



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Every Student Succeeds Act (ESSA) Accountability System

Reimagine Phase Webinars: Identification and Exit Criteria



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



In This Webinar



The Importance of Support Model Identification



Reimagine Phase Accountability Indicators



Identification Criteria



Exit Criteria



Identification and Exit Criteria Examples



How can I learn more?

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



Questions?

accountinfo@nysed.gov

The Importance of Support Model Identification

Identifying schools for support is a vital part of our education system in New York State that aims to improve educational outcomes for all students.



**Tracks
progress over
time**



**Informs decision
making**



**Establishes
transparency**

The Importance of Support Model Identification

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)		

The Importance of Support Model Identification

CSI-
Receivership

CSI

ATSI

TSI

LSI: PTSI

LSI



State, District, or Local Level Support



Progress Monitoring



Improvement Planning

NYSED Continuous Improvement webpage:

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

Reimagine Phase Accountability Indicators

◆ Maintained from Rebuild Phase with modifications to calculation methodology

□ Maintained from Rebuild Phase with no changes

○ Restored indicator

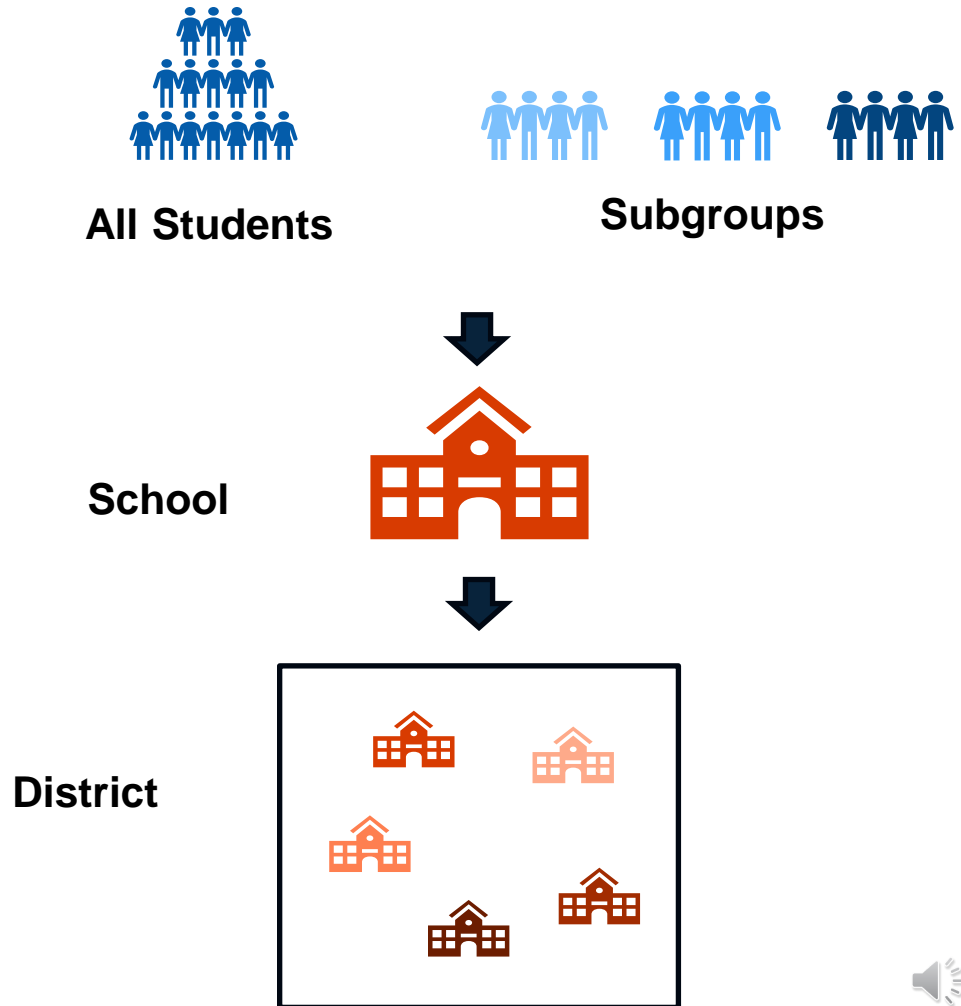
△ New indicator



Support Model Progression

Accountability Subgroups:

