Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023–2024 Accountability Statuses Based on 2022–2023 Results

New York State Education Department

Office of Accountability

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Introduction

After a two-year pause of the accountability system in the 2019-2020 and 2020-2021 school years due to the impact of the COVID-19 pandemic, the New York State Education Department (NYSED or "the Department") submitted to the United States Department of Education (USDE) a "2021 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency" (ESSA Accountability State Plan Addendum) on August 29, 2022. The purpose of the submission was to receive approval to restart an amended accountability system based on results from the 2021-2022 school year and to make school identifications and status exit determinations in fall 2022. On September 26, 2022, USDE approved amendments to the New York State Consolidated State Plan pursuant to the Elementary and Secondary Education Act (ESEA). In accordance with the approved ESSA Accountability State Plan Addendum, New York State restarted the accountability system in the 2022-2023 school year based on results from the 2021-2022 school year.

Following consultation with educational experts and extensive stakeholder input, NYSED submitted to USDE further proposed amendments to the accountability section of the New York State Consolidated State Plan. These proposed amendments would allow the Department to implement a two-year Rebuild Phase that establishes in advance the transitional accountability rules that will be used to make determinations based on 2022-2023 and 2023-2024 school year data. On September 8, 2023, the proposed amendments were approved by USDE. Beyond the Rebuild Phase, the Department intends to collaborate with stakeholders to reimagine the accountability system and promote continuous improvement in all district and schools under the principles of reliability, transparency, and explainability.

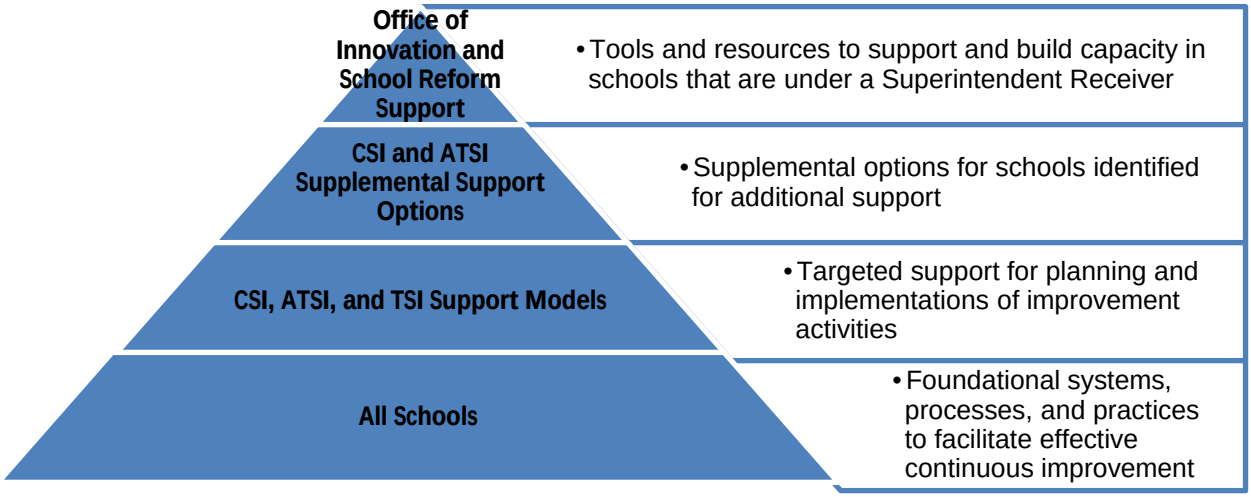
The table below shows which school year results are used for calculating accountability status determinations starting from the 2018-2019 school year through the 2025-2026 school year. Unless otherwise noted, schools are identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) every three years, and schools are identified for Targeted Support and Improvement (TSI) annually. In the 2023-2024 school year, schools identified in the 2022-2023 school year can be eligible to exit based on one year of school year; results thereafter, schools can be eligible to exit based on two consecutive years of school year results.

