

# New York State Accountability Restart for the 2022–23 School Year using 2021–22 School Year Data: Frequently Asked Questions

## Introduction

On December 30, 2021, the United States Department of Education (USDE) denied the New York State Education Department's (NYSED's) waiver request to seek flexibility regarding

[School and District Accountability | New York State Education Department \(nysed.gov\)](https://www.nysed.gov/school-district-accountability).

## 2022–23 School Year Determinations Process

### **1. What accountability and school improvement requirements apply for the 2021–2022 school year and the resulting fall 2022 accountability determinations?**

All accountability and school identification requirements under the ESEA section 1111 are in effect for the 2021–22 school year. As part of its approved waiver of accountability requirements or approved addendum for the 2020–21 school year, each state education agency (SEA) assured that it would identify for comprehensive support and improvement (CSI), targeted support and improvement (TSI) due to consistently underperforming subgroups, and schools identified for additional targeted support and improvement (ATSI) using data from the 2021–22 school year in the fall of 2022 in order to resume school identification as soon as possible.

### **2. What are the accountability statuses or support models for New York State?**

The accountability statuses and support models are School identified for Comprehensive Support and Improvement (CSI), School identified for Additional Targeted Support and Improvement (ATSI), School identified for Targeted Support and Improvement (TSI), and Target Districts for identified districts. The definitions for these statuses are unchanged while the identification methodology has been amended for the 2022-23 school year.

A school or district in Good Standing will now be called School or District identified for Local Support and Improvement (or LSI), Good Standing: Potential TSI will be called Local Support and Improvement: Potential TSI (or LSI: PTSI), and Good Standing: Potential Target District

to its removal from ESSA accountability system. For other indicators, the yearly targets were set based on pre-pandemic baselines and therefore the targets may not reflect the impact of pandemic on student performances. No Demonstrable Improvement decisions will be made based on 2021–22 school year results. Data from available indicators will be shared with schools for informational purposes only. For further information, please see the

Using a single year of data means fewer subgroups will meet the n-size 30 requirement and therefore will not be assigned a level.

### **2022–23 School Year Funding and Support Services**

#### **12. Are there any changes to Title I School Improvement Grant (SIG) funding amounts and/or allocations for the 2022–23 school year?**

SIG Basic allocations for Target Districts and schools identified for TSI remain at \$50,000 and \$75,000, respectively. However, the SIG Basic allocation for schools identified for CSI will be increased to \$225,000 per school. These funds can be used to support the implementation and monitoring of school improvement activities. The first year of the SIG Coaching for Excellence program has begun. Eligible non-receivership schools identified for CSI will receive up to \$100,000 to cover the salaries and benefits for an instructional coach. The SIG Enhanced Grant will no longer be offered for the 2022–23 school year. Further information on SIG funding can be found on the NYSED webpage: <http://www.nysed.gov/accountability/sig-funding>.

#### **13. What supports will be provided to schools that are identified for CSI, ATSI, or TSI?**

Schools that are identified for TSI and ATSI are primarily supported through their districts. Districts support the implementation of their School Comprehensive Education Plan (SCEP) in their schools identified for TSI and ATSI through regular SCEP support meetings with the schools. Schools identified for TSI may also participate in some supports from the State. Schools identified for CSI are primarily supported through the State. NYSED offers differentiated supports for schools to choose from, such as ongoing field support, network convenings, professional learning, and coaching. For schools identified for CSI that are not part of the Receivership program, schools have identified their preferred model(s) of support based on a menu of offerings available from the Department's Office of Accountability. Further information on support for identified schools can be found on the NYSED webpage: <http://www.nysed.gov/accountability/school-support>

### **2023–24 School Year Determinations Process**

#### **14. What will the accountability system look like in the 2023–24 school year?**

NYSED is preparing for a gradual transitioning towards an accountability system similar to the system prior to the 2019–20 school year with thoughtful modifications that will be proposed to USDE for approval as needed. NYSED will continue to engage with stakeholders as considerations are being made on what the accountability system will look like in future years. Communication regarding the accountability system for the 2023–24 school year will be forthcoming.

#### **15. Will the dropped accountability indicators be included in the 2023–24 school year?**

Due to unavailability of reliable data, Growth; Academic Progress; and the College, Career, and Civic Readiness (CCCR) indicators have not been computed using 2021–22 school year results

and are not being used to make accountability determinations. Such indicators continue to be useful data for schools and districts and a valuable part of New York’s accountability system. For the 2023–24 school year and onward, NYSED will continue to engage with stakeholders and will explore how these indicators will be included for future accountability status determination calculations.

**16. Will Measures of Interim Progress (MIPs) be reset?**

Establishing ambitious state-designed long-term goals, including measurements of interim progress toward meeting such goals is required under ESSA law. In the future, NYSED will engage with stakeholders to explore how MIPs should be included in New York’s accountability system.

**Data Reporting**

**17. Will Growth scores be provided for my students even though Growth will not be included in determinations?**

The 2021–22 school year student Growth results will not be used to make 2022–23 accountability determinations. Accordingly, the Student Information Repository System (SIRS) Student Growth for Accountability report will not be made available again this year. However, the Department will distribute to districts and charter schools the 2021–22 school year individual student growth scores for informational purposes. This information will be distributed as part of the release of the 2021–22 school year State-provided growth results, which will be made available for download on the secure Information and Reporting Services Portal (IRSP). Information in these files provides educators the opportunity to gain an overview of student growth by individual student, teacher, and school. The unadjusted student growth measures reported in these files accounts for prior achievement. These student growth scores are used to generate the annual growth measure and for Demonstrable Improvement for schools in Receivership. The adjusted student growth measure takes into account prior achievement scores as well as student and school demographics (e.g., English Language Learner, disability, and economic disadvantage), which is used to generate State-provided growth results for teachers and principals. This information reflect d e n

e we42 (n(c)4 (om)-2 (bi)-2 n(e)4 d w)2 (i)-2 (t)-2 h lta (a)4 (t)-2 ae to gain  
ndeastan(i)-2 (g, )-10 of individual studentacmic growthoveatieas well as(t)-2 ((e)4 e)TT(a)4 (g(r)3 (e)4 g(a)4 (t)-12 (e)4 (d g  
a- ath llh -10 ma-apu -10 (bl12 i14.9 c)8.-1 ((t64.9 hra8w oc)4 ugc)4 (h )Tt64.9 h)-10 (e82 ( a)4 (ndua)4 (l

- Elementary/middle school: Weighted Average Achievement, Core Subject Performance, English Language Proficiency, and Chronic Absenteeism
- High school: Weighted Average Achievement, Core Subject Performance, Graduation Rate, English Language Proficiency, and Chronic Absenteeism

In addition, the School Report Card will also include elementary/middle and high school participation rates based upon 2021–22 school year results.

### **19. What will reporting 2022–23 school year data look like?**

On September 29, 2022, the Office of Information and Reporting Services (IRS) sent a memo regarding the requirements and deadlines for submitting 2022–23 school year data which can be found here: [SIRS Reporting Memo 2022–23 \(nysed.gov\)](#). Further information regarding the deadlines for verification and certification of 2022–23 school year data in SIRs can be found here: [Deadlines for Verification and Certification of 2021–22 School Year Data in SIRs](#)