- All Students
- American Indian or Alaska Native
- Black or African American
- Hispanic or Latino
- Asian or Native Hawaiian/Other Pacific Islander
- White
- Multiracial
- Economically Disadvantaged
- English Language Learners
- Students with Disabilities



Support Model Progression

Example:

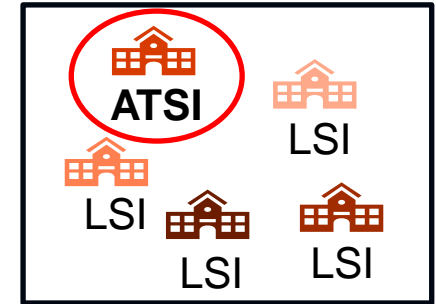
Subgroup Identifications:



School Identification:

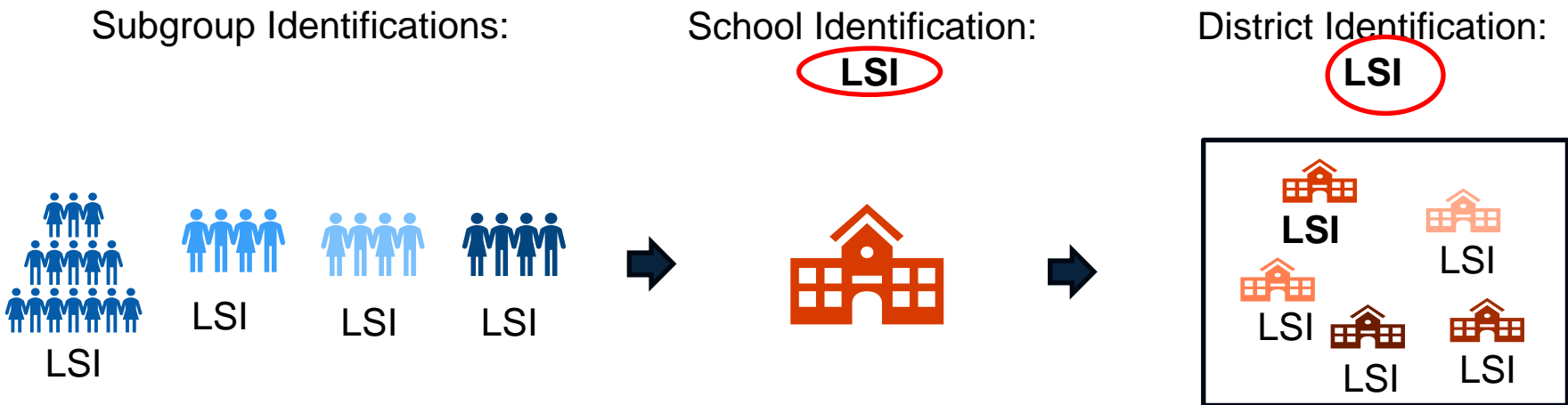


District Identification:
Target District



Support Model Progression

Example:



Identification Criteria: Scenario Tables

At the EM and HS levels, the All Students group and accountability subgroups are identified for support models based on their accountability indicator levels and the scenarios listed in the tables here:

EM Level Identification Scenario Table					
Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (ELP)	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	
3	Level 1	Level 1	Level 2	Either Level 2	

HS Level Identification Scenario Table						
Scenario	Weighted Average Achievement	Core Subject Performance	Graduation Rate	ELP	Attendance	College, Career, and Civic Readiness (CCCR)
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		
3	Level 1	Either Level 1		Level 1 or 2 or None	Level 1 or 2	

Identification Criteria: CSI/ATSI

EM Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (ELP)	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	
3	Level 1	Level 1	Level 2	Either Level 2	

HS Level Identification Scenario Table

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

In a CSI/ATSI Identification Year:

All Students Group

Meets CSI Identification Criteria

CSI

ATSI Subgroup

Meets CSI Identification Criteria

CSI

TSI Subgroup

Meets CSI Identification Criteria

ATSI

CSI Identification Criteria

- Made every three years
- Always uses Scenarios 1 and 2, and Scenario 3 if needed to identify a minimum of 5% of the lowest performing Title I schools
- Identified if the All Students group meets any of these scenarios
- A HS is identified if its All Students group has a 4-year (yr) Graduation Rate lower than 67% and 5-yr and 6-yr Graduation Rates not at or above 67%
- A subgroup identified for ATSI is identified if it meets identification criteria during a CSI/ATSI identification year

ATSI Identification Criteria

- Made every three years
- Uses the same scenarios used to identify for CSI
- Any subgroup identified for TSI if it meets identification criteria during a CSI/ATSI identification year

Identification Criteria: TSI

EM Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (ELP)	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	

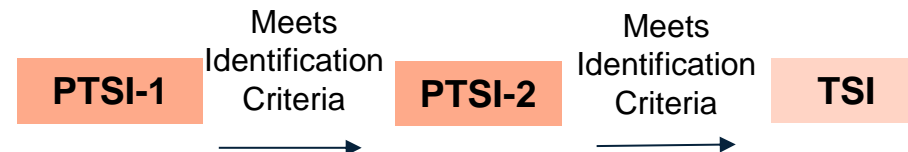
HS Level Identification Scenario Table

Scenario	Weighted Average Achievement	Core Subject Performance	Graduation Rate	ELP	Attendance	College, Career, and Civic Readiness (CCCR)
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		

TSI Identification Criteria

TSI and Potential TSI (PTSI) identifications will be made using Scenarios 1 and 2 only.

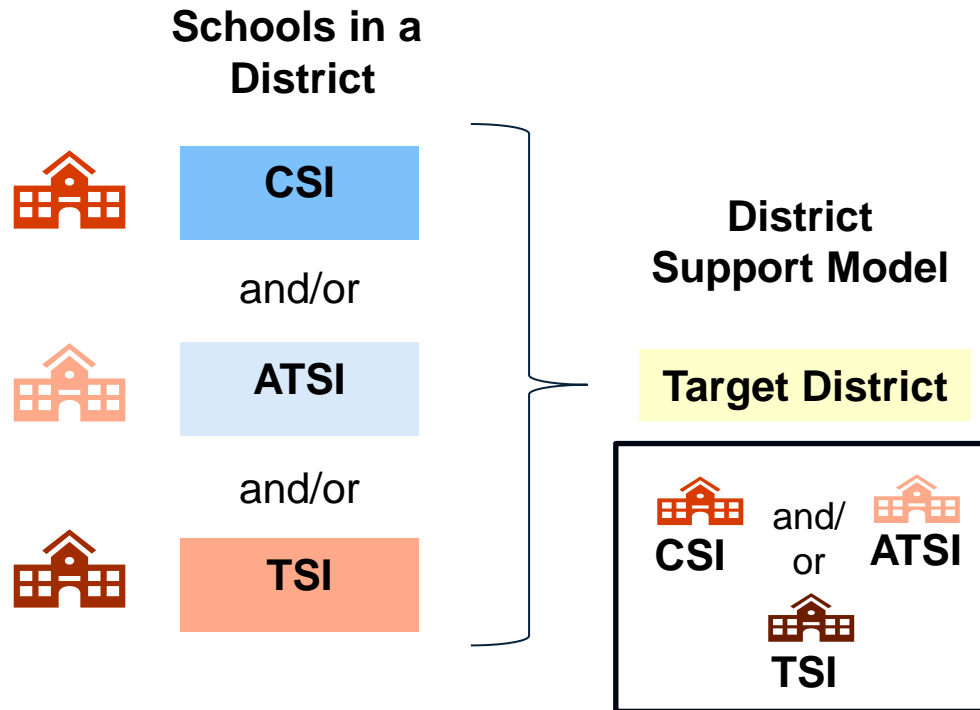
- A subgroup must meet TSI identification criteria for three consecutive years to be identified for TSI.
- In the first and second years of meeting TSI identification criteria, a subgroup will be identified for PTSI (PTSI-1 and PTSI 2).
- A subgroup identified for PTSI-1 or PTSI-2 will be moved to the LSI subgroup if it does not meet TSI identification criteria in the second or third year.



