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2022–23 Demonstrable Improvement Determinations and 2023–24 Indicator Selection Processes for Schools in Receivership

July 13, 2023

Theresa Billington

Assistant Commissioner
Office of Accountability

Ray Giamartino

Assistant Commissioner
Office of Innovation & School Reform

Andrew Morozov

Associate in Education Research
Office of Accountability

Amanda Lester

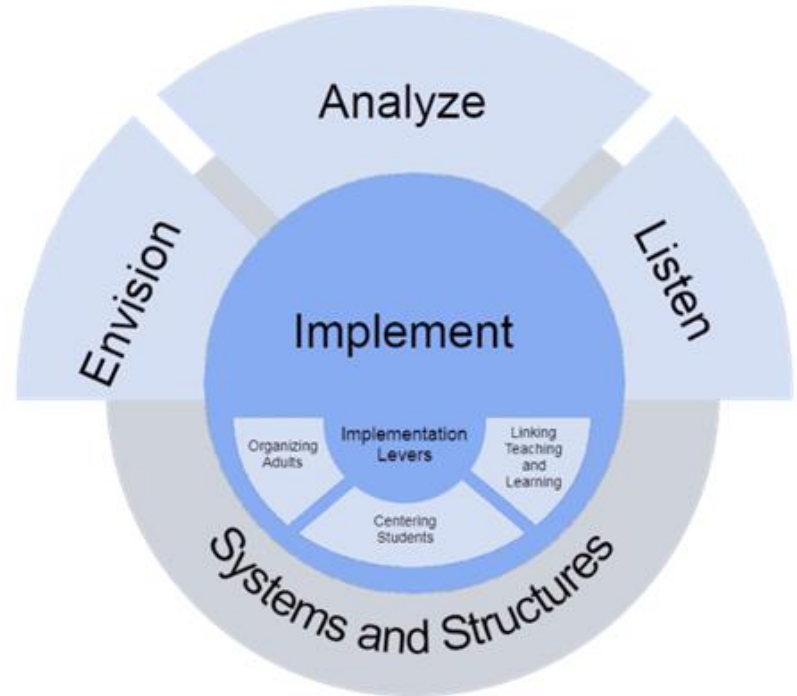
Supervisor for Educational Programs
Office of Innovation & School Reform

Accountability *for* Improvement

Why are these indicators important?

How do they help communicate expectations and elicit action?

What will we do about it?



[Continuous Improvement Resources](#)

Agenda

Part 1: Demonstrable Improvement Process for the 2022–23 School Year

- 1. Overview of DI Process**
- 2. Changes to DI Methodology for the 2022–23 School Year**
- 3. Submission of 2022–23 School Year Data for DI Indicators and Reporting Process Timeline**
- 4. Resources to Support Superintendents and District and School Staff**

Agenda

Part 2: Selecting Indicators for the 2023–24 School Year based on 2021–22 Outcomes

- 1. Selecting Demonstrable Improvement Indicators for School(s) in Receivership**
- 2. Submitting DI Indicators for your School(s) in Receivership**
- 3. Next Steps**



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**Part 1: Demonstrable Improvement
Process for the 2022–23 School Year
9:00-10:30am**



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1. Overview of DI Process

Schools in Superintendent Receivership

- **Cohort 1:** Schools that were in Receivership status in the 2017–18 and 2018–19 school years (N=10).
- **Cohort 2:** Schools that were newly identified in the 2018–19 school year (N=18).
- **Note:** Schools that exited CSI status in 2022–23 were removed from Receivership as of June 30, 2023.

What is Demonstrable Improvement?

- **For schools operating under Superintendent Receivership:**
 - **Demonstrable Improvement (DI) is the process used to determine whether an Independent Receiver shall be appointed to a school in Superintendent Receivership.**
 - **Making DI does not determine whether a school is placed into or removed from Receivership.**
 - **Removal from Receivership occurs at the end of the school year in which a school under Superintendent Receivership is removed from Comprehensive Support and Improvement (CSI) status.**

DI Process:

- **The Department will use the 2022–23 school year results to make the annual DI determinations for Cohort 1 Schools in Receivership and to compute DI Indices for Cohort 2 schools in fall 2023.**
 - **When making DI determinations, the Department will consider extenuating circumstances related to the ongoing impacts of the COVID-19 pandemic on school communities.**
 - **School will have an opportunity to appeal and provide supplemental information to support DI determinations.**

DI Process: Implications

Cohort 1 Schools

- The Department will compute DI Indices and make DI determinations in fall 2023 based on 2022–23 school year results.
- If a school makes DI, it will continue under the Superintendent Receiver for the 2023–24 school year.
- If a school does not make DI, it may be placed under Independent Receivership for the 2023–24 school year.*
- The DI Index and determination based on 2022–23 school year results for a school will be provided to districts in an Excel spreadsheet via email.

