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To: District Superintendents, Superintendents, Charter School Leaders
From: Jason Harmon, Assistant Commissioner 
Subject: Preliminary Every Student Succeeds Act (ESSA) Accountability Status and Preliminary Progress Determinations for 2019-20
Date: December 5, 2019

This memo is to inform you of the preliminary accountability status of your district and its schools or your charter school for the 2019-20 school year. The New York State Education Department (NYSED or “the Department”) made new accountability status determinations for all local educational agencies (LEAs) and their schools pursuant to New York’s Every Student Succeeds Act (ESSA) plan and Commissioner’s Regulations §100.21. This preliminary identification information is currently embargoed until the final determinations are released following an appeals process. This information is being provided to you now so that you may review the data used to determine the accountability status of your district and its schools or your charter school.

Pursuant to Commissioners Regulations §100.21, the Department is required annually to identify new Targeted Support and Improvement (TSI) Schools and Target Districts. NYSED is also required to make first year progress determinations for Target Districts, Comprehensive Support and Improvement (CSI) and TSI Schools identified in the 2018-19 school year. Additionally, currently identified Target Districts must be informed of any additional subgroups for which they have become identified based upon 2018-19 school year data, and/or any additional schools identified as TSI Schools. The Department is also informing Good Standing Districts and Schools if one of their subgroup(s) has met the first-year criteria for being preliminarily identified as a Potential Target District (PTD) or Potential TSI School (PTSI).

Please review the 2019-20 preliminary accountability status and progress determinations (if applicable) made for the district and its schools or charter schools. This information can be found within the following files in the [Information and Reporting Services \(IRS\) portal](#):¹

File Name
AccountabilityStatus2019-20.xlsx
Accountability Status Report Guide 2019-20.pdf

¹ If you have difficulties accessing the data files on the IRS Portal, please review the following page for access information: IRS Portal (hyperlink here: <http://www.p12.nysed.gov/irs/irs-portal/>). If you are an authorized user of the IRS Portal and are having difficulty logging in to the portal, contact the NYSED Delegated Account System (SEDDAS) help desk at seddas@nysed.gov. For questions about the data provided in the files, contact accountinfo@nysed.gov and specify “[Question about Preliminary Accountability]” in the subject line of your email.

Please notify the appropriate staff in your LEA that the accountability files are available within the IRS portal for downloading and review.

Next Steps

The Department is committed to ensuring that districts and charter schools receive the information they need to understand preliminary accountability statuses, criteria for the progress designations, and steps for supports and interventions. Toward that end, the following resources are attached:

- ATTACHMENT A: Summary of criteria for the identification of CSI Schools, TSI Schools, and Target Districts.
- ATTACHMENT B: 2019-20 Preliminary progress determinations of CSI Schools, TSI Schools, and Target Districts.
- ATTACHMENT C: Summary of required actions and supports for newly identified Target Districts and TSI Schools.
- ATTACHMENT D: Summary of required actions and supports for current Target Districts, CSI Schools, TSI Schools.
- ATTACHMENT E: Summary of criteria used for Annual Achievement Progression Target.
- ATTACHMENT F: Summary of requirements for newly identified and current CSI and TSI charter schools.
- ATTACHMENT G: Guidelines for Potential Target Districts, Potential TSI Schools, and schools, including charter schools, with Level 1 performance indicators.
- ATTACHMENT H: User’s Guide for Submitting a 2019-20 Preliminary Accountability and/or Progress Status Appeal.


Based on your LEA’s preliminary accountability status, please review the following attachments for more information:

Preliminary Designation	Attachment(s)
Newly Identified Target Districts	A, B, C, H
Newly Identified TSI Schools	A, B, C, H
Newly Identified TSI Charter Schools	A, B, F, H
Current Target Districts	A, B, D, E, H
Current CSI Schools	A, B, D, E, H
Current TSI Schools	A, B, D, E, H
Current CSI Charter Schools	A, B, E, F, H
Current TSI Charter Schools	A, B, F, H

Districts and Schools in Good Standing	A, G, H
Districts and Charter Schools in Good Standing with a Potential Designation (PTD and PTSI)	A, G, H
Schools and Charter Schools with Level 1 Performance	A, G, H

