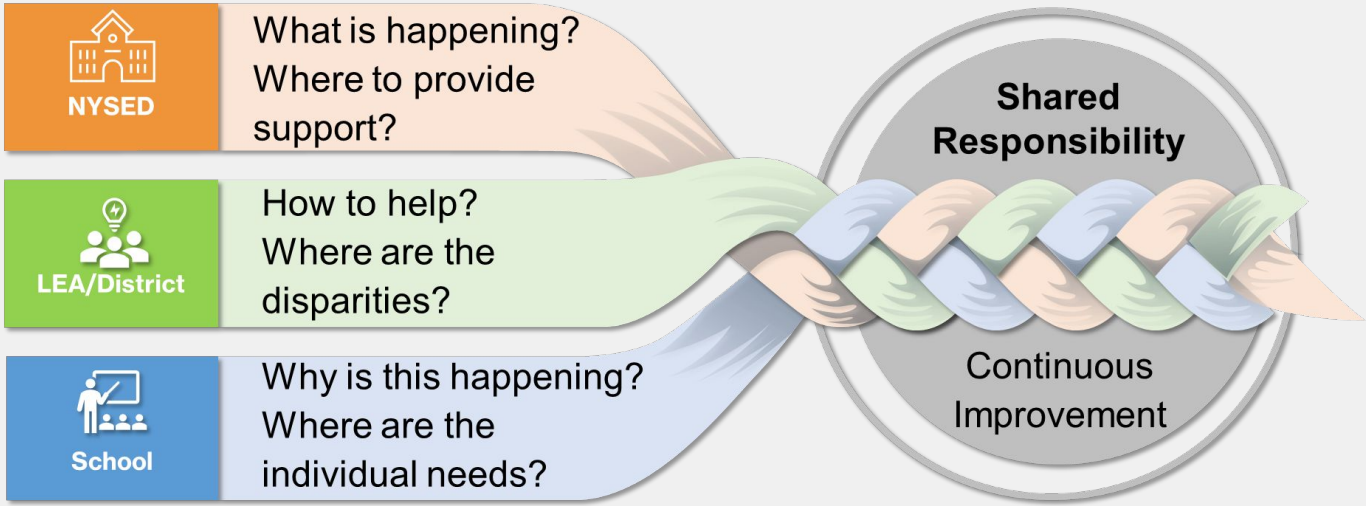
CORE GOALS OF NYS ESSA PLAN

- **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.

History

- The ***Elementary and Secondary Education Act*, or ESEA**, was originally signed into law by President Lyndon B. Johnson in **1965**.
  - ESEA was designed to provide federal aid to schools serving high-poverty populations.
- The **1994** ESEA reauthorization as the ***Improving America's Schools Act*** marked the introduction of standards-based testing and accountability measures intended to improve student outcomes.
- The **2001** reauthorization, known as ***No Child Left Behind***, established a stringent high-stakes framework that tied consequences to standardized test performance.
- In **2015**, ESEA was reauthorized as the ***Every Student Succeeds Act (ESSA)***, which provides states with greater flexibility, incorporates multiple indicators of school quality, and supports a more balanced approach to school improvement.

ESSA: Every Student Succeeds Act

- Outlines how states can use federal money to support public schools
  - ESSA-funded Titled Programs; Title I, Section 1003 School Improvement Grants (SIG)
- 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

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)

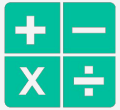
Adapted from NYSED Office of Accountability materials.

Accountability Data At-a-Glance



Step 1: Student & School Data

- Collected through Level 0 (district loads), processed through the Level 1 data warehouse (the Suffolk RIC), certified at Level 2 (SIRS).
- Data filter to each accountability measure (known as an indicator).
- Data are disaggregated by subgroup.



Step 2: Calculation of Performance Indices

- Results for each measure/indicator are converted into an *Performance Index* (PI) 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 calculated PI is translated into a simple Level 1 through Level 4 rating according to cut points set by NYSED, with a Level 4 representing the highest performance and Level 1 representing the lowest.

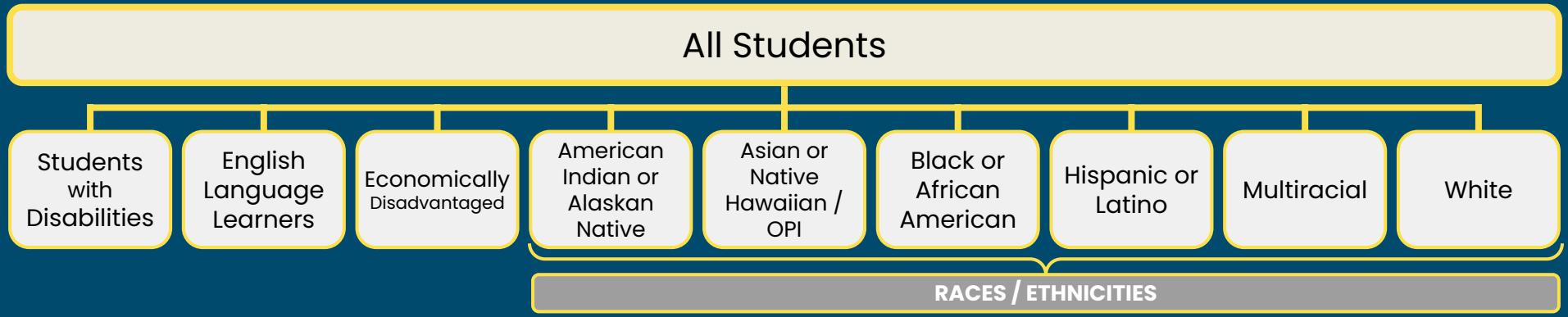


Step 4: Identification of Support Models

- Schools/subgroups are assigned to scaffolded support models using identification scenario criteria based on their Accountability Levels.