DI Process: Implications

Cohort 2 Schools

- The Department will compute DI Indices in fall 2023 based on 2022–23 school year results. No DI determination will be made in fall 2023 for Cohort 2 schools based on 2022–23 school year results.
- The first DI determinations for Cohort 2 schools will be made in fall 2024 using DI Indices for the 2022–23 and 2023–24 school years.
- If a school makes DI, it will continue under the Superintendent Receiver for the 2024–25 school year.
- If a school does not make DI, it may be placed under Independent Receivership for the 2024–25 school year.*
- The DI Index based on 2022–23 school year results for a school will be provided to districts in an Excel spreadsheet via email.

* Alternatively, the district may submit a plan to the Department to phase out or close the school and, if desired, replace it with a new school.

Exiting Receivership

- **Schools will be removed from Receivership at the end of the school year in which the school is not identified for CSI.**
- **If a school exits the CSI support model based on 2022–23 school year results, that school will remain in Receivership until June 30, 2024.**



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2. Changes to Demonstrable Improvement Methodology for the 2022–23 School Year

DI Methodology Changes for 2022–23

- As a flexibility in response to the impacts of the pandemic, the Department will use modified criteria for DI determinations for the 2022–23 school year.
- A school is considered to have made progress on an indicator if the 2022–23 result for that indicator:
 - Meets or exceeds the 2022–23 Progress Target, or
 - Exceeds the 2021–22 school year result.
- **Notes:**
 - If a performance outcome for the 2021–22 school year is not available, then only the 2022–23 Progress Target will be used for that indicator.
 - If a performance outcome for the 2022–23 school year is not available for an indicator, then that indicator will be suppressed and excluded from the DI Index calculation.

DI Methodology Changes for 2022–23

- Modified Progress Criteria for Computing DI Indices for the 2022–23 School Year

		2021–22 School Year Result	
		2022–23 Result \leq 2021–22 Result	2022–23 Result $>$ 2021–22 Result
2022–23 Progress Target	2022–23 Result $<$ 2022–23 Progress Target	Did Not Meet Target	Met Target
	2022–23 Result \geq 2022–23 Progress Target	Met Target	Met Target

DI Methodology Changes for 2022–23

- **Example of Modified Progress Criteria for Computing DI Indices for the 2022–23 School Year**

Indicator	2021–22 School Performance	2022–23 Progress Target	2022–23 School Performance	Met Target?
Indicator A	11.1	12	11.4	Met Target using modified criteria
Indicator B	22.3	21.5	22.1	Met Target
Indicator C	115.4	120.8	125.1	Met Target
Indicator D	52.4	60	52.4	Did Not Meet Target
Indicator E	--	45	45.7	Met Target
Indicator F	--	90	89.1	Did Not Meet Target
Indicator G	52.4	60	--	--*

* Indicator suppressed and excluded from the DI Index calculation.

Computing the DI Index

- The DI Index for 2022–23 will be based on your school’s Level 1 and Level 2 indicators.
- Schools get credit for each indicator that meets or exceeds the 2022–23 Progress Target or exceeds its 2021–22 result.
- DI Index is a weighted average of Level 1 and Level 2 indicators.
- Level 1 indicators weighted at 50% of the DI Index and Level 2 indicators weighted at 50% of the DI Index.
- Each indicator within Level 1 and Level 2 shall be weighted equally.
 - **Note: For Cohort 1 schools, indicators #2 (Community School Model), #6-#8 (DTSDE Tenets), and #94 (Extended Learning Time) are each weighted at 1% the DI Index.***

* These “Tier 2” indicators focus on organizational and school process changes and are weighted less compared to all other “Tier 1” indicators that focus on student and teacher outcomes when computing the DI Index.

Computing the DI Index: Cohort 2 Example

Indicator	Level	Outcome	Progress Target*	Met Target?	Weight
Math Core Subject Performance Index	Level 1	45	45	Yes	10%
3-8 ELA All Students MGP	Level 1	48	47	Yes	10%
ELP Success Ratio	Level 1	.65	.8	No	0%
Chronic Absenteeism	Level 1	25%	10%	No	0%
3-8 Math All Students MGP	Level 1	45	47	No	0%
Math Core Subject Performance Index – SWD Students	Level 2	44	42	Yes	8.3%
Implement Community School Model	Level 2	Met Year 1 rubric criteria	Year 1 rubric criteria	Yes	8.3%
3-8 ELA SWD Students MGP	Level 2	49	51	No	0%
3-8 ELA ED Students MGP	Level 2	51	52	No	0%
Total Cohort 5-Year Grad Rate - SWD Students	Level 2	67%	65%	Yes	8.3%
Teacher Attendance	Level 2	97%	95%	Yes	8.3%
				DI Index:	53%

* Based on the modified methodology for the 2022-23 school year, meeting the Progress Target refers to meeting or exceeding the 2022–23 Progress Target or exceeding the 2021–22 school year result.

