

Reimagine Phase of the Accountability System: Regulatory Amendments Proposal

Presentation to the NYS Board of Regents
February 2025



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Reimagining- Guided by Values

Reliability



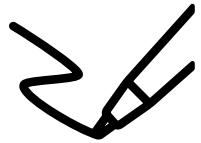
Transparency



Explainability



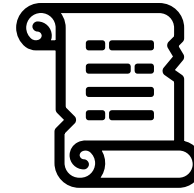
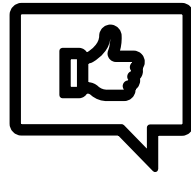
Reimagine System Journey



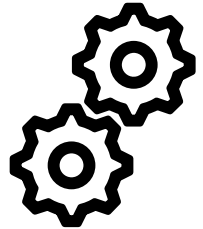
August 2024
Revised
Consolidated New
York State Plan
Under ESSA



January 2025
USED Approved
Amendment



February 2025
Proposed Revisions to
Commissioner's
Regulations 100.21
and 100.19



March 2025
Distribute Tools and
Resources



Support Model Language

Pre-Pandemic System	Reimagine Phase
<ul style="list-style-type: none"> • “Comprehensive Support and Improvement (CSI) school” • “Additional Targeted Support and Improvement (ATSI) school” <ul style="list-style-type: none"> • “Targeted Support and Improvement (TSI) school” 	<ul style="list-style-type: none"> • “School identified for CSI” • “School identified for ATSI” • “School identified for TSI”
<p>“Good Standing”</p>	<p>“School identified for Local Support and Improvement (LSI)”</p> <p>“District identified for LSI”</p>
<p>“Accountability status/designation”</p>	<p>“Accountability determination/support model”</p>

Definitions

Minimum n-Size

- Modified from 30 to 20 to allow for more subgroup representation

Out of School Suspension Rate

- Deleted to direct focus on revised accountability measures

State Measures of Interim Progress (MIPs)

- Established for each subgroup annually with updated baselines

School and District MIPs

- Deleted to focus on static cut points for indicator and State MIPs for targeted goals

Target Districts

- District with one or more schools identified for CSI, ATSI, or TSI (no longer also based on district-level subgroup performance)

Changes to the Indicators

Indicator	Level	Proposed Change(s) for Reimagine Phase 1
Weighted Average Achievement	EM	<ul style="list-style-type: none"> Reintroduce science to calculations.
	HS	<ul style="list-style-type: none"> Reintroduce social studies to calculations, weighted equally with science.
Core Subject Performance	EM	<ul style="list-style-type: none"> Reintroduce science to calculations. Assign Accountability Indicator Levels using static cut points.
	HS	<ul style="list-style-type: none"> Reintroduce social studies to calculations, weighted equally with science. Assign Accountability Indicator Levels using static cut points.
Growth	EM	<ul style="list-style-type: none"> Reintroduce as accountability indicator. Calculate Mean Growth Percentiles (MGPs) using one year of Student Growth Percentiles (SGPs).
CCCR	HS	<ul style="list-style-type: none"> Reintroduce as accountability indicator.
Attendance	EM	<ul style="list-style-type: none"> Replace Chronic Absenteeism indicator with Attendance indicator.
	HS	

Reintroduce Indicators

EM Growth Indicator

- Introduced as an accountability indicator; provided for informational purposes during the Rebuild Phase.
- Maintain the usage of a single year of student growth data.
- Assign a Growth level based on static cut points.

HS College, Career and Civic Readiness (CCCR) Indicator

- Introduced as an accountability indicator; provided for informational purposes during the Rebuild Phase.
- Updated list of measures in calculating the CCCR index.
- Assign a CCCR level based on rank-based cut points.