Accountability Status Determinations Overview

School Year (SY)	Accountability Support Model	Identification Based on the Following SY Results	Removal Based on the Following SY Results
2018-2019 SY	TSI	2016-2017 and 2017	

2024–2025 SY	TSI	2022–2023 and 2023–2024 SY Results	No Removal
	CSI or ATSI	No New Identifications	
2025–2026 SY	TSI	2023–2024 and 2024–2025 SY Results	2023–2024 and 2024–2025 SY Results
	CSI or ATSI	2024–2025 SY Results	

Under the determined accountability support models, NYSED has developed tools and resources to support and build capacity around continuous improvement for all schools. This figure below shows the multiple entry points that support models provide for flexible, adaptable practices that promote sustainable structures around improvement planning and monitoring impact.



This document provides answers to questions about the New York State Accountability System that will be implemented beginning with the 2023–2024 school year using 2022–2023 school year results under ESSA. Unless stated otherwise, the term "school" refers to public schools registered by the New York State Board of Regents and public charter schools.

Note: This document is based upon the provisions of Section 100.21 of the Regulations of the Commissioner of Education that were adopted by the Board of Regents as an emergency action in September 2023. In January 2024, the Board of Regents is scheduled to consider taking action to permanently adopt these emergency amendments.

Accountability Statuses

1. What are the school accountability statuses under the Everyone Student Succeeds Act (ESSA)?

School identified for Local Support and Improvement (LSI), School identified for Targeted Support and Improvement (TSI), School identified for Local Support and Improvement-Potential TSI (LSI:PTSI), School identified for Additional Targeted Support and Improvement (ATSI), and School identified for Comprehensive Support and Improvement (CSI).

2. What are the district accountability statuses under ESSA?

District identified for LSI, LSI Potential Target District, and Target District.

3. How often are these statuses determined?

Target Districts and schools identified for TSI are identified annually. Schools identified for CSI and for ATSI are identified every three years. Schools identified for TSI that consistently fail to show improvement for the subgroup(s) for which the schools were identified for TSI will be identified for CSI. For example, based on 2024–2025 school year results, schools that were initially identified for TSI based upon 2017–2018 school year results that have consistently failed to show improvement for the subgroup(s) for which the schools were identified for TSI will be identified for ATSI in the years that ATSI determinations are made.

Schools will next be identified for CSI or ATSI in the 2025–2026 school year based o5 1.007 Tc 0.053 Tw 07o55 (c)

and were not used to make accountability determinations. Beginning with 2022–2023 school year results, Student Growth and CCCR indicators will be computed and available in the Student Information and Reporting System (SIRS) Level 2 verification reports for informational purposes (see Appendix). The Academic Progress indicator that had been part of the original ESSA accountability system will continue to not be computed in the 2023–2024 school year using 2022–2023 school year results and thus, will not be used to make accountability determinations. In accordance with USDE directives, members of the 2019 high school accountability cohort whose only assessment record for a subject is an exemption from the 2019–2020 school year spring administration for a Regents examination, approved alternative, or New York State Alternative Assessment (NYSAA) are exempt from being counted as "not tested." Consequently, for 2022–2023 school year results, high school performance is computed using a Weighted Average Achievement Index that is based on results for cohort accountability members and a Core Subject Performance Index that is computed based on results only for those accountability cohort members who have taken a Regents examination, approved alternative, or NYSAA in the subject.

5. What is an accountability subgroup?

- Be

7	Level 2	Level 1	Level 2	Both Not Level 3 or 4**

Note: The accountability status for schools that do not have a Weighted Average Achievement Level and schools with a Weighted Level 1 that do not have a level assigned to the Core Subject Performance, ELP, and/or Chronic Absenteeism indicators will be determined using a separate ESSA assessment process.

* "None" means the school does not have sufficient results for English language learners (30 results) to assign an accountability level for the ELP indicator.

** If both ELP and Chronic Absenteeism are Levels 3 or 4, the subgroup will not be identified using this scenario

Note: A school identified for graduation rate (method 1) can also be identified based on scenarios (method 2).