Note: Any subgroup that was identified for PTSI based upon 2023-24 SY results is identified for PTSI-1 in the 2024-25 SY.

Identification Criteria: Target District

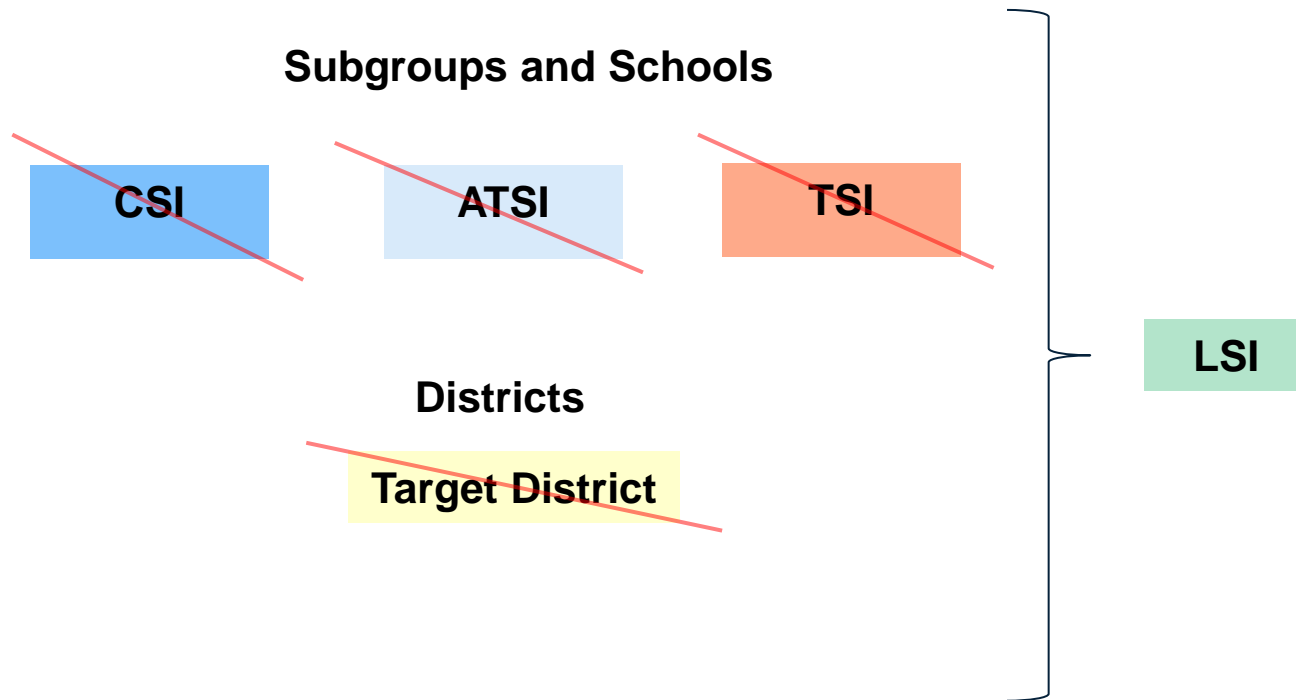
Target District identifications will be made when a district has any component school identified for CSI, ATSI, or TSI.