NYS ESSA Accountability Subgroups: Student Populations

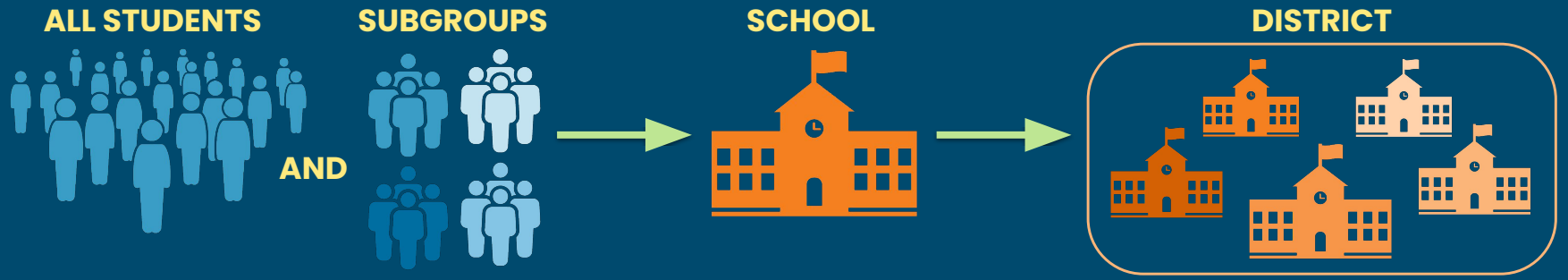
Under New York State's ESSA Accountability System, schools are evaluated both overall ("All Students" group) and by specific individual student subgroups.



Adapted from NYSED Office of Accountability materials.

Support Model Progression

- A school's support model identification is based on the identifications of its student groups;
- A district's support model identification is based on the identifications of its schools.



Adapted from NYSED Office of Accountability materials.

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BLOCK 2:

Meet the Indicators



Accountability Indicators

- Accountability considers **multiple measures**, including academic achievement, student growth, English language proficiency, and attendance.
- Accountability Indicators are **calculated for each school and subgroup** at each level.
- There are **Elementary/Middle** Level Indicators (“EM”) and **High School** Level Indicators (“HS”).

Elementary/Middle (EM) Accountability Indicators

EM INDICATOR 1
Weighted Average Achievement (WAA)
Measures achievement on subject-area state tests, using the federal 95% participation regulation.

EM INDICATOR 2
Core Subject Performance (CSP)
Measures achievement on subject-area state tests strictly for tested students.

EM INDICATOR 3
Student Growth
Measures student growth percentiles (SGP) in ELA and Math from one year to the next.

EM INDICATOR 4
English Language Proficiency (ELP)
Monitors student progress towards English language proficiency targets.

EM INDICATOR 5
Attendance
Measures student attendance rates based on the percentage of instructional days attended, using four weighted performance levels.

High School (HS) Accountability Indicators

HS INDICATOR 1
Weighted Average Achievement (WAA)
Measures achievement on subject-area state tests, using the federal 95% participation regulation.

HS INDICATOR 2
Core Subject Performance (CSP)
Measures achievement on subject-area state tests strictly for tested students.

HS INDICATOR 3
Graduation Rate
Measures the percentage of students graduating with a high school diploma within four, five, or six years (lagged one year).

HS INDICATOR 4
English Language Proficiency (ELP)
Monitors student progress towards English language proficiency targets.

HS INDICATOR 5
Attendance
Measures student attendance rates based on the percentage of instructional days attended, using four weighted performance levels.

HS INDICATOR 6
College, Career, & Civic Readiness (CCCR)
Measures students' readiness for postsecondary opportunities through diplomas, credentials, and other recognized achievements.