7. How is a school identified for

the same scenarios used to identify schools for CSI. Schools will not be newly identified for ATSI in the 2025–2026 school year based on 2024–2025 school year results. But if the All Students group is removed from the CSI support model and another subgroup remains identified for ATSI, the school becomes a school identified for ATSI. See the example below using subgroups in a hypothetical School A:

Accountability Subgroups in

The table below shows a summary of Target District Identification Criteria:

2022–2023 SY Accountability Status for District	2023–2024 SY District Identification Criteria	2023–2024 SY Subgroup Made Progress	2023–2024 SY Determination for Identified Subgroups	2023–2024 SY Accountability Status for District
LSI	Does not include a school identified for CSI, ATSI, TSI	n/a	LSI	LSI
	Includes a school identified for Potential TSI or any district subgroup meets Scenario 1 for the first time in the Elementary/Middle or High School Scenario table		LSI Potential Target District (PTD)	
	Includes a school identified for CSI, ATSI, or TSI, or any district subgroup meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table		CSI, ATSI, or TSI	Target District
Target District	Does not include a school identified for CSI, ATSI, TSI	n/a	LSI	LSI
	Includes a school that is identified for Potential TSI or district subgroup meets Scenario 1 in the Elementary/Middle or High School Scenario table	n/a	LSI: PTD	
	Includes a school identified for CSI, ATSI, or TSI, or any district subgroup meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table	No	CSI, ATSI, or TSI	Target District

Districts may petition the Commissioner not to identify a preliminarily identified district if the district believes that there are extenuating or extraordinary circumstances that warrant the district not being identified for LSI: Potential Target District or Target District. Following review of any appeals, the Commissioner makes a final determination regarding the status of preliminarily identified districts.

13. How can a school be removed from identification for CSI, ATSI, or TSI?

CSI or ATSI Removal Criteria: To be removed from the CSI or ATSI support model, the A.1 (C4.1 (S)0.6a)-3.2 (S)9.42

Indicators Used to Make Accountability Determinations

16. How are a Weighted Average Achievement Level and a Core Subject Performance Level determined at the elementary/middle level?

As approved by the United States Department of Education (USDE), the Science Achievement Ind

Weighted Average
Achievement Level Assignment

Rank	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle Level
Weighted Average Achievement Level

School	Rank	Rank Range	Weighted Average Achievement Index Level
School J	1	10% or less	

Example of Elementary/Middle Level Core Subject Performance Index

Subject	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Performance Index
ELA	95	25	20	30	20	130	95	137
Math	100	10	30	40	20	160	100	160
Core Subject Performance Index	195	35	50	70	40	290	195	**149**

Step 6: Rank order schools by their Core Subject Performance Index from Step 5. In the example in Step 5, the Core Subject Performance Index for this school is 149. In the sample below, we call this school "School T." If NYS had 20 schools, Schools A through T, with Core Subject Performance Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

Example of Elementary/Middle Level Core Subject Performance Index Ranking

School	Core Subject Performance Index	Rank
School J	28	1
School S	86	2
School D	99	3
School F	110	4
School G	110	5
School B	115	6
School A	125	7
School C	140	8
School R	140	9
School T	**149**	**10**
School N	160	11
School O	168	12
School I	170	13
School L	188	14
School Q	190	15
School K	190	16
School H	215	17
School E	220	18
School M	240	19
School P	240	20

Step 7: Assign a **Level** based on where the school fell in the rank and the table below

If more than one exam is taken in the same grade/subject in the same reporting year, the following hierarchy is used to determine which results will be used when calculating the Weighted Average Achievement and Core Subject Performance Index:

- **ELA:** 1) NYSTP, 2) NYSAA
- **Math:** 1) NYSTP, 2) Regents exam, 3) NYSAA

Example of High School Level Weighted Average Achievement Index

Subject	PI	Weight	Weighted Value	Weighted Average Achievement Index
ELA	129	3	(195 × 3) = 414	1243 ÷ 8 = 155
Math	161	3	(161 × 3) = 483	
Science	173	2	(173 × 2) = 346	
		Denominator = 8	Numerator = 1243	**155**

If a school does not have sufficient results to compute a Performance Index for one or more of the subjects, the denominator is the sum of the weights for the subjects for which a Performance Index was computed For example, the denominator would be 6 if the school had Performance Indices

Weighted Average
Achievement Level Assignment

Rank	Level
10% orless	

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Studies (CDOS) Commencement Credential or a Skills and Achievement Commencement Credential. Students who transfer to another school, are incarcerated, leave the country, or die are excluded.

