New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

Every Student Succeeds Act (ESSA) Accountability System

Reimagine Phase Webinars:

Overview

2025-26 School Year (SY) Based on 2024-25 SY Results and Beyond

In This Webinar

Reimagine System Journey

The Importance of Accountability

Reimagine Phase Accountability Indicators

Accountability Support Models

How can I learn more?
https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data

Questions?
accountinfo@nysed.gov

Reimagine System Journey

Reflected upon the accountability system and gathered stakeholder feedback

Amended the New York State consolidated State plan under ESSA

Upon federal approval, revised Commissioner's Regulations 100.21 and 100.19

Reimagine system initiated with tools and resources for the 2025-26 SY

The Importance of Accountability

The mission of New York State is to ensure that every child has access to the highest quality educational opportunities, services, and supports so that they can reach their fullest potential.

Positive Learning Environments

Well-Rounded Development

Preparation for the Future

Reimagine Phase Accountability Indicators

◇ Maintained from Rebuild Phase with modifications to calculation methodology

▢ Maintained from Rebuild Phase with no changes

◯ Restored indicator

△ New indicator

Student Growth (EM) ◯

Attendance (EM/HS) △

English Language Proficiency (EM/HS) ▢

Core Subject Performance (EM/HS) ◇

Graduation Rate (HS) ▢

Weighted Average Achievement (EM/HS) ◇

College Career and Civic Readiness (HS) ◯

Why Measure Academic Achievement?

Measuring academic achievement ensures that:

- All students are learning core subjects with the most effective resources and supports

- Students are progressing towards proficiency in state learning standards

- Areas of need are identified resulting in targeted interventions for students

Academic Achievement Indicators:

◇ **Weighted Average Achievement (EM/HS)**

Based on federally required calculations

◇ **Core Subject Performance (EM/HS)**

Based on valid test scores

○ **Student Growth (EM)**

Measures growth in ELA and math between prior and current school year

□ **English Language Proficiency (EM/HS)**

Measures English language proficiency for English language learners

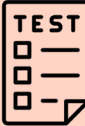# Weighted Average Achievement and Core Subject Performance

◇ Weighted Average Achievement (EM/HS)	◇ Core Subject Performance (EM/HS)
Based on federally required calculations	Based on valid test scores

Elementary/Middle Level Assessments Used
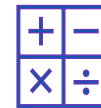
English Language Arts (ELA)

Math

Science
*Restored to calculations starting with 2024-25 SY results

High School Level Assessments Used

English Language Arts (ELA)

Math

Science

Social Studies
*Restored to calculations starting with 2024-25 SY results

Student Growth

Measuring Student Growth Ensures that:

Student learning gains are highlighted

Student progress is tracked year-over-year

Student needs are met

◯ **Student Growth (EM)**

Measures growth in ELA and math between prior and current school year
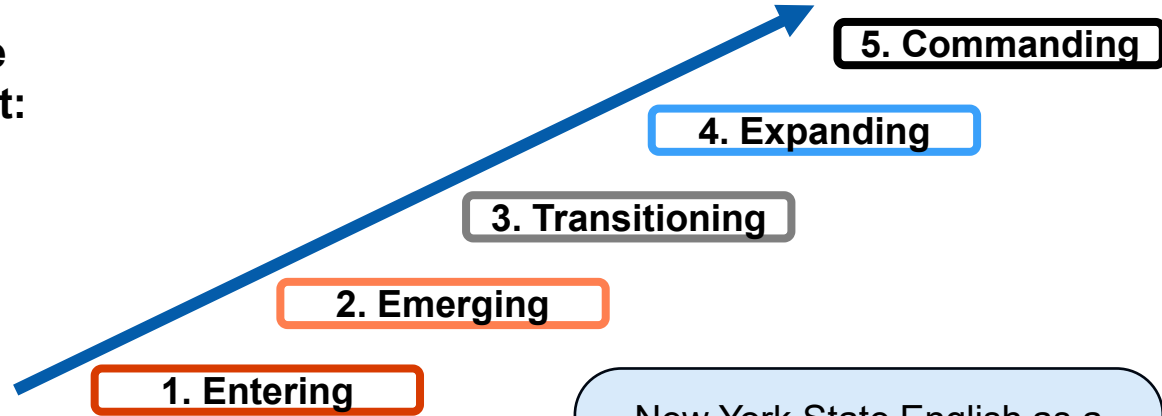
English Language Proficiency