Appeals Process

Appeals can be made regarding the preliminary accountability and/or progress status of districts, schools, and charter schools by submitting an online appeal. To access the “2019-20 Preliminary School Accountability or Progress Status Appeal,” complete the following steps:

1. Go to the Business Portal (<http://portal.nysed.gov>);
2. Click on the Log In button; 
3. Enter your username and password;
4. Click on "SED Monitoring and Vendor Performance System" under My Applications;
5. Select "View Surveys for Office of ESSA-Funded Programs";
6. Find the survey titled "2019-20 Preliminary Accountability and/or Progress Status Appeal"; and
7. Click on "view" to begin/continue to input information.

The deadline for submitting an appeal via the portal is **Friday, December 20, 2019**. Please note that the online appeal may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustees’ president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review. LEAs are not required to send hard copies of general appeal materials to the Department. A detailed User Guide for accessing and completing the appeal form is provided as Attachment H.

Review the notification and required actions for your preliminary designation so that you can be prepared to act if the designation remains unchanged due to an unsuccessful appeal. If you have questions, please contact accountinfo@nysed.gov.

Key Dates

- Accountability Status or Progress Status Appeals must be submitted by Friday, December 20, 2019 using this link (see above for submission instructions): <http://portal.nysed.gov>.
- On or about Tuesday, January 21, 2020, districts and charter schools will be notified of their final accountability status and the status of their schools.
- On or about Thursday, January 23, 2020, the list of the final accountability status and progress determinations will be publicly released via the School Report Card on <http://data.nysed.gov>.

Questions concerning the information in this memo or the provided attachments should be directed to: accountinfo@nysed.gov.

cc: John D'Agati
Kim Wilkins
Rose LeRoy
Stephen Earley
Jennifer Todd
Lisa Long

ATTACHMENT A

Summary of Criteria for the Identification of CSI Schools, TSI Schools, and Target Districts

Pursuant to New York’s approved ESSA plan and Commissioner’s Regulations §100.21, NYSED is required to identify schools in the bottom 5% of performance for the All Students group as Comprehensive Support and Improvement (CSI) Schools. Additionally, high schools that have a 4-year cohort graduation rate below 67% for the All Students group will be identified as CSI Schools, if the 5-year or 6-year cohort graduation rates are not at or above 67%.² Schools that are low performing for a racial/ethnic subgroup or the English language learner (ELL), low-income, or students with disabilities (SWD) subgroups may be identified as Targeted Support and Improvement (TSI) Schools. Please note that CSI Schools are identified only once in three years. The Department first identified CSI Schools during the 2018-19 school year. **Therefore, no new CSI Schools have been identified for the 2019-20 school year.** A district’s All Students group will be identified as CSI if it meets any of the CSI criteria listed later in this attachment.

Elementary-middle level schools will be held accountable for five indicators:

1. Composite Performance (i.e., academic achievement in English language arts [ELA], mathematics, and science)
2. Student Growth in ELA and mathematics
3. Progress of ELLs towards English Language Proficiency
4. Academic Progress in ELA and mathematics
5. Chronic Absenteeism

High schools will be held accountable for six indicators:

1. Composite Performance (i.e., academic achievement in ELA, mathematics, science, and social studies)
2. Graduation Rate (4-, 5-, and 6-year cohorts)
3. Progress of ELLs towards English Language Proficiency
4. Academic Progress in ELA and mathematics
5. Chronic Absenteeism
6. College, Career and Civic Readiness (CCCR)

A brief description of the indicators is given below:

Indicator	Description	Applicable to Elementary and Middle Schools	Applicable to High schools
Composite Performance	Measures achievement on state assessments in ELA, mathematics, and science. For high schools, also measures achievement on state assessments in social studies.	Yes	Yes
Student Growth	Measures student growth on statewide assessments in ELA and mathematics for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior year(s).	Yes	No

² Please note that modified business rules apply for Transfer High Schools and Special Act School District schools.