Step 1: The **Graduation Rate**

Step 3: Rank schools based on their Unweighted Graduation Rate from Step 2. In the example in Step 1, the Unweighted Average Graduation Rate for this school is 70.7%. In the sample below, we call this school "School T." If NYS had 20 schools, Schools A through T, with their Unweighted Average Graduation Rates ranging from 65% to 91.3%, School T would be ranked 4th, as indicated in the example below.

Example of High School Level
Unweighted Average Graduation Rate Ranking

School	Unweighted Average Graduation Rate	Rank
School J	65.0	1
School P	67.3	2
School O	70.3	3

School	Rank	Rank Range

details annual progress applicable to a student in their 2nd year of identification as an ELL. In this example, the initial year and prior year ELP performance levels represent the same data point, and the current year ELP performance level quartile is used to determine annual progress.

Example 1: Student in 2nd Year of Identification as ELL
Initial ELP Performance Level of Emerging[4]

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial					X												
Current										X							

In the above Example 1, a 2nd year ELL student showed 1.25 progress points of growth between their current and initial year. Based on the Progress Targets Matrix, the New York State Education Department (NYSED or "the Department") expects a 2nd Year ELL whose initial level is Emerging to show 1.25 points of annual progress; this student meets the Annual Progress Criteria and meets annual progress.

In Example 2 below, a 4th year ELL student showed 0.75 progress points of growth between their current and previous year. Based on the Progress Targets Matrix, the Department expects a 4th Year ELL whose initial level is Emerging to show 0.75 points of annual progress; this student meets the Annual Progress Criteria and meets annual progress. That this student did not meet the Annual Progress Criteria in Year 3, where the expectation based on the Progress Targets Matrix was 1

Example: Student A has an initial level of Emerging and does not have a level for Year 2 but does for Year 3. Method 2 yearly progress points cannot be determined because the student does not have a previous year level. However, Student A may be determined to have made progress using either Method 1 (Exit ELL Status) or Method 3 (Safe Harbor).

3) For a student identified as ELL for two or more years and who is only missing an initial year ELP level, Method 1 is used. For a student identified for five or more years and who is missing an initial ELP level, Method 2 may be used.

Example: Student B has been identified as an ELL for 5 years. The student is missing an initial year level but was identified as Transitioning in the previous year. Student B may make progress if the student achieves 0.75 progress points. In contrast, if Student B were identified as ELL between two and four years, Method 2 would not apply because the student does not have an initial level.

Step 2: Determine the **Progress Rate** by first summing the number of continuously enrolled students who made Sufficient Progress through either Methods 1, 2, 3 and then dividing by the number of continuously enrolled tested students.

In the example below, 0.5 represents the Progress Rate for this sample of students, as 5 of 10 ELLs made sufficient progress.

Example of Progress Rate Calculation

Student	ELP Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress
1	Entering	2	Yes
2	Entering	2	Yes
3	Entering	2	Yes
4	Entering	2	Yes
5	Entering	2	No
6	Entering	2	No
7	Entering	3	Yes

Example Probability that ELL Students Tested on the NYSESLAT Demonstrate Sufficient Progress[9]

who exit ELL status in their 1st year makes the Progress Rate 0.56 (4.50/8, where 4.50 is the Weighted Progress and 8 is the number of continuously enrolled students).

Example of Year 1 ELL Students

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Benchmark: Probability of Meeting Progress	Made Sufficient Progress	Weighted Progress [Weights for students making progress]

Example of Chronic Absenteeism Rate Ranking

School	Chronic Absenteeism Rate	Rank
School J	65.0%	1
School P	58.4%	2
School O	51.0%	3
School T	**45.6%**	**4**
School D	40.5%	5
School S	39.3%	6
School K	37.4%	7
School B	33.9%	7
School R	31.0%	9
School N	29.2%	10
School L	24.6%	11
School C	24.1%	12
School E	21.0%	13
School I	21.0%	13
School A	17.5%	15
School M	15.6%	16
School F	14.0%	17
School G	11.3%	18
School Q	6.1%	19
School H	3.0%	20

Step 3: Assign a **Chronic Absenteeism Level** based on the range where the school fell in rank according to the table below.