Preliminary DI Determinations

Cohort 1 Schools

- **DI Index $\geq 67\%$**
 - The Commissioner will make a preliminary determination that the school made DI.
- **DI Index $\geq 40\%$ but $< 67\%$**
 - The Commissioner will review the school's records and will make a preliminary determination about whether the school did or did not make DI.
- **DI Index $< 40\%$**
 - The Commissioner will make a preliminary determination that the school did not make DI.

DI Index	Preliminary Determination
$\geq 67\%$	Made DI
$\geq 40\% \ \& \ < 67\%$	Commissioner's Decision
$< 40\%$	Did Not Make DI

Preliminary DI Determinations

Cohort 2 Schools

- **The Department will compute DI Indices; however, no DI determinations will be made in fall 2023 for Cohort 2 schools based on 2022–23 school year results.**



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3. Submission of 2022–23 School Year Data for DI Indicators and Reporting Process Timeline

Submission of 2022–23 School Year Data

- **Districts are required to submit to the Office of Accountability the 2022–23 school year results for their DI indicators, including:**
 - **Data submitted to the Student Information Repository System (SIRS) in accordance with annual reporting requirements as directed by the Office of Information and Reporting Services (IRS).***
 - **Indicators #2 (Community School Model), #5 (School Safety), #6 (DTSDE Tenet 6), and #94 (Extended Learning Time), if applicable.**
 - **Local indicators, if applicable.**

* See the [2022–23 Demonstrable Improvement Indicator-Verification Report Crosswalk](#). For information about the IRS reporting requirements for the 2022–23 school year, please refer to the memo, [Reporting 2022–23 School Year Data](#), and the related [Deadlines for Verification and Certification of 2022–23 School Year Data in SIRS](#).

Reporting Timeline

- **July 24, 2023**
 - Schools with indicator #5, School Safety, submit School Safety and Educational Climate (SSEC) data through the IRS Data Exchange (IDEx).
- **August 4, 2023**
 - Schools with indicator #6, Family and Community Engagement (DTSDE Tenet 6) submit the self-assessment reporting [template](#) to accountinfo@nysed.gov.
 - Schools with approved local indicators (*if applicable*) submit results to accountinfo@nysed.gov.
- **August 18, 2023**
 - Schools and districts must submit final, end-of-year data to Level 2 of SIRS in accordance with the guidance from IRS.*
- **September 8, 2023**
 - Schools with indicators #2 (Plan for and Implement Community School Model) and #94 (Providing 200 Hours of Quality Extended Day Learning Time (ELT)) must submit the prescribed [rubric\(s\)](#) to accountinfo@nysed.gov.
- **October 6, 2023**
 - Schools with total cohort 4-year, 5-year, and 6-year graduation rate indicators #70-75, #88-93, and #250-255 submit August graduates data to Level 2 of SIRS.

* See the [SIRS Timeline](#) for other reporting deadlines.

Forthcoming Communications

- Additional details regarding the 2022–23 DI Determinations timeline, including submission of the [DI Data Verification Form](#) and the [DI Determinations Consultation and Collaboration Form](#), will be provided early this fall.
- An early August Memo titled: *2023–2024 Performance Management, Technical Assistance and Reporting outlining annual reporting requirements and processes as well as the targeted support structure* will be forthcoming from OISR.



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4. Resources to Support Superintendents and District and School Staff

Resources

- **Office of Accountability School Receivership Page**
 - **Data Dictionary for 2022–23**
 - **Indicator #2: Community School Model Rubric - 2022–23**
 - **Indicator #94: Extended Learning Time Rubric - 2022–23**
 - **Indicator #6: DTSDE Tenet 6 Template - 2022–23**
 - **DI Data Verification Form - 2022–23** (forthcoming instructions)
 - **DI Determination Consultation and Collaboration Form - 2022–23** (forthcoming instructions)
 - **2022–23 DI Indicator - SIRS Verification Report Crosswalk**
 - **Template for Submitting District Proposed Local Indicators**
 - **Selecting Demonstrable Improvement Indicators for 2023–24**
- **Office of Innovation and School Reform**
 - **OISR School- and District-based Lead Associate and Team**
 - **School Receivership for 2018–19 to 2022–23 FAQ**

Resources

- **IRS Webpage**
 - **Student Information Repository System (SIRS)**
 - **Deadlines for Verification and Certification of 2022–23 School Year Data in SIRS**
 - **2022–23 End of Year SIRS Data Reports Checklist**
 - **Memo: Reporting 2022–23 School Year Data**
 - **Datasupport Help Center**
- **Community Schools Technical Assistance Centers**