Measuring English Language Proficiency (ELP) ensures that:

English language learners (ELLs) have achieved the highest level of English mastery

The best support is provided for learners of all backgrounds

5. Commanding

4. Expanding

3. Transitioning

2. Emerging

1. Entering

New York State English as a Second Language Achievement Test (NYSESLAT) scale scores are converted to one of five performance levels.

☐ **English Language Proficiency (EM/HS)**

Measures English language proficiency for all ELLs

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Graduation Rate

Measuring Graduation Rate ensures that:

Students show mastery of learning outcomes

Students are prepared for college and future careers

Students have the best supports for diverse needs

Graduation Rate (HS)

Measures unweighted average of graduation rates of 4-yr, 5-yr, and 6-yr cohorts

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College, Career and Civic Readiness

Measuring College, Career, and Civic Readiness (CCCR) ensures that:

Students are prepared to be successful in college

Students have vocational skills for future careers

Students have access to advanced coursework

Diplomas

Credentials

Advanced Course Credits and Enrollment

○ **CCCR (HS)**

Measures how prepared students are for life beyond high school

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Attendance

The **new Attendance indicator** replaces the Chronic Absenteeism indicator starting in the 2025-26 school year.
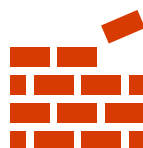
Measuring Attendance ensures that:

Student learning experience is improved

Tiered interventions are provided

Learning gaps are prevented

△ **Attendance (EM/HS)**

Measures attendance rates of all students in a subgroup

Attendance data represents students' real time attendance needs.

Grades 1-12 students who are enrolled for ≥ 30 instructional days and in attendance for at least one day are included.

Chronic absenteeism data will continue to be reported on data.nysed.gov.