New Attendance Indicator

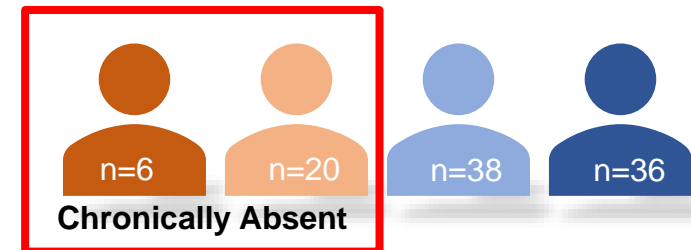
Reimagine Phase 1: Attendance for All

- To be included, a student must be enrolled for 30 instructional days or more and attend at least 1 day.
- All students are assigned an attendance level based on rate of attendance.
- Focus on improved attendance for all students.
- Accountability Levels assigned using static cut points.

Attendance Index:

$$\frac{(\# \text{ Level 2} \times 1) + (\# \text{ Level 3} \times 2) + (\# \text{ Level 4} \times 2.5)}{\# \text{ students cumulatively enrolled 30+ days}} \times 100$$

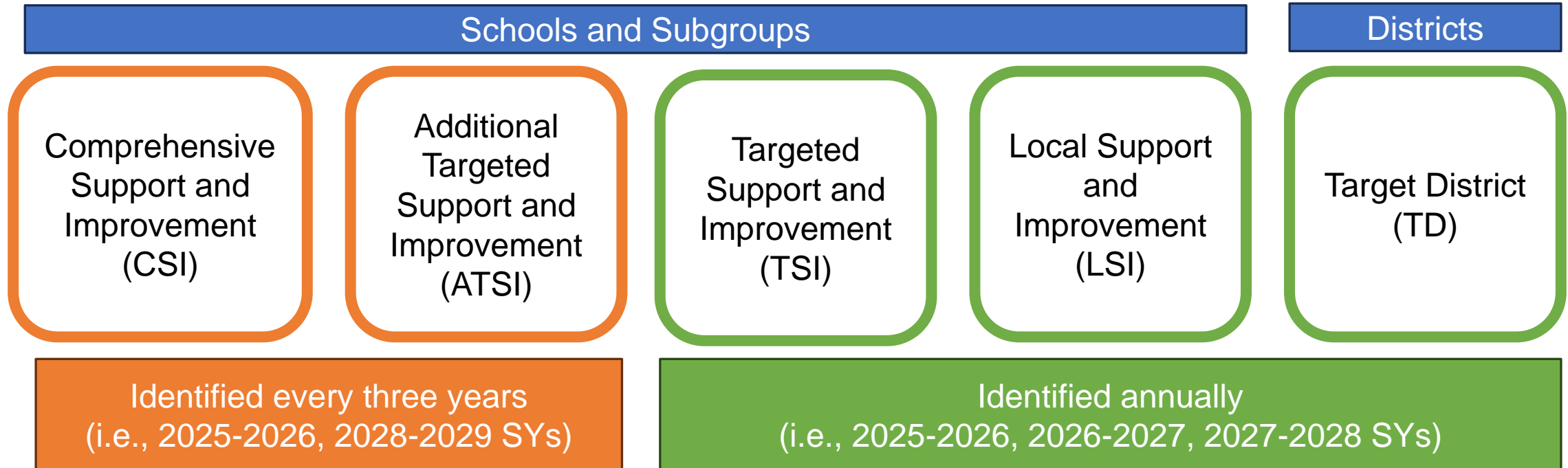
n=100 cumulatively enrolled 30+ days



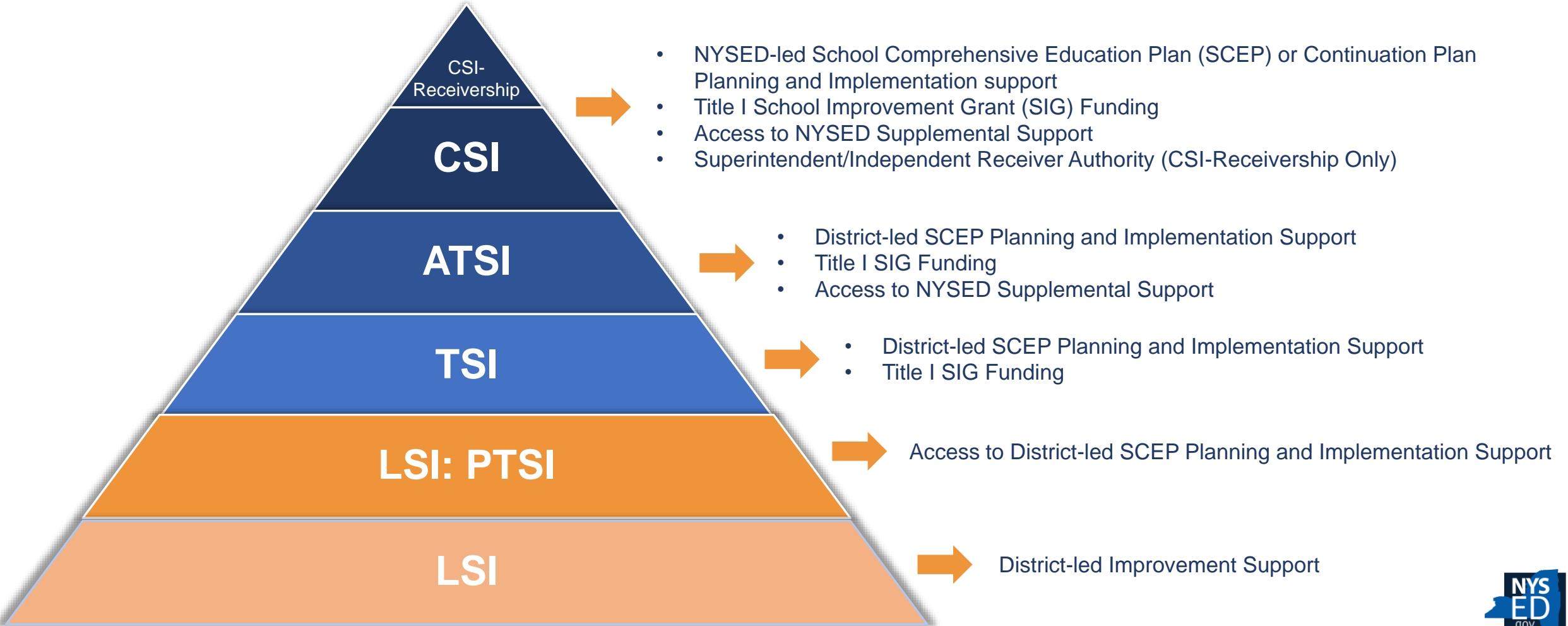
% Days Attended



Identification for Support



Scaffolded Support



Removal from Support Models


Subgroups, schools, and districts can exit additional support and transition to Local Support and Improvement (LSI) if they meet exit criteria in the second school year after initial identification or any school year thereafter.

CSI / ATSI Exit Criteria	TSI Exit Criteria	Target District Exit Criteria
<ul style="list-style-type: none"> • Does not meet identification criteria. • At least one of the following is higher than at the time of identification: <ul style="list-style-type: none"> ○ Weighted Average Achievement Index ○ Core Subject Performance Index ○ Graduation Rate (HS level only) • A high school identified for CSI for low graduation rate has a graduation rate of 67% or higher. 	<ul style="list-style-type: none"> • Does not meet identification criteria. 	<ul style="list-style-type: none"> • Does not have any component school(s) identified for the CSI, ATSI, or TSI support model.

Next Steps

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- Request emergency action from the Board of Regents to approve revisions to Commissioner's Regulations Sections 100.19 and 100.21.

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- Communicate with stakeholders and provide resources to build understanding of approved Reimagine Phase 1 accountability system.

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- After a 60-day public comment period, submit amendments to Section 100.19 and 100.21 for permanent action.

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- Engage with stakeholders to analyze current system and plan for Phase 2 Reimagining.



Questions?