OISR Progress Reporting & Technical Assistance

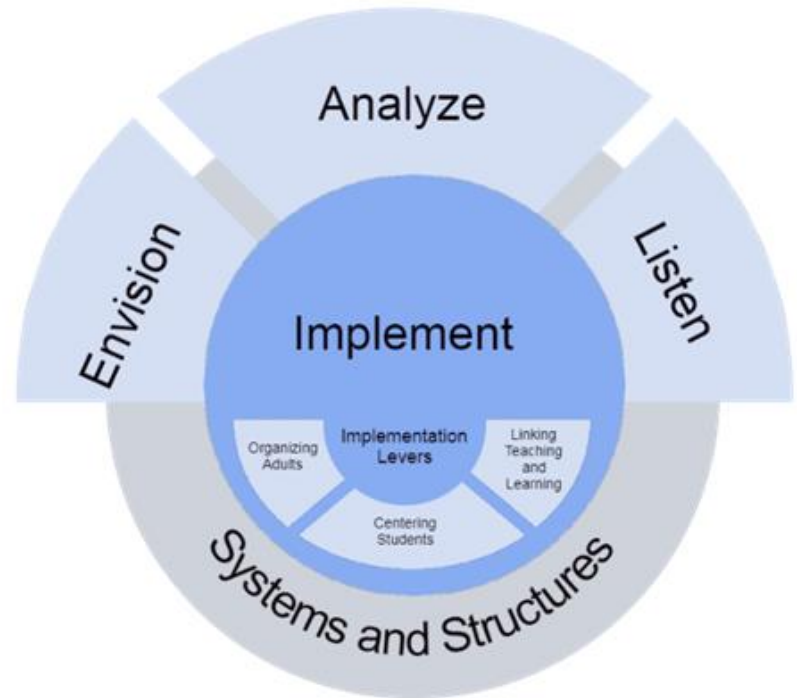
- OISR is continuing a Progress Reporting and Performance Management Technical Assistance and Support Process for Schools under Receivership for the 2023–2024 school year.
- This will include:
 - A *minimum* of **two** on-site Technical Assistance Support and Collaborative Review Sessions and **two** Performance Review e-conferences.
 - To support consistency in monitoring of DI target progress through collaborative review.
 - To ensure sustained high-level targeted support.
 - The submission of **four** quarterly reports by a Superintendent Receiver are required per Commissioner’s Regulations §100.19.
 - To determine the extent to which Schools in Receivership are on track to achieve their DI indicator targets.
 - To ascertain the ways in which districts and/or educational partnership organizations (EPOs) are utilizing school-level data to monitor and adjust improvement plan processes and plan implementation.
 - Support in gathering and the use and application of trend data to guide decision making, and the use of evidence and artifacts for reporting.
- Additional information will be outlined in a *2023–2024 Receivership Performance Management & Progress Reporting* memo that will be issued by OISR in August 2023.

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What will we do about it?



[Continuous Improvement Resources](#)

Questions?

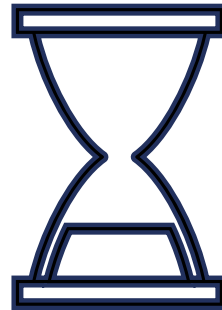
- DI indicators and reporting: ACCOUNTINFO@nysed.gov
- Support for Schools in Receivership: OISR@nysed.gov
- Annual data reporting in SIRS: datasupport@nysed.gov



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Break: 15 Minutes





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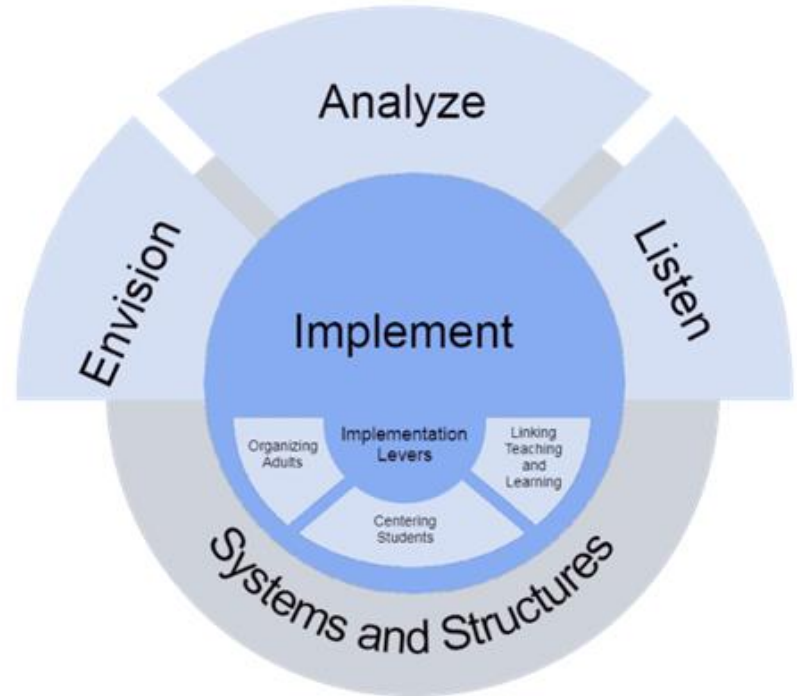
**Part 2: Selecting Indicators for the
2023–24 School Year based on 2021–22
Outcomes
10:45am-12:15pm**

