

Understanding Our Final Determinations Data

[Insert Local Logo Here]



Overview

Section 1	Reviewing the Accountability System
Section 2	Unpacking our Data
Section 3	Planning Next Steps

Notes for Facilitator

- There may be notes in the “Notes” section of each slide for further guidance specific to that slide.
- When applicable, Student Information Repository System (SIRS) Reports with relevant data have been referenced.
- For more information about the accountability system in the 2025-26 school year, please explore these resources:
 - NYSED and District Accountability Resources and Data webpage: <https://www.nysed.gov/accountability/school-and-district-accountability-resources-and-data>
 - NYSED SIRS Guidance: <https://www.nysed.gov/information-reporting-services/student-information-repository-system-sirs-guidance>
 - NYSED Continuous Improvement webpage: <https://www.nysed.gov/accountability/continuous-improvement>
 - New York State Public Data Reporting: <https://data.nysed.gov/>

SECTION 1

Reviewing the Accountability System

- Why is accountability important?
- What are the accountability support models?
- What are the accountability indicators?
- How is a subgroup identified?
- How can an identified subgroup exit?

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

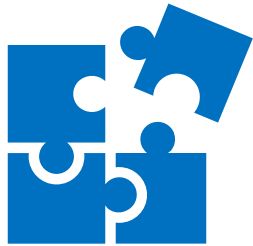


Preparation for the Future



Support Models and Identifications

Identifying Schools for Support Models Ensures that:



Multiple measures are used to provide a full picture of student achievement



Progress is tracked over time

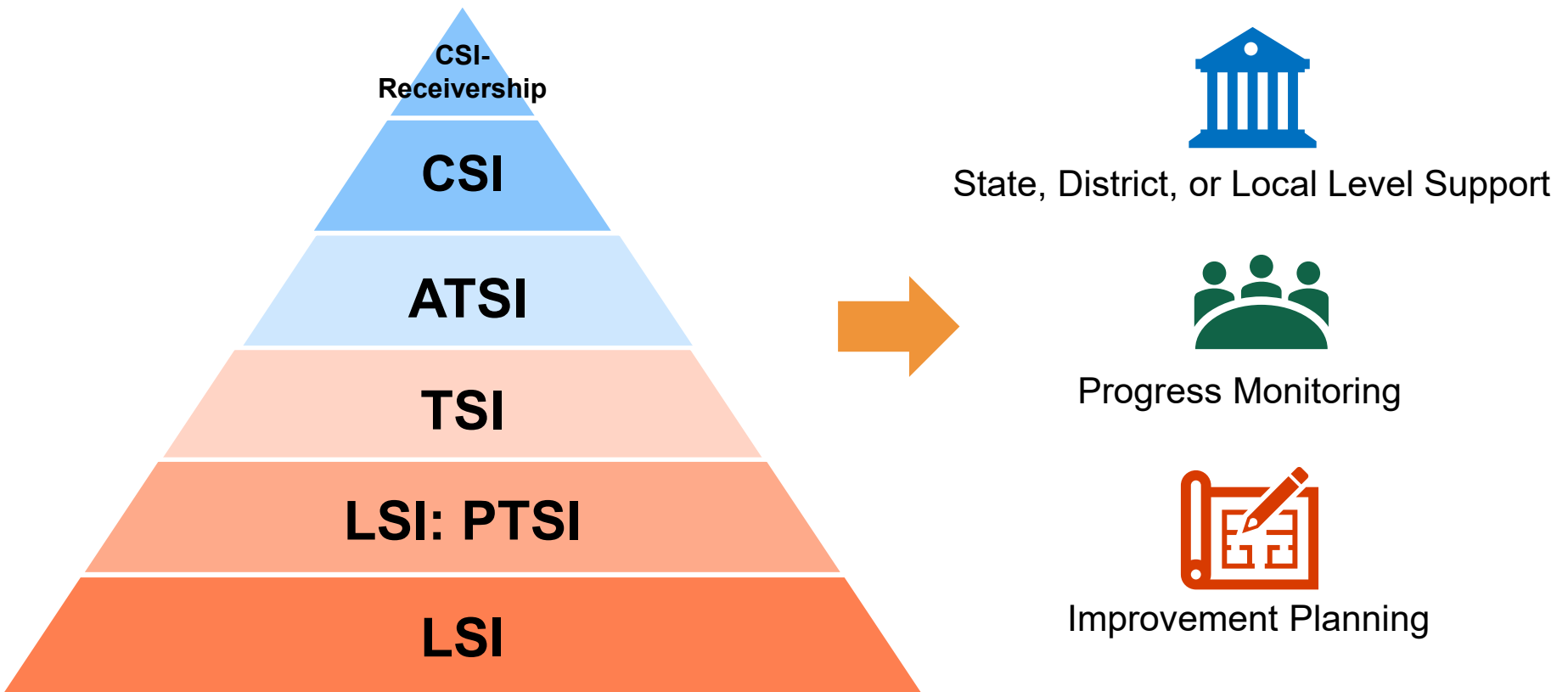


Data are provided to guide inquiry about student learning

Support Models and Identifications

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



Reimagine Phase Accountability Indicators

◊ Maintained from Rebuild Phase with modifications to calculation methodology

◻ Maintained from Rebuild Phase with no changes

● Restored indicator

▲ New indicator





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 (applying only Scenarios 1 and 2 for the 2025-26, 2026-27 and 2027-28 school years):

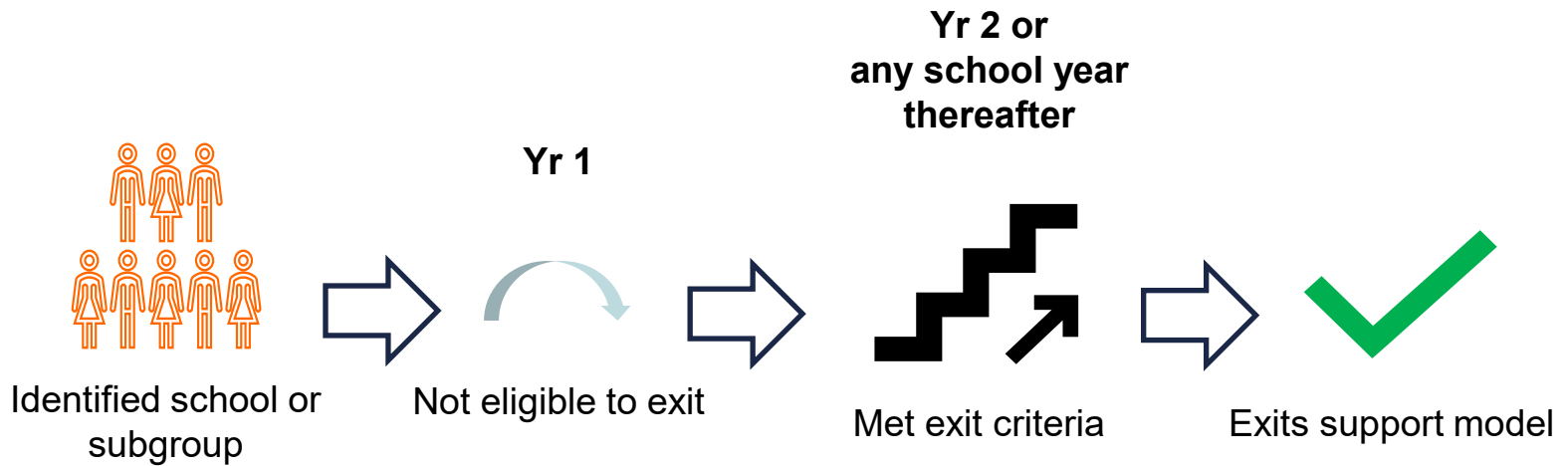
EM Level Identification Scenario Table					
Scenario	Weighted Average Achievement	Core Subject Performance	Student Growth	English Language Proficiency (ELP)	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	

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: 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.



Data Resources Crosswalk

The following is a list of data resources and how they are useful:

Excel File & Report Guide	SIRS Reports	NYSED School Report Card	Local Data	NYSED Resources
<ul style="list-style-type: none">• Accountability indicator level data• Use: Identify strengths and areas of need	<ul style="list-style-type: none">• Subgroup and student-level data by indicator• Use: Highlight subgroup and student-specific results	<ul style="list-style-type: none">• Publicly available accountability data• Use: Generate data reports for collaborative analysis	<ul style="list-style-type: none">• School/District assessments• Use: Compare with state data to analyze programmatic needs	<ul style="list-style-type: none">• Fact sheets, webinars, and resource documents about the accountability system• Use: Build capacity for more robust continuous improvement planning

SECTION 2

Unpacking Our Data

- What are our accountability support models for the 2025-26 school year?
- What are our elementary/middle and high school data?
- What does the data show us?