Indicator	Description	Applicable to Elementary and Middle Schools	Applicable to High schools
Academic Progress	Measures progress on state assessments in ELA and in mathematics against long-term goals and Measures of Interim Progress (MIP).	Yes	Yes
Graduation Rates	Measures 4-, 5-, and 6-year cohort graduation rates against long-term goals and MIPs.	No	Yes
English Language Proficiency	Measures the progress of English Language Learners (ELL) in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT).	Yes	Yes
Chronic Absenteeism	Measures the percentage of students who miss 10% or more days of instruction against long-term goals and MIPs.	Yes	Yes
College, Career and Civic Readiness (CCCR)	Measures the percentage of students who are leaving school prepared for college, career and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs.	No	Yes

In addition to the above indicators, a “Combined Composite Performance and Growth” level shall be assigned to elementary and middle level schools and a “Combined Composite Performance and Graduation Rate” level shall be assigned to high schools. Please review the [“Accountability Status Report Guide 2019-20.pdf”](#) for more details on the accountability indicators.

For the 2019-20 school year, a district will be preliminarily identified as a Target District if:

- The district that has at least one school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) becomes a Target District for the subgroup(s) for which the school was identified; or
- The district was a Good Standing: Potential Target District during the 2018-19 school year because at least one subgroup met the CSI/TSI identification based upon district level results, and for which the same subgroup meets the identification criteria for the second consecutive year.

Elementary/Middle School CSI Identification Criteria

Scenario	Composite Performance Level	Growth Level	Combined Composite & Growth Level	English Language Proficiency (ELP) Level	ELA & Math Progress Level	Chronic Absenteeism Level
1	Both Level 1		Level 1	Any Level (None*, 1-4)		Any Level
2	Either Level 1		Level 1	None*		Any One Level 1
3	Either Level 1		Level 1	Level 1		Any Level
4	Either Level 1		Level 1	Level 2		Any One Level 1
5	Either Level 1		Level 1	Level 3 or Level 4		Both Level 1

High School CSI Identification Criteria

Scenario	Composite Performance Level	Growth Level or Graduation Rate Level	Combined Composite & Growth Level (or Graduation Rate Level)	English Language Proficiency (ELP) Level	ELA & Math Progress Level	Chronic Absenteeism Level	College, Career and Civic Readiness Level (for High Schools)
1	Both Level 1		Level 1	Any Level (None*, 1-4)		Any Level	
2	Either Level 1		Level 1	None*		Any One Level 1	
3	Either Level 1		Level 1	Level 1		Any Level	
4	Either Level 1		Level 1	Level 2		Any One Level 1	
5	Either Level 1		Level 1	Level 3 or Level 4		Any Two Level 1	

Please note: Accountability status for schools that do not have a Composite level will be determined using a separate Self-Assessment process.

* The term “None” means the school does not have sufficient English Language Learners (30 results) to assign an accountability level for the ELP indicator.

Please note: No new CSI Schools were identified in the 2019-20 school year.

A school will be preliminarily identified as a TSI School if the school’s subgroup was in Potential TSI status during the 2018-19 school year (based on 2017-18 school year data) and the subgroup again met one of the aforementioned scenarios based on 2018-19 school year data.

A school in Good Standing could potentially be identified as a TSI school in 2020-21 if any of its subgroups (other than the All Students group) meets the TSI criteria two years in a row (using 2018-19 and 2019-20 data). The subgroups that have met the first year of the two-year TSI criteria are notated as “Good Standing: Potential TSI for 2020-21” in the posted Excel file.

The Excel data file “AccountabilityStatus2019-20.xlsx” and the “Accountability Status Report Guide_2019-20.pdf” posted to the IRS Portal provides more details on the data elements and rules used to make the various accountability decisions and progress determinations. Please note that the Excel file has multiple tabs related to accountability and progress determinations (as applicable) made at the Elementary-middle and High School level (as applicable). If you have questions regarding the posted data file or document, please send them to accountinfo@nysed.gov.

How Schools can Exit CSI and TSI Status

To exit CSI status, the All Students group must for two consecutive years make progress as described in Attachment B.

Alternatively, a school will exit CSI status if the school is not on the list of CSI Schools created every three years.

To exit TSI status, the subgroup(s) for which a school or districts is identified must for two consecutive years be above the levels that would cause the school or district to be identified for the subgroup(s) for which it has been identified as TSI. In addition, it may not be newly identified for any additional subgroup(s).