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- 1. Selecting Demonstrable Improvement Indicators for Schools in Receivership**
- 2. Submitting DI Indicators for your School(s) in Receivership**
- 3. Next Steps**



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1. Selecting Demonstrable Improvement Indicators for Schools in Receivership

Level 1 Indicators

- Indicators that are mostly performance-based (e.g., Performance Index, Growth, and Graduation Rate).
- Based on results for the “All Students” group (not subgroups).
- Assigned by the Department when the school baseline is below the 2021–22 statewide median baseline for the indicator.
- Schools must have a minimum of 5 Level 1 Indicators (7 for schools serving Middle and High School grades).
- Schools are assigned all Level 1 indicators where their baseline is below the state baseline.*
- If a school falls below the state baseline on a Level 1 indicator based on the 2023–24 results (using the 2023–24 state baselines), then that indicator may be assigned to the school as an additional Level 1 indicator for the 2024–25 and 2025–26 school years.**

* The indicator is not assigned if there is too little room for growth over 3 years.

** Level 1 Indicators #150 (Grades 4 and 8 Science All Students Core Subject PI) and #220 (Grades 4 and 8 Science All Students Wtd. Acad. Ach. Index) are not assigned for 2023–24 due to transition to the NYS P-12 Science Learning Standards. The Department may assign these indicators as additional Level 1 indicators following the first administration of new Grade 5 and Grade 8 science tests in Spring 2024.

Level 1 Indicators

Selecting Level 2 Indicators as Level 1 Indicators:

- If a school is assigned less than 5 Level 1 indicators (7 for schools serving middle and high school grades) then the school must select Level 2 indicators as Level 1 indicators, or propose local indicators, up to the minimum count.
- The following five Level 2 indicators that are focused on organizational and school process changes may not be selected as Level 1 indicators:
 - #2, Community School Model
 - #6-8, DTSDE Tenets
 - #94, Extended Learning Time

Level 2 Indicators

- **Schools must select Level 2 indicators from a Department-approved list.**
- **Available for selection if the school baseline is below the 2021–22 state baseline.***
- **Schools must select a minimum of 5 Level 2 Indicators (7 for schools serving Middle and High School grades).**
- **Schools can select up to a maximum of 10 Level 2 Indicators.**

Level 2 Indicators

Tier 1 Indicators:

- Focused on student and teacher outcomes, and mostly based on results for accountability subgroups (English language learners, low-income students, students with disabilities, and racial/ethnic subgroups).

Tier 2 Indicators:

- Indicators #2, #6, #7, #8, and #94 that are focused on organizational and school process changes.*

Indicator Code	Indicator Name
2	Plan for and implement quality Community School Model
6	Family and Community Engagement (DTSDE Tenet 6)
7	Teacher Practices and Decisions (DTSDE Tenet 4)
8	Curriculum Development and Support (DTSDE Tenet 3)
94	Providing 200 Hours of quality Extended Day Learning Time (ELT)

Level 2 Indicators

Tier 2 Indicators:

- For Cohort 1 Schools:
 - These indicators are weighted at 1% of the DI Index.
 - These indicators do not count towards the minimum of 5 (or 7) Level 2 indicators. They do count toward the maximum of 10 Level 2 indicators.
- For Cohort 2 Schools, these indicators are weighted and counted like all other Level 2 indicators.
 - For both cohorts, only one DTSDE Tenet may be selected (indicators #6, #7, and #8).*

* Progress Targets for 2023–24, 2024–25, and 2025–26 for indicators #6-8 (DTSDE Tenets) that were provided in the DI Indicator Selection Template are provisional. Districts will be notified of any changes to these targets before the deadline for submitting the indicator selections to the Department.

Level 2 Indicators

Key Considerations:

When selecting Level 2 indicators or “Level 2 as Level 1” indicators, please ensure that the resulting list of indicators **do not**:

- Only focus on one type of indicator (e.g., only Performance Index) or indicators for the same subject (e.g., only ELA).
- Only focus on one subgroup (e.g., only ELLs).
- Only apply to a small percentage of the school’s students.

