

WHAT YOU NEED TO KNOW ABOUT SUPPORT MODEL IDENTIFICATIONS



Every year, New York State is federally required to identify the appropriate support model for every school serving Grades K–12. Support model identifications are based on multiple measures, including various assessment results and other indicators of student achievement. The Local Support and Improvement (LSI), Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI), and Comprehensive Support and Improvement (CSI) support models form a scaffolded continuum that ranges from least intensive to most intensive levels of state and district support. Here is what you need to know about New York's accountability system.

Features of Accountability Support Model Identification

Purpose of Accountability

The New York State ESSA accountability system has been thoughtfully designed to ensure every student has access to a range of educational opportunities and services to help them reach their fullest potential. This commitment aligns with the overarching goal of preparing our students for future success.



Multiple Measures of Data

An important aspect of the accountability system is its focus on using multiple measures to identify the specific needs of subgroups, schools, and districts. By applying these measures, we can effectively identify areas that would benefit from additional support to address unique challenges and to create opportunities for growth.

Support Model Types

Under federal regulation, the accountability system is designed to identify schools for the least to most intensive level of state, district, and local support using identification criteria based on student assessment results combined with other accountability indicators.



Continuous Improvement

Regardless of support model, all schools and districts have the benefit of receiving detailed, state-provided data to assist in their efforts to identify areas of strengths and need, and set goals for school improvement planning.

Resources and Partnership

Accountability support model identification ensures that resources are allocated equitably and helps the State, districts, and local partners work together toward the shared goal of student achievement.



Myths and Facts about Accountability Support Model Identification

MYTH VS FACT

"Schools identified for additional support are poor quality schools."



Although schools identified for additional support (TSI, ATSI, or CSI) have targeted areas that need attention, they also have areas that are strengths.

"The State wants to close my school down."



The goal of accountability is not to shut down schools but to boost student achievement. With state, district, and local partnership, schools can boost achievement and overall success.

"Identification for additional support is a bad thing."



Identification for additional support is an opportunity to combine efforts, develop partnerships, and gain access to additional resources and support to help pinpoint areas where a school has found success and areas that need focused attention.

"We aren't identified for additional support, so we don't need to think about accountability outcomes."



While schools identified for LSI have no required actions, they should use all available data, including state accountability data and local data, for continuous improvement to benefit all students.

Want to know more?

For more tools and resources about the New York State ESSA Accountability System, visit the NYSED School and District Accountability Resources and Data website.



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

To learn more about resources and supports for identified schools and districts, visit the NYSED Office of Accountability's Continuous Improvement website.



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