If a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the subgroup(s) for which the school is identified is performing at Level 1 on the Weighted Average Achievement indicator (for elementary-middle schools) or the Composite Performance indicator (for high schools).

ATTACHMENT B

2019-20 Preliminary Progress Determinations of CSI Schools, TSI Schools, and Target Districts

CSI Schools

1. A CSI School will make progress for the elementary-middle level if it meets one of the following:

Option 1:

The All Students group Composite Performance, Student Growth and the Combined Composite Performance and Growth are at least Level 2.³

Option 2:

The All Students group meets all of the following conditions:

1. The 2018-19 Composite Performance Index Level (sum of Weighted Average Achievement Level and Core Subject Performance Index Level) is greater than the 2017-18 Composite Performance Index Level.
2. The 2018-19 Mean Growth Percentile (MGP) is greater than the 2017-18 MGP.
3. The Combined Composite Performance and Growth is at least Level 2.
4. Neither the English Language Proficiency (ELP), Academic Progress nor Chronic Absenteeism are Level 1.

Note: If the All Students group does not have a Composite Level, a progress status determination will not be made for the subgroup.

2. A CSI school will make progress for the high school level if it meets one of the following:

Option 1:

The All Students group Composite Performance Level, Graduation Rate Level, and the Combined Composite Performance and Graduation Rate Level are at least Level 2.

Option 2:

The All Students group meets all of the following:

1. The 2018-19 Composite Performance Index is greater than the 2017-18 Composite Performance Index.
2. The 2018-19 Unweighted Average 4-Year, 5-Year, 6-Year Graduation Rate is greater than the 2017-18 Unweighted Average.
3. The 2018-19 Combined Composite Performance and Graduation Rate Level is at least Level 2.
4. Nether ELP; Academic Progress; Chronic Absenteeism; nor College, Career and Civic Readiness (CCCR) Levels are Level 1.

Note: If the All Students group does not have a Composite Level, a progress status determination will not be made for the subgroup.

³ For schools with no Growth Level assigned, the All Students group must be Level 2 for Composite Performance and Combined Composite Performance and Growth.

If a CSI School has both elementary-middle and high school levels, then the school must make progress on both grade levels to make First Year Progress.

TSI Schools

A TSI School will make First Year Progress for the elementary-middle level if the identified subgroup(s) does not meet the criteria for TSI identification.

A TSI School will First Year Progress for the high school level if the identified subgroup(s) does not meet the criteria for TSI identification.

If a TSI School has been identified for subgroup performance at both the elementary-middle and high school levels, then the school must make progress on both grade levels for the identified subgroups to make First Year Progress.

Target District

A Target District must meet both of the following conditions to make First Year Progress:

1. For all of the district's identified subgroups, including the All Students group, the district must meet the criteria to not be identified as a Target District.
2. All CSI and TSI Schools within the district must make First Year Progress.

ATTACHMENT C
Summary of Required Actions and Supports for
Newly Identified Target Districts and TSI Schools

Preliminary Identification of Target Districts and TSI Schools

In January 2019, the Department informed districts and schools if any subgroups met the first year of the two-year identification criteria that would cause a school to be identified as a TSI School or a district to be identified as a Target District. For such districts, if the All Students group or any subgroup for which the district met the CSI or TSI criteria based on 2017-18 school year data again met the criteria based on 2018-19 data, then the district is newly identified as a Target District. For schools, if any subgroup (other than All Students) that met the TSI criteria based on 2017-18 school year data again met the criteria based on 2018-19 school year data, then the school was identified as a TSI School.

Preliminary Progress Determinations for Target Districts, CSI Schools and TSI Schools Identified in the 2018-19 School Year

Preliminary progress determinations (First Year Progress) have been made based on 2018-19 data for Target Districts, CSI Schools and TSI Schools identified during the 2018-19 school year. Please see Attachment B for more details on how progress determinations were made for Target Districts, CSI Schools and TSI Schools.

Required Actions

Any district that has been newly identified as a Target District will be required to implement certain actions during the 2019-2020 school year. These requirements will be outlined in the Statewide Orientation for Newly Identified Target Districts being held in Albany on February 26-27, 2020. All Newly Identified Target Districts must identify at least one representative to attend the two-day session.