Local Indicators

- Districts have the option to propose local Level 1 or Level 2 indicators in lieu of the Department-provided indicators.
- Schools that wish to continue using existing local indicators in 2023–24 must resubmit these indicators to the Department for approval.
- If proposing new local indicator(s), districts must select backup Level 2 indicator(s) from the list provided by the Department that will be used if the local indicator(s) are not approved.
- To propose local indicator(s) please submit the [Template for Submitting District Proposed Local Indicators](#) by **August 31, 2023**.

Local Indicators

- Template for Submitting District Proposed Local Indicators**

Template for Submitting District Proposed Local Indicators Based on Performance Data

The district may propose provisional local indicators for approval by the New York State Education Department (NYSED). Districts should select state provided indicators as backup in the event the local indicators are not approved by NYSED. The proposed indicator(s) should be research based and should have a strong correlation to student academic performance.

Please provide answers to the following questions in your proposal for each local indicator using the template below.

1	Who will be the district's contact person with respect to this local indicator? Include phone number and e-mail address.	
2	What is the name of the proposed local indicator?	
3	What is the rationale for proposing this local indicator? In other words, what does the proposed indicator provide that an existing state indicator does not?	
4	Should this indicator be considered a Level 1 or Level 2 indicator? Indicate the NYSED provided indicator for which the local indicator will substitute. (Level 1 indicators are those that will improve the academic achievement or safety of all students in the school. Level 2 indicators are those that will improve the academic achievement of a subgroup/cohort of students).	
5	Is the proposed indicator already used by the school/district? If it is an existing indicator, how long has it been in use, and for what purpose is it being used (e.g., planning, reporting, accountability)?	
6	If expressed as a percentage, which students will be included in the Numerator? Do these students have an identification code in <i>SIRS Manual</i> , http://www.p12.nysed.gov/irs/sirs/home.html ? If yes, please provide the SIRS code(s) for the students.	
7	If expressed as a percentage, which students will be included in the Denominator? Do these students have an identification code in <i>SIRS Manual</i> , http://www.p12.nysed.gov/irs/sirs/home.html ? If yes, please provide the SIRS code(s) for the students.	
8	What business rules will be used to determine the performance standards for the indicator?	
9	What is the baseline performance for the school on the proposed indicator?	
10	What are the Year 1, Year 2, and Year 3 Progress Targets the school is setting to achieve? Note: All schools using the same local indicator must use the same methodology for establishing annual Progress Targets.	
12	When will the data for this indicator be submitted to NYSED? (Specify the date before the start of the school year or as soon as possible.)	
13	Are the data used for the indicator publicly available? If not publicly available, how will the data be shared with NYSED (e.g., e-mail, FTP)*	



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2. Submitting DI Indicators for Your School(s) in Receivership

Indicator Selection Worksheet

Refer to the Microsoft Excel template included with the July 10, 2023 memo, titled “[DI_indicator_selection_worksheet_2023-24_\[DISTRICT NAME\].xlsx](#).” The following information is provided for all Level 1 indicators assigned by the Department and all Level 2 indicators that are available for selection:

- Indicator code, description, and level.
- The 2021–22 school baseline performance on each indicator and the 2021–22 state baseline (median) performance to which the school baseline is compared.
- Progress Targets for the 2023–24, 2024–25, and 2025–26 school years.
- “Indicator Status” column, with a label “Available: Selected by SED” for Level 1 indicators, and “Available for Selection” for Level 2 indicators.
- “Indicator Selected?” column, with a label “Yes” for assigned Level 1 indicators and a label “No” with a drop-down menu for available Level 2 indicators.
- “Justification for ‘Level 2 as Level 1’ Indicator Selection” column for entering a justification for indicators selected as “Level 2 as Level 1”, if any.

District	School	Receivership Cohort	Indicator Code	Description	Indicator Level	2021-22 School Baseline	2021-22 State Baseline	Progress Target for 2023-24	Progress Target for 2024-25	Progress Target for 2025-26	Indicator Status	Indicator Selected?*	Justification for "Level 2 as Level 1" Indicator Selection**
District A	School A	1	39	3-8 Math All Students MGP	1	39.4	51.6	40.4	41.4	42.5	Available: Selected by SED	YES	
District A	School A	1	104	3-8 ELA ELL Core Subject PI	2	48.6	80.2	52.6	56.5	60.5	Available for Selection	No	
District A	School A	1	2	Plan for and implement Community School Model	2	NA	NA	See the CS Rubric.	See the CS Rubric.	See the CS Rubric.	Available for Selection	No	

Indicator Selection Worksheet

“Indicator Status labels:

- Available: Selected by SED – Level 1 indicators assigned by the Department.
- Available for Selection
 - All indicators except indicators #2, #6-8, and #94
 - Schools may select as “Level 2”