Summary of Accountability Indicators

INDICATOR	LEVEL	OVERVIEW	DATA
Weighted Average Achievement	EM HS	• Calculations weighted index based on federal requirement of 95% test participation • Assigns Accountability Levels using statewide **rank-based cut points**	State Assessments (NYSTP Grades 3-8, NYSAA, Regents, & Approved Regents Alternatives)
Core Subject Performance	EM HS	• Calculates index based only on students with valid test scores • Assigns Accountability Levels using **static cut points**	
English Language Proficiency	EM HS	• Measures English language acquisition/proficiency of ELLs • Assigns Accountability Levels using **static cut points** • **Waiver for 2027-28** will not include ELP in Support Model identifications (after first WIDA administration in the spring of 2027)	NYSESLAT / WIDA (and NYS ELA assessments if applicable)
Attendance	EM HS	• Students must be enrolled for 30 instructional days for inclusion • Assigns Accountability Levels using **static cut points**	District-reported Attendance Data
Student Growth	EM	• Measures student growth between the prior year and the reporting year • Assigns Accountability Levels using **static cut points**	NYSTP ELA & Math
Graduation Rate	HS	• Measures unweighted average of graduation rates (4-, 5-, & 6-year cohorts) • Indicator lags by one year to include August graduates • Assigns Accountability Levels using statewide **rank-based cut points**	Grad data as of August 31 of the preceding year
College, Career, & Civic Readiness	HS	• Readiness measures are weighted 0 to 2 points (e.g., AP course, Seals, CTE) • Assigns Accountability Levels using statewide **rank-based cut points**	Grad & Exit Credentials

Accurate as of 10/29/26; Adapted from NYSED Office of Accountability materials.

Jigsaw: Become Indicator Experts

3 min	15 min	16 min	6 min
Launch & Expert Assignments	**Expert Prep** Read your card with your group; use the Desk Manual to support learning	**Regroup & Teach-back** 4 minutes each	**Synthesize & Sort** Rank-based or static?

*Use your **Indicator Placemat** to capture what you learn.*

During Teach-back, try this quick protocol:

1. ***Explain:** The expert shares the essential information about the indicator.*
2. ***Pause:** Listeners get a few seconds to process and record.*
3. ***Paraphrase:** Listeners briefly restate the main ideas in their own words.*
4. ***Clarify:** Group members ask questions or correct misunderstandings together.*

Rank-based or Static?

*When determining the Accountability Indicator Level (1–4), which indicators are evaluated against a **statewide percentile ranking**, and which use **static cut points** on a three-year cycle?*

Rank-based	Static cut points
WAA	CSP
Graduation Rate	Growth
CCCR	ELP
	Attendance

Weighted Average Achievement, **Graduation Rate**, & **CCCR** indicator levels are assigned using cut points that are **established annually based on a statewide rank-based cut point system** shown in the table below:

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

Core Subject Performance, **Student Growth**, **ELP**, & **Attendance** indicator levels are assigned using **static cut points**.

The state then provides the minimum and maximum ranges by level and subgroup for each indicator. To the right is a sample of these cut point tables.

Table 1. Elementary/Middle School Level 2025–2026 School Year Accountability Indicator Cut Points

All Students

Level	Weighted Index		Core Index		Student Growth Index		ELP Success Ratio		Attendance Index	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	7.4	86.3	0	86.5	0	45.0	0	0.49	0	133.5
2	86.4	130.8	86.6	131.2	45.1	50.0	0.50	0.99	133.6	191
3	130.9	156.3	131.3	158.1	50.1	54.0	1.00	1.24	191.1	208
4	156.4	245.2	158.2	250	54.1	100	1.25+	--	208.1	250

Economically Disadvantaged

Level	Weighted Index		Core Index		Student Growth Index		ELP Success Ratio		Attendance Index	
	Min	Ma								
1	6.7	74								
2	75	113								
3	113.4	13								
4	136.1	245								

Level	Weighted Index	
	Min	Ma
1	4.2	77
2	77.7	130
3	130.3	163
4	163.6	246

Table 2. High School Level 2025–2026 School Year Accountability Indicator Cut Points

All Students

Level	Weighted Index		Core Index		Grad Rate		ELP Success Ratio		Attendance Index		CCCR Index	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0.7	84.4	0	70	0	79.9	0	0.49	0	86.5	0	102.3
2	84.5	147.5	70.1	133.3	80	92.3	0.50	0.99	86.6	171.7	102.4	157.8
3	147.6	175.1	133.4	165.5	92.4	96	1.00	1.24	171.8	195.3	157.9	176.7
4	175.2	245.2	165.6	250	96.1	100	1.25+	--	195.4	250	176.8	200

Economically Disadvantaged

Level	Weighted Index		Core Index		Grad Rate		ELP Success Ratio		Attendance Index		CCCR Index	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0.5	81.3	0	67	0	73.9	0	0.49	0	87.1	0	97
2	81.4	131.7	67.1	118	74	88.7	0.50	0.99	87.2	156.1	97.1	142.9
3	131.8	154	118.1	144.1	88.8	93.4	1.00	1.24	156.2	180.1	143	162.3
4	154.1	244.7	144.2	250	93.5	100	1.25+	--	180.2	250	162.4	200

Race/Ethnicity

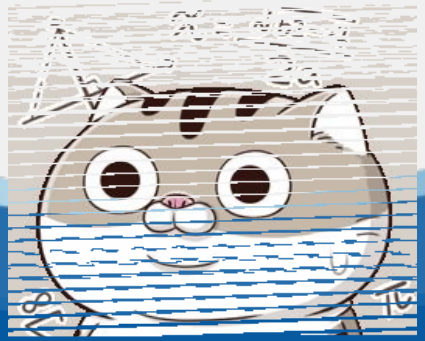
Level	Weighted Index		Core Index		Grad Rate		ELP Success Ratio		Attendance Index		CCCR Index	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	86.7	0	70.3	0	77.2	0	0.49	0	90.3	0	100
2	86.8	147.7	70.4	135	77.3	92.9	0.50	0.99	90.4	171.8	100.1	157.9
3	147.8	180	135.1	170.4	93	97.1	1.00	1.24	171.9	199.9	158	179.8
4	180.1	248.3	170.5	250	97.2	100	1.25+	--	200	250	179.9	200

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BLOCK 3:

Calculation Lab



"Continuously Enrolled": EM level WAA & CSP

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 Student Growth indicator as well.