Our District and School Support Models

ELEMENTARY/MIDDLE LEVEL			
District Level Support Model:			
	School Name	Support Model	Identified Subgroups
School Level			



Our District and School Support Models

HIGH SCHOOL LEVEL				
District Level Support Model:				
	School Name	Support Model	Grad Rate <67%? (Y/N)	Identified Subgroups
School Level				

Elementary/Middle (EM) School Level

Accountability Indicator Calculations



What Do Our EM Data Say?

School Name:					
Accountability Subgroup	Weighted Average Achievement Level	Core Subject Performance Level	Student Growth Level	English Language Proficiency (ELP) Level	Attendance Level
All Students					
Asian					
Black					
Economically Disadvantaged					
English Language Learners					
Hispanic					
Multiracial					
Native American					
Students With Disabilities					
White					



Weighted Average Achievement Data

School Name:												
Acct. Subgroup	Subject	# of Cont. Enrolled Students	# of Cont. Enrolled Tested Students	95% of Cont. Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index	Level
[Insert here All Students group or the acct. subgroup that match SIRS data]	English Language Arts (ELA)											
	Math											
	Science											
	Weighted Average Achievement Index $\frac{\text{Sum of ELA, Math, and Science Performance Index Numerators}}{\text{Sum of ELA, Math, and Science Performance Index Denominators}} * 100$											

Note: “acct.” refers to “accountability” and “cont.” refers to “continuously”



Core Subject Performance Data

School Name:										
Accountability Subgroup	Subject	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index	Level
[Insert here All Students group or the accountability subgroup that match SIRS data]	ELA									
	Math									
	Science									
	Core Subject Performance Index <i>Sum of ELA, Math, and Science Performance Index Numerators</i> <i>Sum of ELA, Math, and Science Performance Index Denominators</i> * 100									



Student Growth Data

School Name:			
Accountability Subgroup	Subject	Student Growth Percentile	Growth Level
[Insert here All Students group or the accountability subgroup that match SIRS data]	ELA		
	Math		
	ELA/Math Combined		



ELP Data

Our Local Data

School Name:			
Student [Insert Student Data Below]	Individual Probability of Making Progress	Made Progress?	Years Identified as ELL
#			
#			
#			

Calculations using Local Data

	Formula	Calculation using Local Data
Benchmark	(Sum of Individual Probabilities) ÷ # of Enrolled ELLs	
Progress Rate	(Sum of Students who Made Progress) ÷ # of Enrolled ELLs	
Success Ratio	Progress Rate ÷ Benchmark	
ELP Level		



Attendance Data

School Name:							
Accountability Subgroup	# of Students Meeting Enrollment Criteria	# Level 1	# Level 2	# Level 3	# Level 4	Attendance Index	Attendance Level
[Insert here All Students group or the accountability subgroup that match SIRS data]							

High School (HS) Level

Accountability Indicator Calculations



What Do Our HS Data Say?

School Name:						
Accountability Subgroup	Weighted Average Achievement Level	Core Subject Performance Level	Grad Rate Level	ELP Level	Attendance Level	College, Career, and Civic Readiness (CCCR) Level
All Students						
Asian						
Black						
Economically Disadvantaged						
English Language Learners						
Hispanic						
Multiracial						
Native American						
Students with Disabilities						
White						



Weighted Average Achievement Data

School Name:										
Accountability Subgroup	Subject	# of Students in Cohort	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Performance Index (PI)	Level
[Insert here All Students group or the accountability subgroup that match SIRS data]	ELA									
	Math									
	Science									
	Social Studies									
	Weighted Average Achievement Index									
	$\frac{3(ELA\ PI) + 3(Math\ PI) + 2(Science\ PI) + 2(Social\ Studies\ PI)}{Sum\ of\ Subject\ PI\ Weights}$									



Core Subject Performance Data

School Name:

School Name:										
Accountability Subgroup	Subject	# of Tested Students in Cohort	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Performance Index (PI)	Level
[Insert here All Students group or the accountability subgroup that match SIRS data]	ELA									
	Math									
	Science									
	Social Studies									
	Core Subject Performance Index									
	$\frac{3(ELA\ PI) + 3(Math\ PI) + 2(Science\ PI) + 2(Social\ Studies\ PI)}{Sum\ of\ Subject\ PI\ Weights}$									



Graduation Rate Data

School Name:					
Accountability Subgroup	4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	Unweighted Average Graduation Rate	Graduation Rate Level
[Insert here All Students group or the accountability subgroup that match SIRS data]					



ELP Data

Our Local Data

School Name:			
Student [Insert Student Data Below]	Individual Probability of Making Progress	Made Progress?	Years Identified as ELL
#			
#			
#			

Calculations using Local Data

	Formula	Calculation using Local Data
Benchmark	(Sum of Individual Probabilities) ÷ # of Enrolled ELLs	
Progress Rate	(Sum of Students who Made Progress) ÷ # of Enrolled ELLs	
Success Ratio	Progress Rate ÷ Benchmark	
ELP Level		



Attendance Data

School Name:							
Accountability Subgroup	# of Students Meeting Enrollment Criteria	# Level 1	# Level 2	# Level 3	# Level 4	Attendance Index	Attendance Level
[Insert here All Students group or the accountability subgroup that match SIRS data]							



CCCR Data

School Name:

Accountability Subgroup	Readiness Measure*	Weight	# of Students	Numerator	Denominator	Index	Level
[Insert here All Students group or the accountability subgroup that match SIRS data]	Regents Diploma with Advanced Designation	2					
	Annual Regents Diploma with Seal of Biliteracy						
	Regents Diploma with CDOS Credential	1.5					
	Regents Diploma and High School Credit through AP Course						
	Local Diploma	1					
	Regents Diploma						
	High School Equivalency Diploma earned in one of previous two reporting years	0.5					
	No High School Diploma or High School Equivalency Diploma	0					
	CCCR						

*Note: Include applicable Readiness Measures with appropriate weights to the table. See CCCR Fact Sheet for the full list of Readiness Measures.



SECTION 3

Planning Next Steps

- **Support Model Identification Recommendations**
- **Accountability Level Recommendations**



Putting it All Together



Explore all data resources to find and understand trends



Utilize data for goal setting



Zoom in on areas of concern to ensure proper support

Support Model Identification Recommendations

**If our school and/or subgroup
is identified for...**

Any Support Model (including LSI Support Model)

The following recommendation(s) should be considered for continuous improvement planning:

Examine how the school's All Students group and subgroups are performing in relation to the indicator cut points

Compare ELA and math subject PIs for the Core Subject Performance indicator to identify any significant variation between the subjects

[Click here for Accountability Indicator Level Cut Points](#)

LSI:PTSI-1 (under the LSI Support Model)

The following recommendation(s) should be considered for continuous improvement planning:

Conduct a comprehensive root cause analysis to understand the underlying factors contributing to subgroup identification

Collect and analyze all relevant data associated with the identified subgroup

Develop and implement targeted strategies aimed at improving achievement in identified areas

LSI:PTSI-2 (under the LSI Support Model)

The following recommendation(s) should be considered for continuous improvement planning:

Compare current year data with prior year results to identify persistent areas of concern

Monitor progress closely, keeping in mind that if the subgroup meets the identification criteria again based on this year's data, it will be formally identified for TSI

Develop and implement targeted strategies aimed at improving achievement in identified areas

CSI, ATSI, TSI, or LSI:PTSI

The following recommendation(s) should be considered for continuous improvement planning:

For the English Language Learner (ELL) Subgroup

- [Multilingual Learner \(ML\) and ELL Program Quality Review and Reflective Protocol Toolkit](#): This toolkit strengthens the school quality review process for Multilingual Learner and ELL programs and services
- [Regional Bilingual Education Resource Network \(RBERN\)](#): The purpose of the RBERNs is to establish regionally-based resources to provide a coordinated system of high-quality technical assistance, training, information dissemination, and professional development to districts/school to improve their instructional programs and practices for ELLs

For the Students with Disabilities (SWD) Subgroup

- The [NYSED Educational Partnership](#) is a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities
- The Educational Partnership's mission is to support and empower educational organizations, families, and communities to improve equity, access, opportunities, and outcomes for all students with disabilities in New York State

Accountability Level Recommendations

If the All Students group or subgroup(s) receive the following accountability level...