Chronic Absenteeism Level Assignmen

School	Rank	Rank Range	Chronic Absenteeism Level
School C	12	50.1 to 75%	3

Number of Records Required for a School/District to be Accountable for a Subgroup	
	Group Size: If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math, and s subgroup and used for accountability status determinations. **Small Group Size:** If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math and s **AND** cohort, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations. **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
Indicator	**Graduation Rate**

Number of Records Required for a School/District to be Accountable for a Subgroup	
Application	**Former ELLs:** Former ELLs are added to the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs. **Former Students with Disabilities:** Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the **Group Size:** If the number of students in the Chronic Absenteeism cohort for a subgroup is 30, a Chronic Absenteeism Rate is determined for that subgroup and is used to make accountability status determinations **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
Indicator	**Elementary/Middle Participation Rate**
Student Cohort	Students enrolled during the testing period for Elementary/Middle-level ELA and Math
N-Size	40
Application	Elementary/Middle **ELA and** Elementary/Middle **Math Participation Rates are calculated separately.** If the number of students enrolled during the test administration period in the current report year in a subgroup is 40, a participation rate is calculated for the subgroup. If the number of students enrolled during the test administration period in the current reporting year in the subgroup is <40, no participation rate is calculated for the subgroup.
Indicator	**High School Participation Rate**

For high school indicators that use cohorts, a student who's last enrollment record indicated that the student was a student with a disability is included in the Students with Disabilities accountability subgroup. Former students with disabilities are added to the Students with Disabilities subgroup if the num stshe s714 Tc[([(0)-t-9001bwp)]TJ 2 ((u)-07eT5i1 (t)1(p)]T)ilit2 (w)9 (8 (e)-6 (-ro)6h.7eT5i1 (wp)]86. Tc 0-

Assessment	Level	Score
Approved Alternatives to Regents English, Math, & Science	Level 4 Level 3 Level 1	Highest Score Pass but not highest score Fail
Regents Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, & Physical Setting/Physics	Level 4 Level 3 Level 2 Level 1	85–100 65–84 55–64 0–54
NYSAA (ELA, Math, and Science—High School Level)	Level 4 Level 3 Level 2 Level 1	Level 4 Level 3 Level 2 Level 1

Note: A performance level is not assigned to records for which an exemption was granted to an administration of the Regents examinations, Regents Alternatives, or NYSAA examinations.

29. How are students who enter New York State schools after Grade 10 included in the accountability calculations?

For the 2023–2024 and 2024–2025 school years (using 2022–2023 and 2023–2024 school year data, respectively), while social studies will not be included in the calculations in determining the Weighted Average Achievement and Core Subject Performance •s s

Grades 3–8 ELA or math assessment, a Regents math exam taken in lieu of a grade 6, 7, or 8 math assessment, the New York State Alternate Assessment (for eligible students with disabilities), or the New York State English as a Second Language Achievement Test (for English language learners who have been enrolled in U.S. school for less than one year). Medically excused students are excluded from both the numerator and the denominator at the elementary/middle level.

High School Level: At the high school level, the denominator is the number of 12th graders. The numerator at the high school level is the number of students in the denominator with a valid score on a Regents ELA or math examination.

35. How are students who move into and out of New York State because they are children of parents or guardians in the military, Military Interstate Compact (MIC) students, included in the accountability system?

MIC students are students of military families transferring from other states to the State. To fulfill the testing requirement at the high school level in ELA, mathematics, science, and social studies, these students may use:

1) exit or end-of-course exams required for graduation in the sending state;
2) national norm referenced achievement tests taken by the student in the sending state; and/or
3) alternative end-of-course local exams for courses in which a culminating exam would typically be required for graduation.