Students must be continuously enrolled in order for them to be included in their institution's *Weighted Average Achievement* and *Core Subject Performance* Indices.

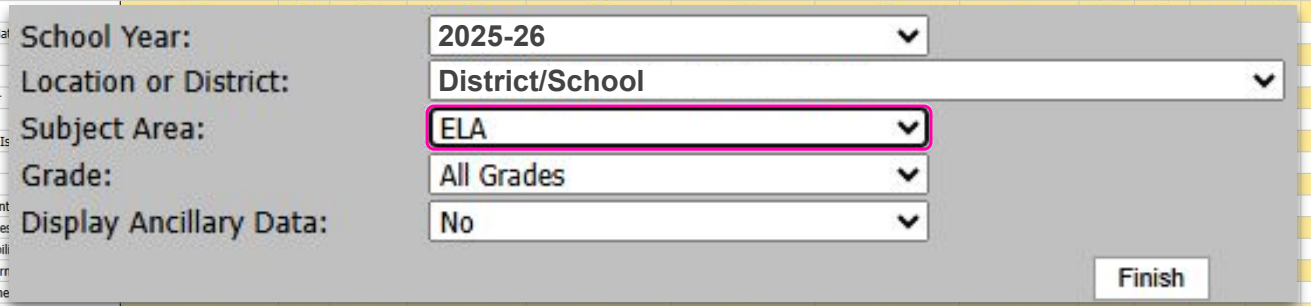
For more information, review the **Accountability Business Rules** in the Understanding the NYS Accountability System under ESSA.

Adapted from NYSED Office of Accountability materials.

SIRS-106 Elementary/Middle-Level Achievement Accountability Report

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

Student Subgroup (accountability subgroups are marked with an asterisk (*))	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)
***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



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.

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

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

ELA

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

WAA Denominator = The greater of:
- **a)** continuously enrolled students with valid test scores, or
- **b)** 95% of continuously enrolled students.

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

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

Part A – Calculating Subject-Specific Indices

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

ELA:

- **Numerator:** 690.5
- **WAA Denominator:** 1,395
- **CSP Denominator:** 514

2025 Performance									
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)
1,468	1,395	514	1,395	108	159	172	75	49.50	134.34

CALCULATION LAB — HANDOUT 4, PART A

Your turn: Math and Science, and combine

We've done ELA as an example… Try **Part A** in Handout 4.

EM Subject	Numerator	WAA Denominator	CSP Denominator	Subject WAA Index	Subject CSP Index
ELA	690.50	1,395	514	49.50	134.34
Math					
Science					
Sum					

Find the Math and Science numerators, denominators, and subject indices. Sum the indicated columns.

CALCULATION LAB — HANDOUT 4, PART A

Your turn: Math and Science, then combine

Part A in Handout 4: **Solutions**

EM Subject	Numerator	WAA Denominator	CSP Denominator	Subject WAA Index	Subject CSP Index
ELA	690.50	1,395	514	49.50	134.34
Math	886	1,397	580	63.42	152.76
Science	426	456	228	93.42	186.84
Sum	***2,002.5***	***3,248***	***1,322***		

CALCULATION LAB — HANDOUT 4, PART B

Time to Find the Combined Index, but beware…

CALCULATION LAB — HANDOUT 4, PART B

… The Trap!

Complete **Part B** in Handout 4.



Average to find the 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

AVERAGE:

~~68.78~~	~~157.98~~

NO! Averaging the pre-calculated indices does NOT produce a correct Combined Index!

This would mean Science, which only assesses *2 grade levels*, would be weighted the same as ELA & Math, which assess *6 grades*.

ELA
Math
Science

*Subjects are **naturally weighted** due to the count of grade levels tested.*

CALCULATION LAB — HANDOUT 4, PART C

Correct Calculation for a Combined WAA/CSP Index (EM Level)

EM Subject	Numerator	WAA Denominator	CSP Denominator	Subject WAA Index	Subject CSP Index
ELA	690.50	1,395	514	49.50	134.34
Math	886	1,397	580	63.42	152.76
Science	426	456	228	93.42	186.84
Sum	***2,002.5***	***3,248***	***1,322***		

Find the correct Combined Indices:
Complete **Part C** in Handout 4.