Identification Criteria: LSI

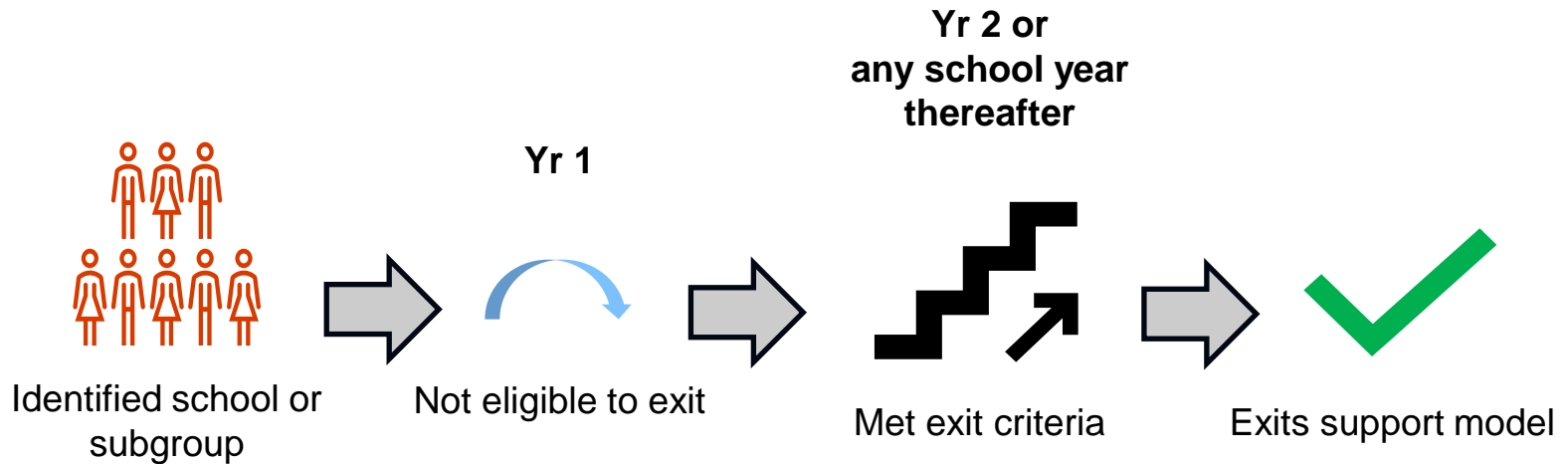
LSI identifications will be made at the subgroup, school, or district level when:

- Subgroups are not identified for CSI, ATSI, or TSI
- Schools are not identified for CSI, ATSI, or TSI
- Districts are not identified for Target District support.



Exit Criteria: Eligibility

Schools and/or subgroups identified for CSI, ATSI, or TSI can exit their support models and transition to LSI in the second school year after initial identification or any school year thereafter.



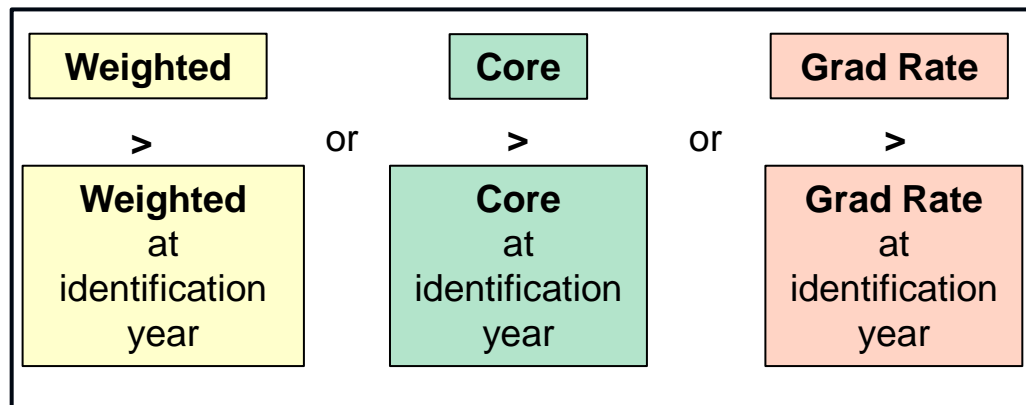
Exit Criteria: CSI/ATSI

Schools identified for CSI and schools/subgroups identified for ATSI can exit their support model and transition to LSI in the **second school year after initial identification or any school year thereafter.**

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	

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

+



OR

4-Yr, 5-Yr, or 6-Yr Grad Rate of HS identified for CSI for low Grad Rate

≥ 67%

Exit Criteria: TSI

Schools and subgroups identified for TSI can transition to LSI if they meet exit criteria in the **second school year after initial identification or any school year thereafter. Subgroups can exit PTSI in any year.**

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

Exit Criteria: Target District

Districts identified as Target Districts can exit the support model and transition to LSI **in any year** in which they have no identified component schools.