Additionally, on or about Tuesday, February 18, 2020, Target Districts must notify the general public, and parents of students attending identified schools regarding the accountability status of the schools within 30 days of receipt of the Commissioner's designation. Commissioner's Regulations require notifications be "translated, when appropriate, into the recipient's native language or mode of communication, to persons in parental relation of children attending the school that it has been designated as a TSI School."

Year 1 of Identification

The first year of identification for all Newly Identified Target Districts and Newly Identified TSI Schools shall serve as a planning year. During the remainder of the 2019-20 school year, these districts and schools shall embark on a series of activities designed to deepen their understanding of their needs in order to develop a quality improvement plan that will guide the district and school during the second year of identification. These activities will be outlined in

more detail at the Statewide Orientation for Newly Identified Target Districts on February 26-27, 2020.

Required Supports and Interventions

Each newly identified Target District shall receive \$25,000 of Title I School Improvement funds to support required activities including, but not limited to, needs assessment, professional development, improvement plan development and any other improvement activities designated by NYSED. All Target Districts, including those identified for the first time and those previously identified, shall receive \$25,000 of Title I School Improvement funds for every newly identified TSI School. These funds are to be used to support required activities designated by NYSED.

Target Districts

All Target Districts are required to develop an annual District Comprehensive Improvement Plan (DCIP). This plan will be based on the results of a district-level needs assessment and any school-level needs assessments and data that has been collected and analyzed by the district. The plan must identify initiatives that will be implemented to positively affect student learning and to address the accountability measures for which the district has been identified; identify resource inequities; and explicitly delineate the plan for annually increasing student performance with a focus on the accountability subgroup(s) and measures for which the district and its schools have been identified. More information about this plan will be shared at a statewide training to be held on February 26-27, 2020, in Albany, New York.

TSI Schools

TSI Schools will be required to develop a School Comprehensive Education Plan (SCEP) based on the results of an on-site needs assessment and other data collected by the district. This annual improvement plan must include one evidence-based intervention. More information about the TSI needs assessment process will be available at the training being offered on February 26-27, 2020. In addition, TSI Schools will be required to survey parents, staff, and students annually.

ATTACHMENT D
Summary of Required Actions and Supports for
Current Target Districts, CSI Schools, TSI Schools

Preliminary progress determinations (First Year Progress) have been made based on 2018-19 data for Target Districts, CSI Schools and TSI Schools identified during the 2018-19 school year. Please see Attachment B for more details on how progress determinations were made for Target Districts, CSI Schools and TSI Schools.

Any current Target District with one or more newly identified TSI schools may send one representative to attend the Statewide Orientation for Newly Identified Target Districts being held in Albany on February 26-27, 2020. Current Target Districts should review the objectives and intended audience of the orientation meeting to determine if they should send a representative. More information about the orientation meeting, including the specific staff who will be required to attend, will be sent separately.

Year 2 of Identification

The second year of identification for all current Target Districts, CSI and TSI Schools shall focus on the implementation of the DCIP and SCEP. During the remainder of the 2019-20 school year, these districts and schools shall proceed with implementing their improvement plans and fulfilling all the required actions for Target Districts and CSI and TSI Schools, as noted below.

Current Target Districts

- Current Target Districts shall proceed with implementing their DCIP.
- Later this winter, any current Target District with CSI Schools that did not achieve their Annual Achievement Progression Target (see Attachment E) will receive a “Leadership Support Report” to complete and submit for the schools that did not achieve their target. The purpose of this document is to outline how the district will provide support to school leaders so that these schools will be able to achieve their 2019-20 school year Annual Achievement Progression Targets. Instructions for completing the Leadership Support Report will be sent in a separate memo.
- Current Target Districts with schools identified as TSI for the first time this year shall support these schools with completing the actions required of TSI Schools in Year 1, their planning year. These actions will be similar to the actions required of TSI Schools identified last year.

CSI Schools

- Non-Receivership CSI Schools identified during the 2018-19 school year shall proceed with implementing their SCEP for this year.
- Receivership CSI Schools shall proceed with addressing their Demonstrable Improvement Indicators and fulfilling the requirements of Commissioner’s Regulations §100.19 and Education Law 211-f.