CALCULATION LAB — HANDOUT 4, PART C

Correct Calculation for a Combined WAA/CSP Index (EM Level)

EM Subject	Numerator	WAA Denominator	CSP Denominator	Subject WAA Index	Subject CSP Index
ELA	690.50	1,395	514	49.50	134.34
Math	886	1,397	580	63.42	152.76
Science	426	456	228	93.42	186.84
Sum	***2,002.5***	***3,248***	***1,322***		

WAA = 100 x (2,002.5 / 3,248) = 61.7

CSP = 100 x (2,002.5 / 1,322) = 151.5

CALCULATION LAB — HANDOUT 4, PART D

Cut Points & Performance Levels

Reminder: WAA & CSP Cut Points

Weighted Average Achievement (WAA):

- **Index numbers are *Ranked* statewide** in ascending order, and an Accountability Performance Level is assigned based on percentile.

Core Subject Performance (CSP):

- An Accountability Performance Level is assigned **based on *static* cut points**.

Part D – Cut Points and Performance Levels

Weighted Average Achievement (WAA):

61.7

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

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

Example (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

	Level 1		Level 2		Level 3		Level 4	
Accountability Subgroup	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.

Adapted from NYSED Office of Accountability materials.

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BLOCK 4:

From Levels to Support Models



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)*

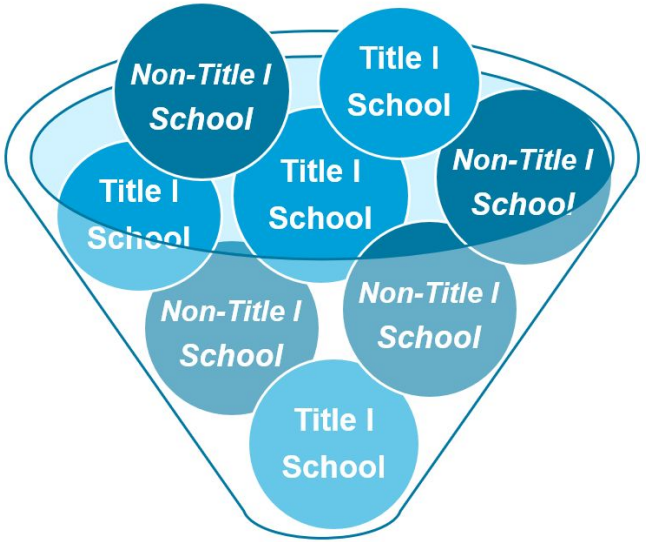
Lowest 5% of Title I Schools for *High School Level (HS)*

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.

Support Models Determinations

Identified Every 3 SYs; Eligible to Exit in 2+ SYs

Comprehensive Support and Improvement (CSI) – *Last identified in the 2025-26 SY (based on 24-25 results)*

- *All Students* group that meets a CSI identification scenario.
- Accountability *subgroup* identified for ATSI during the prior CSI/ATSI cycle 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%.

Identified Every 3 SYs; Eligible to Exit in 2+ SYs

Additional Targeted Support and Improvement (ATSI) – *Last identified in the 2025-26 SY (based on 24-25 results)*

- Any accountability *subgroup* identified for TSI during the prior school year, 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)

- Accountability *subgroup* that was newly identified for TSI during the prior school year and does not meet the ATSI Identification Scenario Criteria during a CSI/ATSI year.
- LSI: PTSI-2 subgroup that meets TSI identification criteria for the third year.

Identified Annually; Eligible to Exit Annually

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

- Accountability *subgroups* that meet TSI identification criteria for the first year will be LSI: PTSI-1.
- Subgroups that meet TSI identification criteria for the second consecutive year will be LSI: PTSI-2.
- PTSI-1 (first year) and PTSI-2 (second year) serve as warning years leading up to TSI designation.

Identified Annually

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

Target District (TD)