Component Schools Within the District

CSI

ATSI

TSI



District Support Model

LSI

Identification Criteria Example

LSI to CSI Example: Elementary School A (EM Level Support Model Identification)

School A is **identified for CSI** because the **All Students group** meets **Scenario 2** during a CSI/ATSI identification year (i.e., the 2025-26 SY based on 2024-25 SY results).

Subgroup	Previous Year's Support Model	Weighted	Core	Student Growth	ELP	Attendance	Current Year Support Model
All Students	LSI	Level 2	Level 1	Level 1	Level 1	Level 2	CSI
Black	LSI	Level 2	Level 2	Level 2	Level 2	Level 2	LSI
White	LSI	Level 2	Level 2	Level 2	Level 2	Level 2	LSI
ELL	LSI	Level 2	Level 2	Level 2	Level 1	Level 3	LSI

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	

Identification Criteria Example

ATSI to CSI Example: Middle School B (EM Level Support Model Identification)

School B is **identified for CSI** because the **Students with Disabilities (SWD) subgroup** previously identified for ATSI meets **Scenario 1** during a CSI/ATSI identification year (i.e., the 2025-26 SY based on 2024-25 SY results).

Subgroup	Previous Year's Support Model	Weighted	Core	Student Growth	ELP	Attendance	Current Year's Support Model
All Students	LSI	Level 2	Level 1	Level 2	Level 1	Level 2	LSI
Hispanic	LSI	Level 2	Level 2	Level 2	Level 2	Level 2	LSI
SWD	ATSI	Level 1	Level 1	Level 1	Level 2	Level 2	CSI
Asian	LSI	Level 2	Level 1	Level 1	Level 1	Level 3	PTSI-1

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	

Identification Criteria Example

LSI to PTSI-1 Example: Middle School B (EM Level Support Model Identification)

School B's **Asian** subgroup is **identified for PTSI** because it meets **Scenario 2**. While the school is identified for CSI, the Asian subgroup is also identified.

Subgroup	Previous Year's Support Model	Weighted	Core	Student Growth	ELP	Attendance	Current Year's Support Model
All Students	LSI	Level 2	Level 1	Level 2	Level 1	Level 2	LSI
Hispanic	LSI	Level 2	Level 2	Level 2	Level 2	Level 2	LSI
SWD	ATSI	Level 1	Level 1	Level 1	Level 2	Level 2	CSI
Asian	LSI	Level 2	Level 1	Level 1	Level 1	Level 3	PTSI-1

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	

Identification Criteria Example

TSI to ATSI Example: High School C (HS Level Support Model Identification)

School C is **identified for ATSI** because the **White subgroup** previously identified for TSI meets **Scenario 2** during a CSI/ATSI identification year (i.e., the 2025-26 SY based on 2024-25 SY results).

Subgroup	Previous Year's Support Model	Weighted	Core	Grad Rate	ELP	Attendance	CCCR	Current Year's Support Model
All Students	LSI	Level 2	Level 2	Level 1	Level 2	Level 3	Level 2	LSI
American Indian	LSI	Level 2	Level 2	Level 2	Level 2	Level 3	Level 2	LSI
Economically Disadvantaged	LSI	Level 2	Level 2	Level 2	Level 2	Level 3	Level 2	LSI
White	TSI	Level 2	Level 2	Level 1	None	Level 3	Level 1	ATSI

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	

Identification Criteria Example

Grad Rate Example: High School D (HS Level Support Model Identification)

School D is **identified for CSI** because **the All Students group's 4-yr graduation rate is less than 67% and the 5-yr and 6-yr graduation rates were not 67% or more** during a CSI/ATSI identification year (i.e. the 2025-26 SY based on 2024-25 SY results).

Subgroup	4-Yr GR	5-Yr GR	6-Yr GR
All Students	66%	65%	63%

CSI Identification

CSI identifications will be made using Scenarios 1 and 2, and Scenario 3 if needed to identify a minimum of 5% of the lowest performing Title I schools.

- A school will be identified for CSI if its All Students group meets any of these scenarios.
- A HS will be identified for CSI if its All Students group has a 4-year Graduation Rate lower than 67% and 5-year and 6-year Graduation Rates not at or above 67%.