- All CSI Schools are reminded that they must conduct annual surveys of parents, staff, and students.
- All CSI Schools are reminded that they must implement at least one engagement strategy designed to increase parent and student participation in decision making. These strategies are outlined at: <http://www.nysed.gov/accountability/participatory-budgeting-and-approved-alternatives>.

Current TSI Schools


- All TSI Schools shall proceed with implementing their SCEP for this year.
- All TSI Schools are reminded that they must conduct annual surveys of parents, staff, and students.

ATTACHMENT E

Summary of Criteria Used for Annual Achievement Progression Target

Background

The Annual Achievement Progression Target is a measure used to determine if the performance of a CSI School has increased since the previous year. As part of the differentiated accountability system adopted by the New York State Board of Regents, additional supports and oversight are to be provided to CSI Schools that do not reach their Annual Achievement Progression Target. The purpose of this measure is to call attention to schools that are struggling to show progress within the three-year CSI designation cycle so that these schools can receive the support they need to be successful.

Districts with CSI schools can expect to receive the Annual Achievement Progression Target results for their CSI schools in the upcoming weeks.  These results will be emailed to the Superintendent and the district staff member that serves as the district liaison with the NYSED Office of Accountability.

Annual Achievement Progress Determinations

CSI Schools are considered to have met their Annual Achievement Progression Target by meeting the criteria below for the All Students subgroup, as outlined in Commissioner's Regulations §100.21:

For Elementary and Middle Schools:

1. The Core Subject Performance Index AND the Weighted Academic Achievement Index must be greater than the school's previous year Core Subject Performance Index and Weighted Academic Achievement Index; OR
2. The 2018-19 annual Student Growth Percentile must be higher than the 2017-18 annual Student Growth Percentile; OR
3. The 2018-19 annual Student Growth Percentile must be 50 or higher.

For High Schools:

High Schools identified as CSI due to having a Graduation Rate below 67 percent:

1. The unweighted average of the school's four-year, five-year, and six-year graduation rates must be greater than the unweighted average from the previous year.

High Schools identified as CSI as a result of Level 1 performance on a variety of indicators:

2. The Composite Performance Index must be greater than the school's previous year Composite Performance Index; OR
3. The unweighted average of the school's 4-year, 5-year, and 6-year graduation rates must be greater than the unweighted average from the previous year.

Differentiated Supports and Oversight

Additional supports and oversight are to be provided to CSI Schools that do not reach their Annual Achievement Progression Target.

After one year of not making the Annual Progression Target:

- Districts must complete a Leadership Support Report to identify any areas in which the school district determines that it could more effectively support the leadership team(s) of its CSI school(s) based upon the specific needs of such school(s).
- The Leadership Support Report document and directions for completion will be issued to those districts that had at least one CSI school not meet its Annual Achievement Progression Target.

After two consecutive years of not making the Annual Progression Target:

- Districts must complete a Leadership Team Needs Assessment, a self-assessment done by the district to assess the capacity of the district to support the school leadership team(s) of the school(s) that have not met their Annual Achievement Progression Target for two consecutive years.
- The results of such needs assessment are to be submitted to the Department along with a plan to provide the necessary supports and resources identified by the assessment.
- Schools must partner with a Board of Cooperative Educational Services (BOCES), regional bilingual educational resource network, teacher center, or other regional technical assistance center, or other technical assistance provider as determined by the Commissioner to support the implementation of its comprehensive educational plan.

Note: Any CSI school that does not meet its Annual Achievement Progression Target for two consecutive years AND has a decline in its Core Subject Performance Index for elementary/middle schools or its Composite Performance Index for high schools for the All Students group, must provide all students enrolled in the school with public school choice.

ATTACHMENT F

Summary of Requirements for Newly Identified and Current CSI and TSI Charter Schools


Pursuant to federal requirements, charter schools are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) when applicable. Commissioner's Regulations §100.21 states that when such a designation is made, charter schools are held to the terms of their charter agreement and authorizer performance framework. For more information on these requirements, please visit <http://www.nysed.gov/accountability/essa-accountability-designations>.