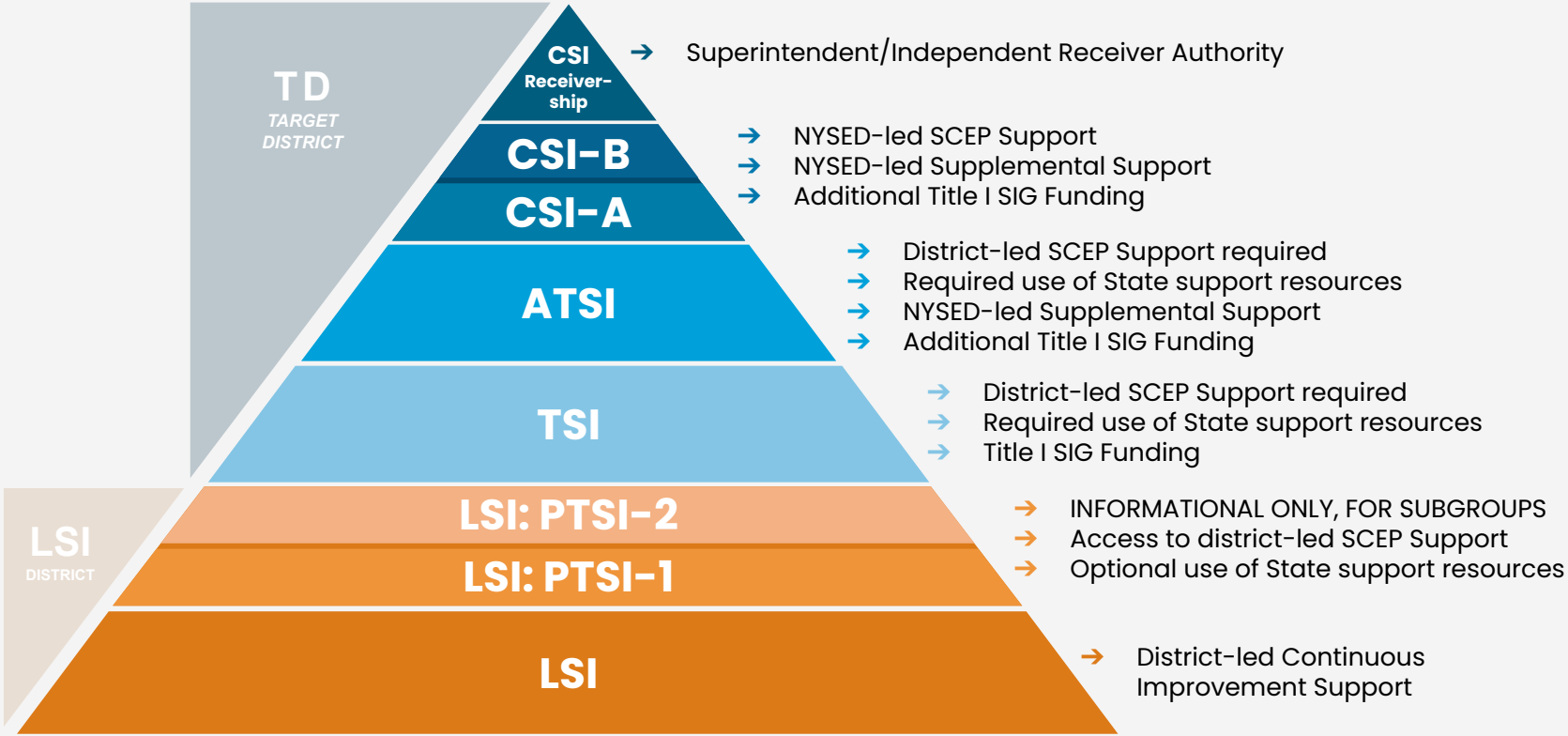
Has component school(s) identified for CSI, ATSI, or TSI.

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

LSI District

Accurate as of 10/15/26; Adapted from NYSED Office of Accountability materials.