MIC students who are reported with a MIC ELA, MIC math, MIC science, and/or MIC social studies Assessment Measure Code in SIRS will be counted as tested for ELA and math participation and as Level 3 for Weighted Average Achievement and Core Subject Performance Index.

Definitions of Terms Used in the Accountability System

Additional Targeted Support and Improvement (ATSI): Per the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) in the 2018–2019 school year who remained identified for the same subgroup(s) for which the school was identified based on the 2021–2022 school year results and which were not newly identified for Comprehensive Support and Improvement (CSI) are identified for ATSI. These schools were previously in Priority or Focus school status under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and had a history of low performance requiring them to be identified for ATSI. Additionally, schools that were identified for TSI in the 2020–2021 school year that remain identified for TSI based on the 2021–2022 school year results were identified for ATSI for the 2022–2023 school year.

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the program before the end of the third school year after the school year in which they first entered Grade 9 without having earned a high school equivalency diploma without entering a program leading to a high school diploma is included in the cohort.

The following students ARE NOT included in the school accountability cohort:

- students whose last regular enrollment record indicates that the student transferred to another high school or alternative high school equivalency preparation program or to homebound instruction (Ending Enrollment codes: 153, 170, 204, 221, 223, 228, 5927, and 5938);
- students for which the public school or school district has provided evidence of enrollment in a high school equivalency preparation program (Ending Enrollment code 1089);
- (En280.7 (d)-0.7 (i)-3.3 (n)-0.7 (g E)-5.1 (n)-0.8 (r)-2.8 (o)-9.6 (l)-3.2 (l)7.6 (m)-9.4 (;)-7lcy codes:

Data for these cohorts are captured as of June 30 of the fourth, fifth, and sixth school year (respectively) after the school year in which the cohort first entered grade 9.

Economically Disadvantaged: Students who participate in, or whose family participates in, economic assistance programs, such as the Free or Reduced Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit

Targeted Support and Improvement (TSI): Schools identified for TSI are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black, or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for two consecutive years. See Question 7 for more details. Schools may be removed from TSI preliminary identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Transfer High School: A transfer high school is:

- a high school in which most students upon their first enrollment in the high school had previously attended Grade 9 or higher in another high school; OR
- a high school in which most students attained age 16 or higher in the year in which the students first entered Grade 9; OR
- a school in which more than 50% of currently enrolled students are English Language Learners as defined in Part 154 of Commissioner's Regulations who have attended school in the 50 states of the United States of America (excluding Puerto Rico) and the District of Columbia for less than three years.

Valid Test Score: A score earned by a student on a state assessment or approved alternative. Students who are absent, refuse to take the test, experience an administrative error when the test is given, or are medically excused do not receive valid test scores on assessments. All other tested students should be assigned a valid test score.

White: A student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.

credit for students who demonstrate higher levels of readiness as well as partial credit for students who complete a High School Equivalency certificate. The formula for computing the CCCR Index is as follows:

Readiness Measures	Weight
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (Included in numerator but not denominator) CDOS Credential	0.5
None of the above	0

Step 1: Rank schools based on their CCCR Index. In the example below, the CCCR Index for School C is 167.8. If New York State (NYS) had 20 schools, Schools A through T, with CCCR Index ranging from 65 to 196.3, School C would be ranked 12.

Example of CCCR Index Ranking

School	CCCR Index	Rank
School J	65.0	1
School P	94.4	2
School O	101.5	3
School T	123.7	4
School D	130.0	5
School S	135.2	6
School K	143.3	7
School B	150.8	8
School R	155.0	9
School N	162.1	10
School L	166.0	11
School C	**167.8**	**12**
School E	169.2	13
School I	171.5	14
School A	174.9	15
School M	181.9	16
School F	182.6	17
School G	189.5	18
School Q	193.2	19
School H	196.3	20

Step 2: Assign a CCCR Index Level based on where the school's rank fell in the table below. In the case of School C, the rank is within the 50.1 to 75% range compared to the other 19 schools, so School C would receive a Level 3, as indicated below.

CCCR Index Level Assignment

Rank	Level

Example of CCCR Index Level

School	Rank	Rank Range	CCCR Index Level