As required by Commissioners Regulations §100.21, the Department is required to identify new TSI Schools annually, if the school meets the criteria listed in Attachment A. NYSED is also required to make first year progress determinations for current CSI and TSI Schools. Preliminary progress determinations (First Year Progress) have been made based on 2018-19 data for current CSI Schools and TSI Schools. Please see Attachment B for more details on how progress determinations were made for current CSI and TSI charter Schools.

Next Steps

- Review the accountability data related to the progress determination made for your school. This information can be found within the following files in the [Information and Reporting Services \(IRS\) portal](#).⁴

File Name
AccountabilityStatus2019-20.xlsx
Accountability Status Report Guide 2019-20.pdf

- Contact the person in your school or charter school management organization most knowledgeable about the state accountability system and student achievement data and request that they download and review the accountability files that are being provided to you within the IRS portal.
- Determine whether you wish to appeal the progress determination for the school and prepare an appeal, if you wish to do so. Appeals must be submitted using the online appeal form (see page 3 of this memo for submission instructions). The due date for schools to submit progress determination appeals is **Friday, December 20, 2019**. 
- Review the charter agreement and actions required of identified charter schools, so that you can be prepared to act if the school's designation remains unchanged due to an unsuccessful appeal.
- On or about Tuesday, January 21, 2020, charter schools will be notified of their final accountability status and current TSI charter schools notified of their progress determination.

⁴ If you have difficulties accessing the data files on the IRS Portal, please review the following page for access information: IRS Portal (hyperlink here: <http://www.p12.nysed.gov/irs/irs-portal/>). If you are an authorized user of the IRS Portal and are having difficulty logging in to the portal, contact the NYSED Delegated Account System (SEDDAS) help desk at seddas@nysed.gov. For questions about the data provided in the files, contact accountinfo@nysed.gov and specify "[enter description here]" in the subject line of your email.

- On or about Tuesday, February 18, 2020, charter schools must notify the general public, and parents of students attending identified schools regarding the accountability status of the schools within 30 days of receipt of the Commissioner's designation. Commissioner's Regulations require notifications be "translated, when appropriate, into the recipient's native language or mode of communication, to persons in parental relation of children attending the school that it has been designated as a TSI School, and disclosure of such designation by the charter school board of trustees at the next public meeting."

ATTACHMENT G
**Guidelines for Potential Target Districts, Potential TSI Schools, and
Schools (including Charter Schools) with Level 1 performance Indicators**

A district in Good Standing could potentially be identified as a Target District in 2020-21 if the All Students subgroup meets the CSI criteria for two consecutive years or any subgroups meet the TSI criteria for two consecutive years. Similarly, a school or charter school in Good Standing could potentially be identified as a TSI School in 2020-21 if any of its subgroups (other than the All Students subgroup) meets the TSI criteria for two consecutive years based on 2018-19 and 2019-20 school year results.

For districts in Good Standing, the subgroups that have met the first year of the two-year CSI/TSI criteria are noted as “Good Standing: Potential Target District for 2020-21” in the posted Excel file. For schools or charter schools in Good Standing, the subgroups that have met the first year of the two-year TSI criteria are noted as “Good Standing: Potential TSI for 2020-21” in the posted Excel file.