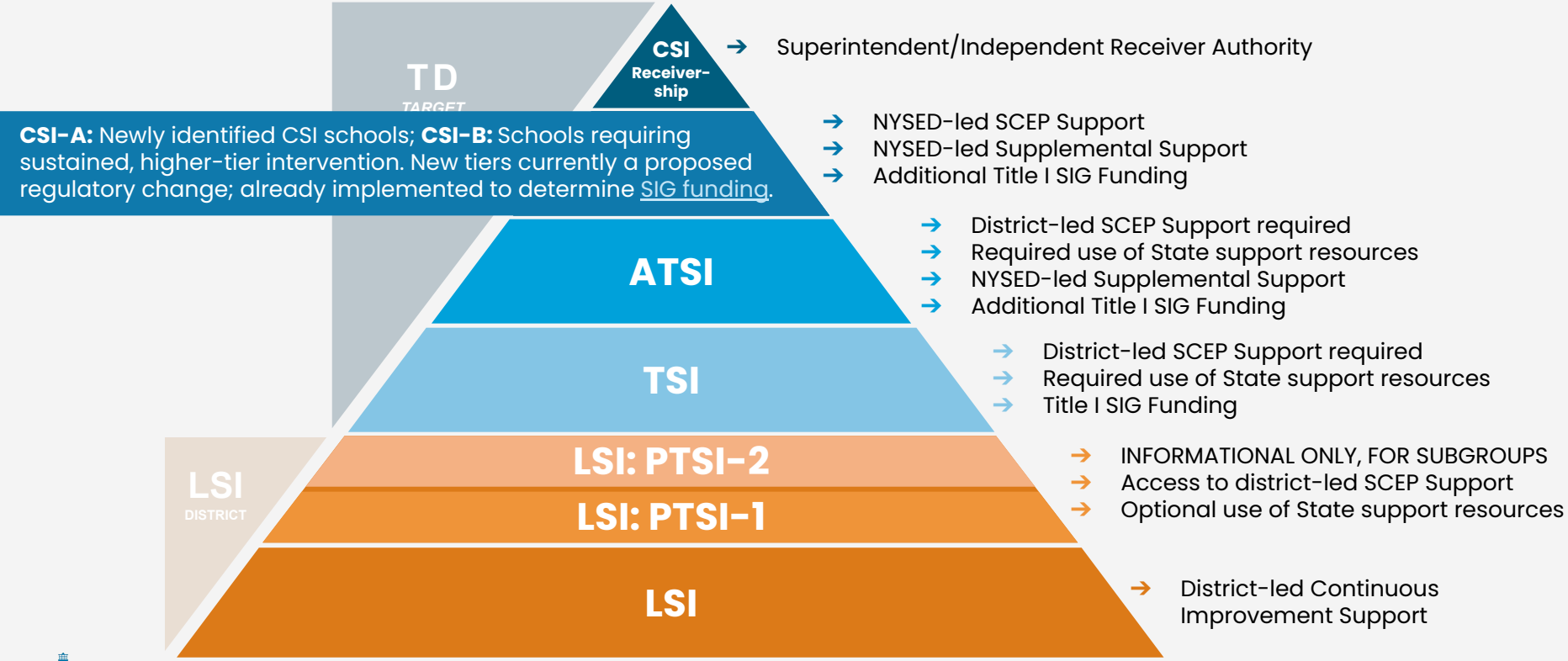
Differentiated Continuum of Supports



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

Accurate as of 10/15/26; Adapted from NYSED Office of Accountability materials; Proposed amendments currently under public comment.

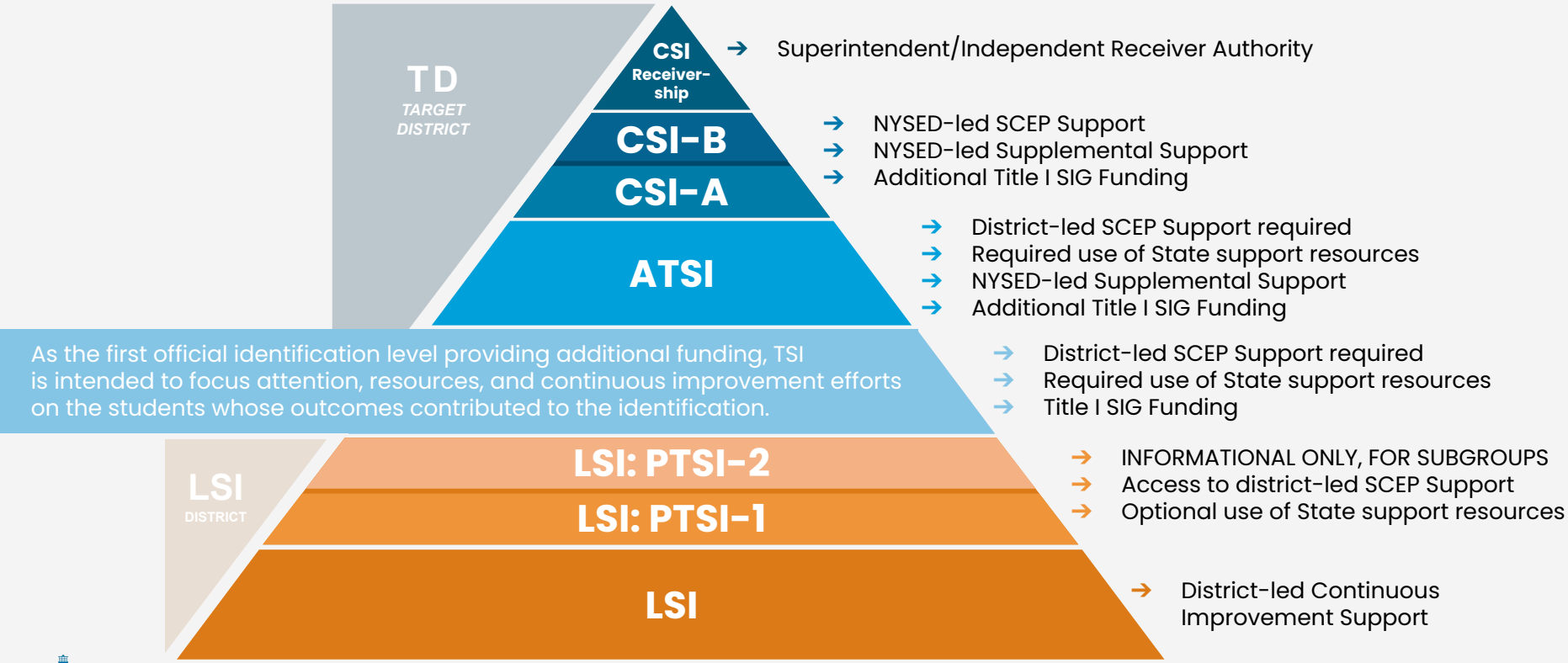
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Differentiated Continuum of Supports



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The LSI Misconception: False Security

Why "Local Support and Improvement" Isn't Always Safe

- **CAUTION: The Risk of Complacency** – Schools identified for Local Support and Improvement (LSI) can easily fall into a false sense of security.
- **Look Beyond Building-Wide Averages** – Standard district and school averages often mask critical internal inequities. A school can easily maintain overall LSI status while harboring significant, unresolved equity gaps.
- **Track the Trends, Intervene Early** – Leaders must evaluate disaggregated indicator trends to identify underperforming subgroups.
- **Proactive vs. Reactive Leadership** – Uncovering hidden disparities today and intervening early can prevent a subgroup from triggering PTSI warning flags or full TSI/ATSI identification criteria tomorrow.

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.

SUPPORT MODEL CASE CARDS — HANDOUT 5

Support-Model Decision Lab: What Happens Next?