Exit Criteria Example

TSI and PTSI-1 to LSI Example: Middle School D (EM Level Support Model Removal)

School D's **English language learner (ELL)** subgroup, previously identified for TSI, meets exit criteria and transitions to LSI because it **did not meet Scenarios 1 or 2** in the second year after initial identification. The **White subgroup** previously identified for PTSI meets exit criteria and transitions to LSI because it **did not meet Scenarios 1 or 2** one year after identification.

Subgroup	Previous Year's Support Model	Weighted	Core	Student Growth	ELP	Attendance	Current Year's Support Model
All Students	LSI	Level 3	Level 3	Level 2	Level 2	Level 2	LSI
Multiracial	LSI	Level 3	Level 3	Level 3	Level 3	Level 2	LSI
ELL	TSI	Level 2	Level 2	Level 2	Level 2	Level 2	LSI
White	PTSI-1	Level 3	Level 3	Level 2	None	Level 3	LSI

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	

Exit Criteria Example

CSI to LSI Example: High School E (HS Level Support Model Removal)

School E, which was previously identified for CSI, meets exit criteria and transitions to LSI because **the All Students group did not meet identification criteria and its Weighted Average Achievement Index is higher than at the time of identification** two years after initial identification. School E also had no other identified subgroups.

Weighted Index in Identification Year	Current Weighted Index	Core Index in Identification Year	Current Core Index	Grad Rate in Identification Year	Current Grad Rate	Current Year ELP	Current Year Attendance	Current Year CCCR
60	70 (Level 1)	88.1	87.3 (Level 2)	75%	72% (Level 2)	Level 2	Level 2	Level 2

CSI / ATSI Exit Criteria

- Does not meet identification criteria.
- At least one of the following is higher than at the time of identification:
 - Weighted
 - Core
 - Grad Rate

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	

Exit Criteria Example

CSI to LSI Example: High School F (HS Level Support Model Removal)

School F, previously identified for CSI due to low graduation rate, meets exit criteria and transitions to LSI because **the All Students group did not meet identification criteria and had a graduation rate 67% or higher** in the second year after initial identification. School F also had no other identified subgroups.

Weighted Index in Identification Year	Current Weighted Index	Core Index in Identification Year	Current Core Index	Grad Rate in Identification Year	Current Grad Rate	Current Year ELP	Current Year Attendance	Current Year CCCR
73.2	75 (Level 2)	88.1	90.3 (Level 2)	4-yr 66% 5-yr 65% 6-yr 65%	4-yr 69% 5-yr 65% 6-yr 65%	Level 2	Level 2	Level 3

CSI / ATSI Exit Criteria

- Does not meet identification criteria.
- A high school identified for CSI for low grad rate has a 4-yr, 5-yr, or 6-yr grad rate of 67% or higher.

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	

Exit Criteria Example

TSI to LSI Example: Middle School G (EM Level Support Model Removal)

School G's **Hispanic** subgroup previously identified for TSI meets exit criteria and transitions to LSI because it **did not meet Scenarios 1 or 2** in the second year after identification. However, because the **Economically Disadvantaged subgroup** previously identified for TSI meets Scenario 1 during a CSI/ATSI identification year (i.e. the 2025-26 SY based on 2024-25 SY results), the subgroup and the school is identified for ATSI.

Subgroup	Previous Year's Support Model	Weighted	Core	Student Growth	ELP	Attendance	Current Year's Support Model
All Students	LSI	Level 2	Level 2	Level 2	Level 2	Level 3	LSI
Hispanic	TSI	Level 2	Level 2	Level 2	Level 2	Level 3	LSI
Economically Disadvantaged	TSI	Level 1	Level 1	Level 2	Level 2	Level 1	ATSI

EM Level Identification Scenario Table					
Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (ELP)	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	
3	Level 1	Level 1	Level 2	Either Level 2	

How Can I Learn More?

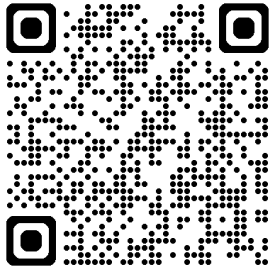
School and District Accountability Resources and Data webpage



<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!