Support Models and Identification

Identifying Schools for Support Models Ensures that:
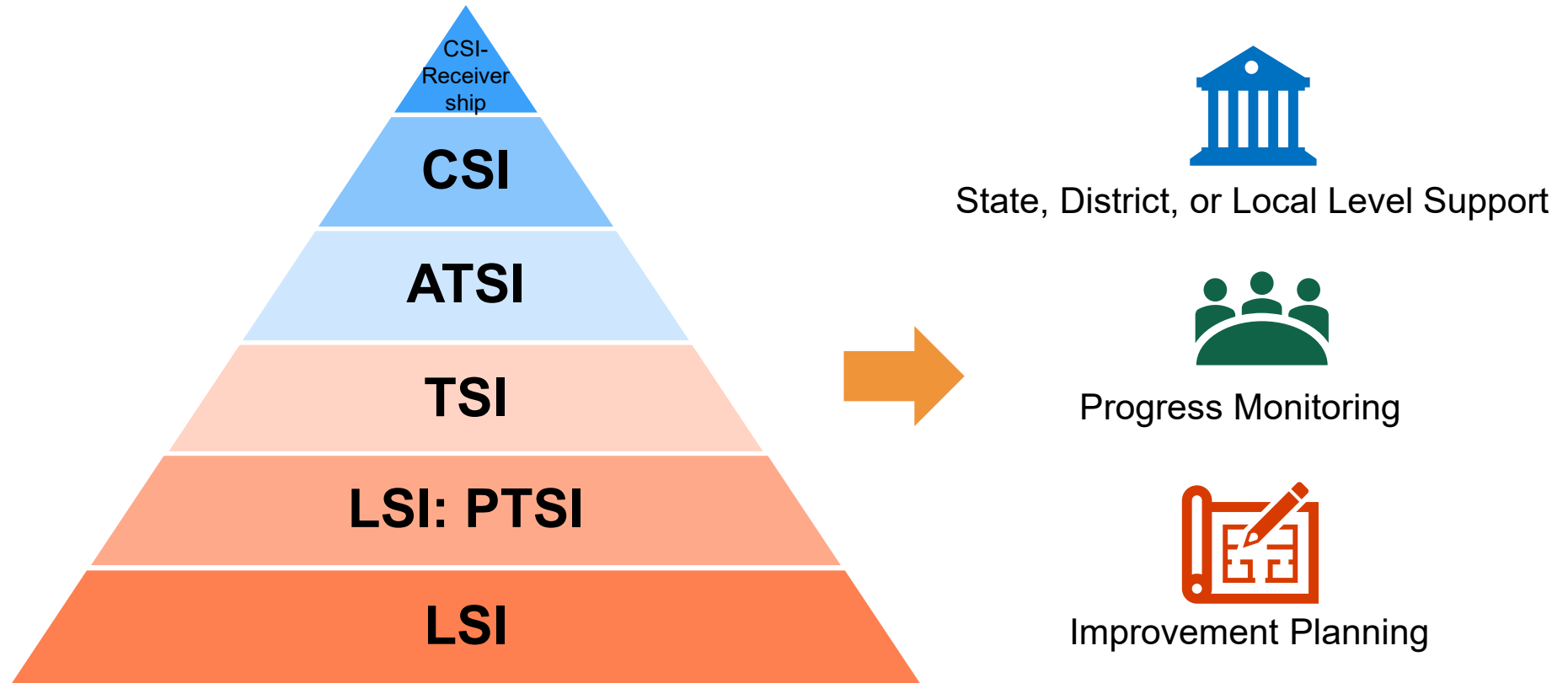
Student instruction is of the highest standards	Progress is tracked over time	Students are equipped with well-rounded knowledge and skills

Schools and Subgroups			Schools, Subgroups, and Districts	Districts
Comprehensive Support and Improvement (CSI)	Additional Targeted Support and Improvement (ATSI)	Targeted Support and Improvement (TSI)	Local Support and Improvement (LSI)	Target District

Identified every three years (i.e., 2025-2026, 2028-2029 SYs)	**Identified annually** (i.e., 2025-2026, 2026-2027, 2027-2028 SYs)

Continuum of Supports

NYSED Continuous Improvement webpage:
https://www.nysed.gov/accountability/continuous-improvement

Exit Criteria

A subgroup can exit its CSI, ATSI, or TSI support model and be identified for LSI if it meets the support model's exit criteria in the **second school year after initial identification or any school year thereafter.** A subgroup can exit its PTSI support model if it meets the exit criteria in any year after initial identification.

Requiring Identified Subgroups to Meet Exit Criteria to Be Removed from Support Models Ensures that:

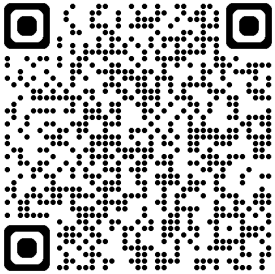Student learning has improved using sustainable interventions

Schools have ample time to apply improvement strategies

Continuous and targeted goal setting is tracked over time
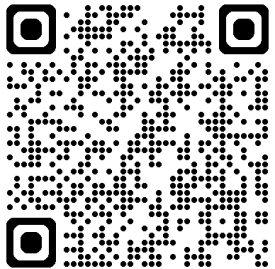
How Can I Learn More?

School and District Accountability Resources and Data webpage

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

- Fact sheets
- Webinars
- Links to additional resources

Continuous Improvement webpage

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

- Additional resources and supports for identified schools and districts

Questions about the New York State ESSA accountability system can be emailed to the Office of Accountability at accountinfo@nysed.gov.

Thank you for joining us today!