District	School	Receivership Cohort	Indicator Code	Description	Indicator Level	2021-22 School Baseline	2021-22 State Baseline	Progress Target for 2023-24	Progress Target for 2024-25	Progress Target for 2025-26	Indicator Status	Indicator Selected?*	Justification for "Level 2 as Level 1" Indicator Selection**
District A	School A	1	39	3-8 Math All Students MGP	1	39.4	51.6	40.4	41.4	42.5	Available: Selected by SED	YES	
District A	School A		104	3-8 ELA ELL Core Subject PI	2	48.6	80.2	52.6	56.5	60.5	Available for Selection	Yes - Level 2	
District A	School A	1	2	Plan for and implement Community School Model	2	NA	NA	See the CS Rubric.	See the CS Rubric.	See the CS Rubric.	Available for Selection	No Yes - Level 2 Yes - Level 2 as Level 1	

- OR “Level 2 as Level 1”

- Use the “Justification for ‘Level 2 as Level 1’ Indicator Selection” column to enter a justification for indicators selected as “Level 2 as Level 1”, if any.

District	School	Receivership Cohort	Indicator Code	Description	Indicator Level	2021-22 School Baseline	2021-22 State Baseline	Progress Target for 2023-24	Progress Target for 2024-25	Progress Target for 2025-26	Indicator Status	Indicator Selected?*	Justification for "Level 2 as Level 1" Indicator Selection**
District A	School A	1	39	3-8 Math All Students MGP	1	39.4	51.6	40.4	41.4	42.5	Available: Selected by SED	YES	
District A	School A		104	3-8 ELA ELL Core Subject PI	2	48.6	80.2	52.6	56.5	60.5	Available for Selection	Yes - Level 2 as Level 1	Please Provide Justification
District A	School A	1	2	Plan for and implement Community School Model	2	NA	NA	See the CS Rubric.	See the CS Rubric.	See the CS Rubric.	Available for Selection	No Yes - Level 2 Yes - Level 2 as Level 1	

Indicator Selection Worksheet

“Indicator Status labels:

- Available for Selection
 - Indicators #2 (Community School Model), #6-8 (DTSDE Tenets), #94, (Extended Learning Time):
 - Schools may select as “Level 2” only (not “Level 2 as Level 1”)

District	School	Receivership Cohort	Indicator Code	Description	Indicator Level	2021-22 School Baseline	2021-22 State Baseline	Progress Target for 2023-24	Progress Target for 2024-25	Progress Target for 2025-26	Indicator Status	Indicator Selected?*	Justification for "Level 2 as Level 1" Indicator Selection**
District A	School A	1	39	3-8 Math All Students MGP	1	39.4	51.6	40.4	41.4	42.5	Available: Selected by SED	YES	
District A	School A	1	104	3-8 ELA ELL Core Subject PI	2	48.6	80.2	52.6	56.5	60.5	Available for Selection	No	
District A	School A		2	Plan for and implement Community School Model	2	NA	NA	See the CS Rubric.	See the CS Rubric.	See the CS Rubric.	Available for Selection	Yes - Level 2 No Yes - Level 2	

Submitting DI Indicators

- Repeat the steps to select indicators for the school(s) in your district.
 - If your district has multiple Schools in Receivership, we recommend filtering on the “School” column and selecting indicators for one school at a time.
- Make sure that the final counts meet the minimum requirements and that your indicator selections comply with the rules outlined in the instructions.
 - See [Selecting Demonstrable Improvement Indicators for 2023-24](#).
- Save and submit the completed district template (as a single Excel file) to the Department via email to accountinfo@nysed.gov, using naming format “DI_indicator_selection_worksheet_2023-24_[DISTRICT NAME]_[DATE].xlsx” by August, 31, 2023.



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3. Next Steps

Next Steps

- Review the steps outlined in the July 10, 2023 memo and this webinar presentation.
 - The presentation will be available on the School Receivership [webpage](#).
- Discuss the selected DI Indicators with the school's Community Engagement Team.
- Submit the attached Excel template with the selected indicators for your School(s) in Receivership to accountinfo@nysed.gov by **August 31, 2023**.
- Submit the completed [Template for Submitting District Proposed Local Indicators](#), if applicable, to accountinfo@nysed.gov by **August 31, 2023**.
- For assistance with submitting the Excel indicator selection template, e-mail accountinfo@nysed.gov.

OISR Guidance, Support and Technical Assistance

To maintain consistency in school-specific Technical Assistance and Support for district collaborative review and monitoring of Demonstrable Improvement Indicator (DII) targets, the OISR *Receivership Team Collaborative Review Session Framework* and Quarterly Reporting process will be carried over to the 2023–24 School Year to ensure sustained high-level targeted technical assistance and support to schools under Receivership.

