

**ATTACHMENT B**  
**Continuous Improvement and Accountability Data Analysis Planning Guide**

Accountability data woven into local evidence of student learning and performance can be useful in continuous improvement planning to help ensure the success of all students. The New York State Education Department (NYSED or “the Department”) encourages all schools and districts to engage in a continuous improvement process that results in an annual improvement plan collaboratively developed by stakeholders and informed by a needs assessment. For more information about a continuous improvement process, please see the [NYSED Continuous Improvement webpage](#).

Districts are advised that districts or schools that have any of the following results are encouraged to layer the recommendations into their planning efforts:

<b>Data Results</b>	<b>Analysis/Recommendations</b>
<p><b>Elementary/Middle Level: The All Students group received a Level 1 for Weighted Academic Achievement and Core Subject Performance</b></p> <p><b>and/or</b></p> <p><b>High School Level: The All Students group received a Level 1 for Weighted Academic Achievement, Core Subject Performance, and Graduation Rate</b></p>	<p>In the 2024–2025 school year, schools were not identified for Comprehensive Support and Improvement (CSI) for the All Students group. As part of the 2022–2023 identification cycle, elementary/middle schools and high schools that had a Level 1 for Weighted Academic Achievement and Core Subject Performance, as well as Graduation Rate at the high school level, were identified for the CSI support model.</p> <ul style="list-style-type: none"> <li>• Districts that have schools that received a Level 1 for Weighted Average Achievement and Core Subject Performance for the All Students group based on 2023–2024 school year results should be aware that these schools would have been identified for the CSI support model if this was a year in which NYSED made CSI determinations.</li> <li>• When considering improvement initiatives, schools in this scenario should ensure that the support is provided across the school so that all students may benefit.</li> <li>• As a reminder, schools will be newly identified for CSI and Additional Targeted Support and Improvement (ATSI) in the 2025–2026 school year based on 2024–2025 school year results.</li> </ul>
<p><b>For subgroup(s) with Level 1s</b></p>	<p>If a subgroup has a Level 1 for <b>any</b> indicator, recognize that the results fall within the bottom 10% in the state and should be addressed in improvement planning efforts.</p>
<p><b>Local Support and Improvement: Potential Targeted Support and Improvement (LSI:PTSI)</b></p>	<p>NYSED identifies subgroups for Targeted Support and Improvement (TSI) if the subgroup meets identification criteria for two consecutive years. The notation "LSI:PTSI" means that while the subgroup remains in LSI status, it met identification criteria this past year and will move to the TSI support model if it meets identification criteria again based on 2024–2025 school year results. Subgroup analysis and targeted improvement planning are strongly recommended.</p>

<b>Potential Target District (PTD)</b>	Districts can be identified solely for district-level subgroup results. If any of the district-level subgroups meet identification criteria for a second consecutive year, the district will be identified as a Target District. NYSED recommends that districts consider district-level subgroup performance in their improvement planning efforts.
<b>Annual Progress</b>	Schools identified for CSI, ATSI, or TSI that did not meet exit criteria in the 2023–2024 school year must make annual progress for two consecutive years beginning with the 2024–2025 school year based on 2023–2024 school year results. Schools will have an opportunity to exit their support models in the 2025–2026 school year. For schools that have made annual progress in the 2024–2025 school year, NYSED recommends such schools continue their continuous improvement efforts to make annual progress for a second consecutive year.
<b>English Language Learner (ELL) Subgroup is Identified as Low Performing (ATSI, TSI, or LSI:PTSI)</b>	Consider the following when engaging in needs assessments and improvement planning for the ELL subgroup: <ul style="list-style-type: none"> <li>• <a href="#">Multilingual Learner (ML) and ELL Program Quality Review and Reflective Protocol Toolkit</a>: This toolkit strengthens the school quality review process for Multilingual Learner and English Language Learner programs and services.</li> <li>• <a href="#">Regional Bilingual Education Resource Network (RBERN)</a>: The purpose of the RBERNs is to establish regionally based resources to provide a coordinated system of high-quality technical assistance, training, information dissemination, and professional development to districts/school to improve their instructional programs and practices for ELLs.</li> </ul>
<b>Students with Disabilities (SWD) Subgroup is Identified as Low Performing (ATSI, TSI, or LSI:PTSI)</b>	It is beneficial to engage with the <a href="#">New York State Education Department Educational Partnership</a> . <ul style="list-style-type: none"> <li>• The Educational Partnership is a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities.</li> <li>• The Educational Partnership’s mission is to support and empower educational organizations, families, and communities to improve equity, access, opportunities, and outcomes for all students with disabilities in New York State.</li> </ul>

The NYSED Office of Information and Reporting Services (IRS) collects and reports statewide data in the Student Information Repository System (SIRS) to provide districts with aggregated information that can be used for additional analysis of indicator results. To review the data used for accountability measures, please use the following resources:

- [Accountability SIRS reports](#)
- The preliminary accountability data file titled “AccountabilityStatus2024-25.xlsx” that was posted to the [IRS Portal](#) on November 21, 2024
- To further understand calculation methods of New York State’s accountability system, please refer to the document “[Understanding the New York State Accountability System under the Every Student Succeeds Act \(ESSA\) for the 2024-2025 Accountability Statuses Based on 2023-2024 Results.](#)”