Level 1 for Weighted Average Achievement and Level 2 for Core Subject Performance

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		

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		

The following recommendation(s) should be considered for continuous improvement planning:

Recognize that the Level 1 results fall within the bottom 10% statewide, signaling the need for targeted strategies within an improvement plan

Use Student Information Repository System (SIRS) 106 and 114 reports to examine participation rates, as low participation may be influencing overall performance

Identify and implement strategies to increase participation in statewide assessments

Analyze student-level results compared to the Weighted Average Achievement and Core Subject Performance indicator cut points to inform goal setting and progress monitoring

[Click here for Accountability Indicator Level Cut Points](#)

Level 3 or 4 for Weighted Average Achievement and Core Subject Performance and Level 1 for Graduation Rate

The following recommendation(s) should be considered for continuous improvement planning:

Analyze barriers preventing students from graduating on time

Consider support and programmatic modifications to boost graduation rates

As schools can be identified for CSI if the 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%, review SIRS 105 report to examine which students are graduating in each cohort

Level 1 for Weighted Average Achievement and Core Subject Performance and Level 3 or 4 for Graduation 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		



The following recommendation(s) should be considered for continuous improvement planning:

Recognize that this combination of results aligns with Scenario 2 for identification, indicating performance concerns that require targeted improvement efforts

Review student-level results in relation to the Weighted Average Achievement and Core Subject Performance indicator cut points to guide analysis, identify gaps, and set measurable goals

Examine local curriculum and grading policies to ensure they are fully aligned with the New York State Learning Standards and support consistent expectations for student learning

[Click here for Accountability Indicator Level Cut Points](#)

Level 1 or 2 for Attendance

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		

The following recommendation(s) should be considered for continuous improvement planning:

Recognize that earning a Level 1 on Attendance is one of the criteria that may contribute to identification

Use SIRS 113 report to review student-level attendance patterns in relation to the indicator cut points to inform analysis and goal setting

Develop targeted interventions for students whose attendance places them near the Level 1/Level 2 threshold

Examine the effectiveness of current programs in meeting students' holistic needs, particularly supports related to mental health, family engagement, and wraparound services

[Click here for Accountability Indicator Level Cut Points](#)

Level 1 or 2 for ELP

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		

The following recommendation(s) should be considered for continuous improvement planning:

Recognize that earning a Level 1 on the ELP indicator is one of the criteria that may contribute to identification

Analyze trends and needs across all ELP performance levels to determine programmatic strengths and gaps

Use student-level data from the SIRS 113 report to identify specific areas of need and the expected growth required to demonstrate annual progress in the upcoming school year

Level 1 for CCCR

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		

The following recommendation(s) should be considered for continuous improvement planning:

Recognize that earning a Level 1 on the CCCR indicator is one of the criteria that may contribute to identification

Examine barriers that limit students' access to or completion of CCCR-aligned credentials

Identify and maximize opportunities such as coursework, programs, and pathways that support students in earning credentials

Verify the accuracy of the SIRS 108 report data, including ensuring that students assigned a weight of "0" are reported correctly and that students who have dropped out but have earned a High School Equivalency diploma have contributed positively to the CCCR Index

Level 1 for Student Growth

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	

The following recommendation(s) should be considered for continuous improvement planning:

Recognize that earning a Level 1 for Student Growth falls within Scenario 2 for potential identification

Use SIRS 112 report data to understand the narrative that the growth results tell about student learning

Clarify how the ELA and math Growth Indices differ and what each reveals about student trajectories

Compare growth rates across subgroups and grade levels, analyzing root causes for any discrepancies

Identify student growth data that were unexpected or concerning (“red flags”) and investigate underlying factors

For students who demonstrated low growth last year and are still enrolled this year, examine current growth patterns and reflect on support needed to accelerate progress

Additional Resources

School and District Accountability Resources and Data



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

- Fact sheets
- Webinars
- Links to additional resources (MIPs, LTGs, cut points)

Continuous Improvement



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

- Additional resources and supports for identified schools and districts

Accountability SIRS Report Information



<https://www.nysed.gov/information-reporting-services/level-2-reporting-l2rpt-system-resources-and-information>

- SIRS report guides

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