OISR Reporting Process

Quarterly progress reports will continue to assist the school community and the Department in determining the extent to which schools under Receivership are on track to achieve their targets for each indicator, and how well districts and/or educational partnership organizations (EPOs) are utilizing school-level data to monitor and adjust improvement plan processes and implementation.

OISR Guidance – Performance Review Sessions

Performance review sessions will again be held with Superintendent Receivers, EPOs, district- and building-level leadership, and those personnel directly involved in the oversight and support of the school under Receivership.

OISR Guidance – Performance Review Sessions

The Superintendent Receiver/Designee or District EPO Team will identify key strategies utilized to drive improvement.

Participants should have explicit knowledge of the school's systems, processes, and key drivers of improvement, with a targeted focus on measurable student growth to ensure the school will meet DI progress targets for the 2023-2024 school year.

OISR Guidance – Performance Review Sessions

Performance Review Sessions shall outline how building data guide the improvement process, and how the district is using progress monitoring to ensure the school will meet DI targets for the 2023–24 school year in key areas including, but not limited to:

- *Improving student academic growth, achievement, and grade-level proficiency.*
 - *Graduation and Dropout Rate(s), as applicable*
- *Increasing student average daily attendance and reducing chronic absenteeism.*
- *Assessing the degree to which the school climate is safe, welcoming, inclusive, and conducive to learning and students are provided equitable access to high quality educational programs and SEL-based services*
- *Reduced Duplicated, Unduplicated and disproportionate Out-of-School Suspensions*
- *Identifying specific areas of strength and challenges encountered during the improvement process*
- *Identifying the top three School- and District-based Actionable Commitments in accessing sustainable supports to classrooms to actualize and meet the above targets.*

OISR Guidance – Public Hearings

Reminder... Public meetings, or hearings, must be held within 30 calendar days of the first day of student attendance each school year to discuss the school's performance and must be offered in the form of a documentable, advertised, in-person format where constituent/community engagement affords input and information exchange.

Please maintain artifacts and related documentation of such events and submit as an addendum with the Quarter 1 Report to OISR.

The [Public Notification and Hearing Requirements Template](#) (Attachment D) provides guidance for public hearing requirements within Commissioner's Regulation §100.19(c), as well as a format to describe how the school/district has met each requirement and to provide supporting evidence or artifacts accordingly.

OISR Guidance

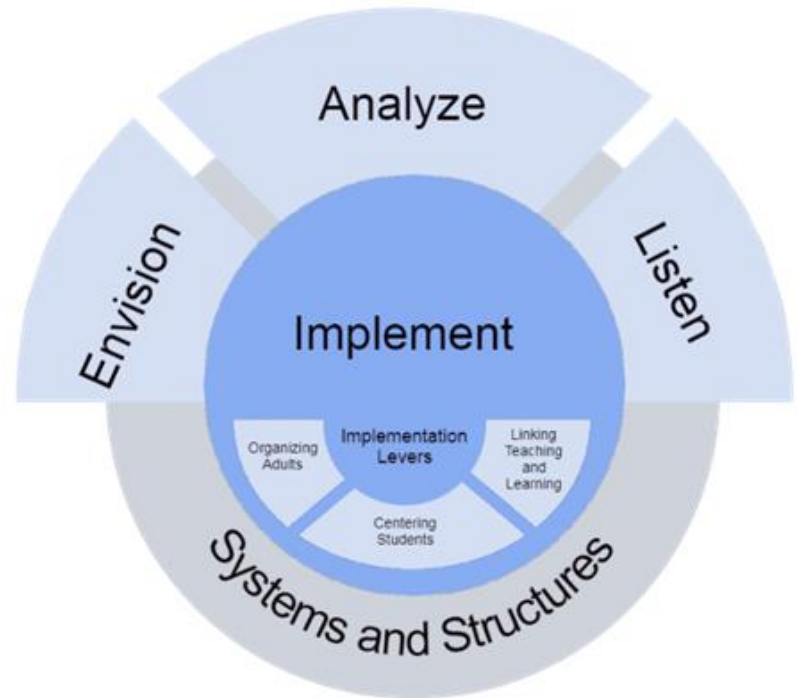
For convenience, as schools may be updating DI Targets, such updates should simply be embedded in the School's 2023–2024 Quarter 1 Report (Due date forthcoming under separate annual OISR August Memorandum) and submitted to the school's Lead OISR Associate, copying oisr@nysed.gov.

Accountability *for* Improvement

Why are these indicators important?

How do they help communicate expectations and elicit action?

What will we do about it?



[Continuous Improvement Resources](#)

Questions?

- DI indicators and reporting: ACCOUNTINFO@nysed.gov
- Support for Schools in Receivership: OISR@nysed.gov
- Annual data reporting in SIRS: datasupport@nysed.gov



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EDUCATION DEPARTMENT

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