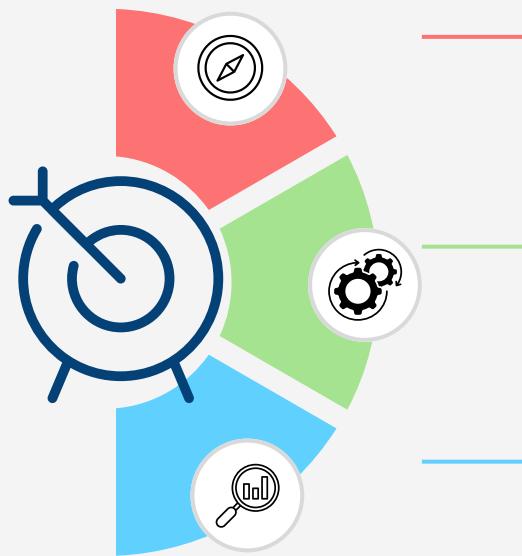


DEMONSTRABLE IMPROVEMENT INDICATORS

The Receivership Support Model Fact Sheet Series, developed by the NYSED Office of Innovation and School Reform (OISR), is designed to help school and district leaders understand what it means to be a school identified for the Receivership support model. This fact sheet provides a general overview of Demonstrable Improvement (DI) Indicators.

What are DI Indicators (DIIs)?

DIIs are specific, measurable benchmarks established collaboratively with NYSED and the district that are used to assess whether schools participating in the Receivership support model have made sufficient progress. DIIs help define what improvement looks like and how it connects to the school's plan for sustainable change, aligning three central elements:



Purpose

Defines success and prioritizes improvement areas grounded in a needs assessment process

Function

Guides planning, implementation, and evaluation

Outcome

Focuses on continuous improvement to increase student achievement and the overall learning experience

How are DI Indicators (DIIs) Selected and Measured?

For each school, 10 DIIs are either assigned or selected through a collaborative process between the State and district.

Assigned DIIs (Level 1)



Assigned DIIs are ESSA-based indicators that caused a school to be identified at the All Students group for Comprehensive Support and Improvement (CSI).

- Up to seven indicators are assigned at the elementary/middle level.
- Up to eight indicators are assigned at the high school level.

Examples: English language arts, Math, and Science Performance Index for the All Students group, Graduation Rate at the high school level for the All Students group

Selected DIIs (Level 2)



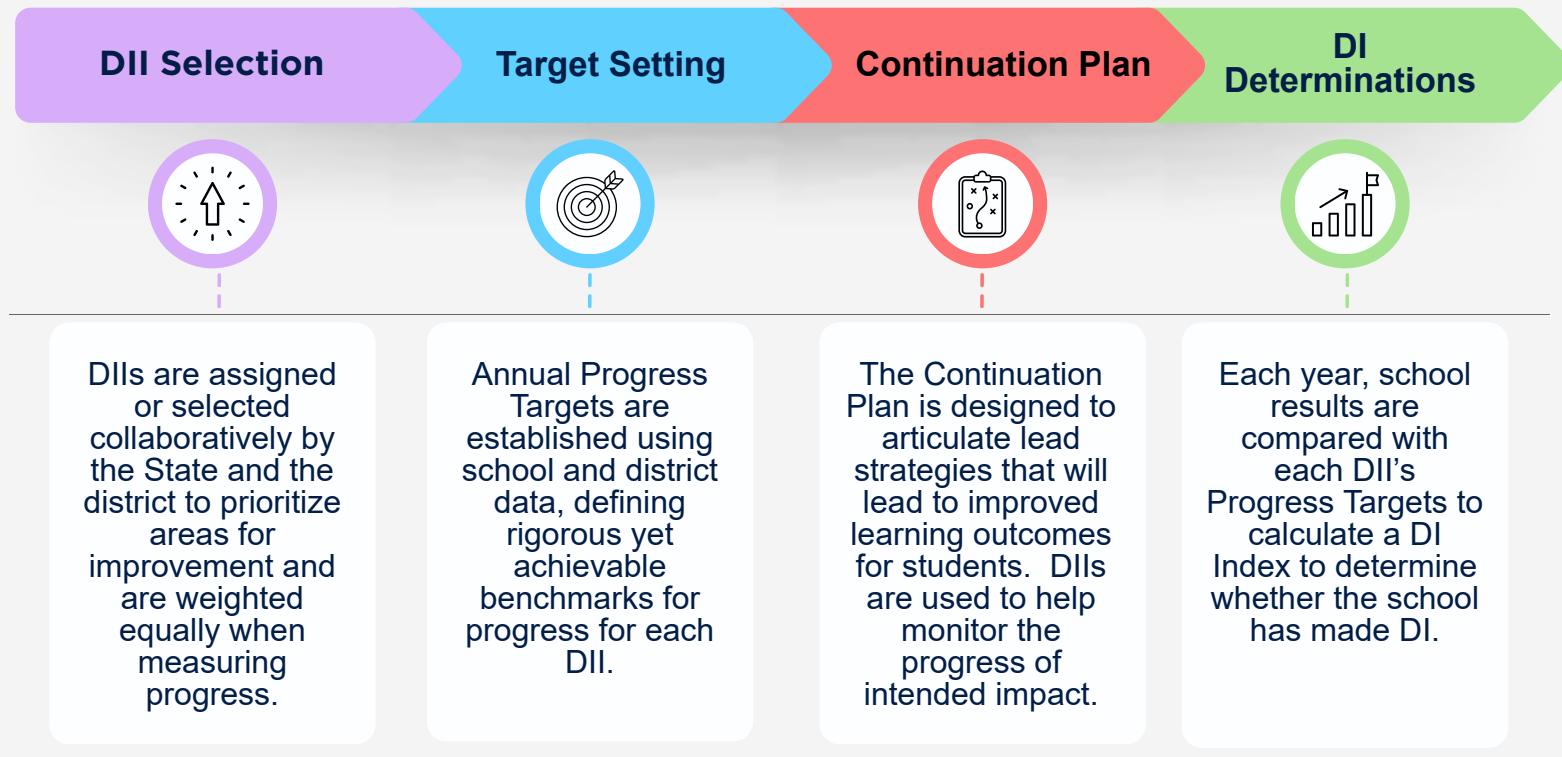
Through a needs assessment process, selected DIIs are based on:

- The performance of the Students with Disabilities and/or English Language Learner subgroups on indicators used in ESSA accountability determinations
- The performance of the All Students group on non-ESSA based indicators
- School- or context-specific local indicators

Examples: Math Performance Index for the Students with Disabilities subgroup, survey-based measure of school safety

How are DII Selected and Measured? (Cont'd)

For each assigned or selected DII, the school's historical performance, such as test scores and graduation rates for the school year, serves as the baseline for measuring whether annual Progress Targets are met using the following general process:



Making DI shows progress toward exiting the CSI support model, but it does not result in a school's exit from Receivership. To exit Receivership, a school must meet the exit criteria to exit the CSI support model.

Resources to Learn More about Receivership

Click on each resource to learn more about Receivership.



[What is Receivership? Fact Sheet](#)



[OISR Website](#)



[Identification and DI Determinations Fact Sheet](#)



[Questions? Email OISR.](#)



[Receivership Planning and Supports Fact Sheet](#)

Resources to Learn More about New York State's Accountability System under ESSA

Click on each resource to learn more about New York State's Accountability System and NYSED resources and supports for schools and districts.



[NYSED Office of Accountability](#)



[NYSED Continuous Improvement](#)