Working with a group of 3 or 4, apply NYS ESSA Accountability rules to determine the appropriate support model or subgroup status for each scenario.

Read

Take turns reading each case card aloud.

Discuss & Place

Determine the appropriate status, and position the card on the Decision Mat.

Justify

Identify the rule or condition that supports your decision.

Consider

What additional information would you want to examine or monitor?

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BLOCK 5:

Reading the Data in the Wild



DATA-DRIVEN DIALOGUE — HANDOUT 6

Brief Data Dialogue Protocol

1
NOTICE
3 min

What patterns, differences, or unexpected findings stand out across indicators and subgroups?

2
INTERPRET
3 min

What might these patterns suggest? Which observations are supported by the evidence, and which are hypotheses?

3
QUESTION
3 min

What additional information or evidence would help us better understand the patterns?

4
EXTEND
3 min

If you were part of this school's leadership team, where would you focus your next inquiry, and why?

Explore the mock determinations excerpt in Handout 6.

Use Curiosity, Pausing, and Paraphrasing. Skip "because," "should," assumptions, and blame.

DATA-DRIVEN DIALOGUE — HANDOUT 6 (CLOSING)

What the Results Reveal — and What They Cannot Explain

Accountability data can help us identify:

- Patterns of performance and outcomes
- Differences among student groups
- Areas that warrant further investigation

But they cannot, on their own, explain:

- Why particular patterns are occurring
- The consistency or quality of students' instructional experiences
- Which supports or practices are most effective for particular learners

Consider: *What additional evidence would help us understand the experiences behind these outcomes?*

DATA TOOLS & SUPPORTS FOR SCHOOL IMPROVEMENT

BOCES

- *School Data Bank Services* can support with data analysis and data inquiry teams.
- Our ESSA Accountability & Continuous Improvement web page is another great resource!

School Report Card

- Review publicly available data. This is what your district reported to the state.
- Allows all stakeholders to participate in continuous improvement efforts and decision-making processes.

SIRS Reports

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

NYSED Resources

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

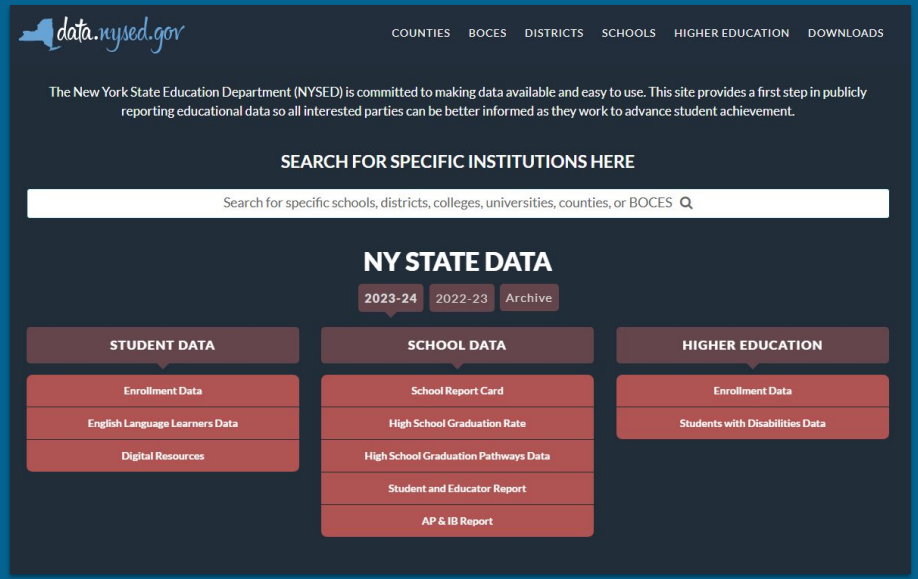
Local Data

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

Adapted from NYSED Office of Accountability materials.

The Public NYS School Report Card

data.nysed.gov



- Enrollment data & student demographics
- FRPL rates
- Average class size
- Staff data
- Graduation rates & pathways
- AP/IB data
- Student attendance rates
- Suspension rates
- State assessment participation & outcomes
- ESSA Accountability indicator levels & support models
- Digital resource survey data
- Civil Rights Data Collection (CRDC)
- Financial data: Total, operational, & per pupil expenditures

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Close & Commit



Where Do We Go From Here? From Identification to Improvement

ESSA Accountability is a flashlight, not a hammer. It sheds light on patterns and areas of need that we may not have otherwise noticed.

The identification itself is not the end of the story — it is an opportunity to look more closely, ask thoughtful questions, and explore what may be contributing to these patterns. By considering additional evidence about students' experiences and learning, we can deepen our collective understanding and identify opportunities to strengthen practices and supports that improve student outcomes.

The purpose is not simply to raise an accountability index. It is to strengthen the instructional experiences, opportunities, and learning outcomes that the indicators only partially reflect.



Concluding Thought

ESSA Accountability data should not be seen as just compliance measures — they're **tools** for understanding equity, opportunity, and impact.

Continuous improvement begins when data spark the right questions and collective action.

Source Acknowledgment

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