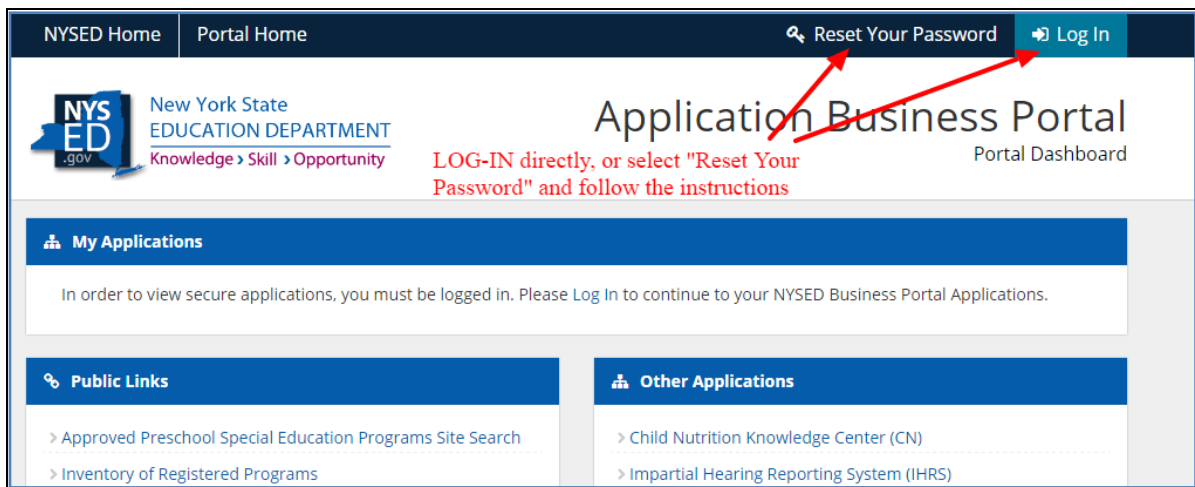
Schools with Level 1 Performance

Any school, including charter schools, that is not a CSI or TSI School, but has any accountability measure of Level 1 for any subgroup must conduct a needs assessment that identifies the achievement gaps between accountability subgroups within the school for that specific indicator; consider the root causes for the gaps; and delineate the resources and strategies that the district will use to support the school to address such gaps. The district must then identify as part of its subsequent Consolidated Application for ESSA-Funded Programs the additional resources that the district will provide to the school to assist it to increase performance on the accountability measure for the identified group(s).

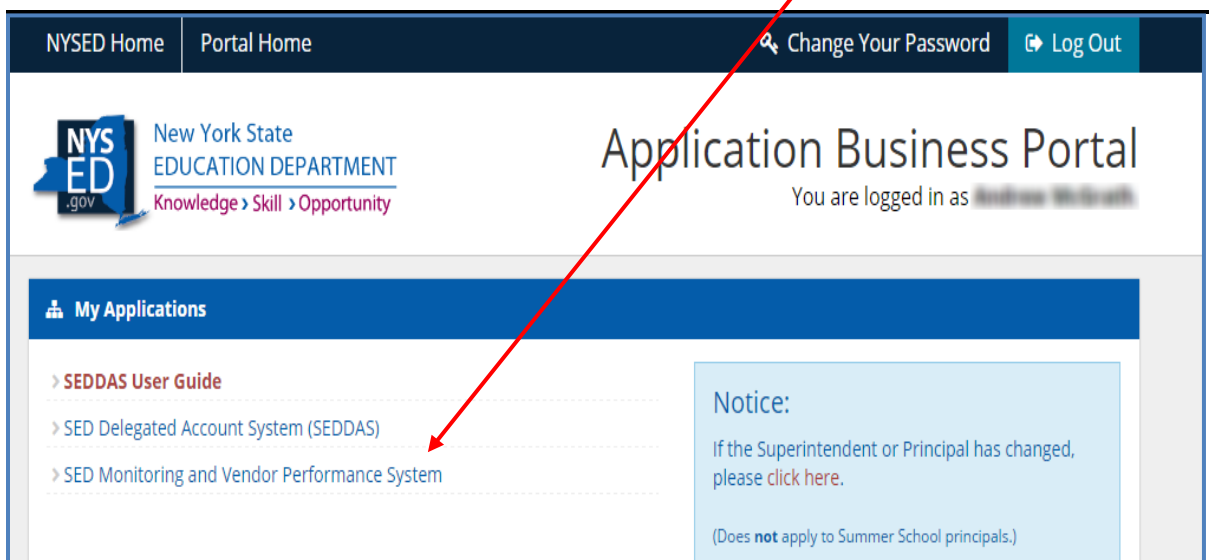
ATTACHMENT H
User's Guide for Submitting a 2019-20 Preliminary Accountability and/or Progress Status Appeal

To access the “2019-20 Preliminary Accountability and/or Progress Status Appeal” template and input information, complete the following steps:

1. Go to the Business Portal (<http://portal.nysed.gov>);
2. Click on the Log In button;



3. Enter your username and password;
4. Click on "SED Monitoring and Vendor Performance System" under My Applications;

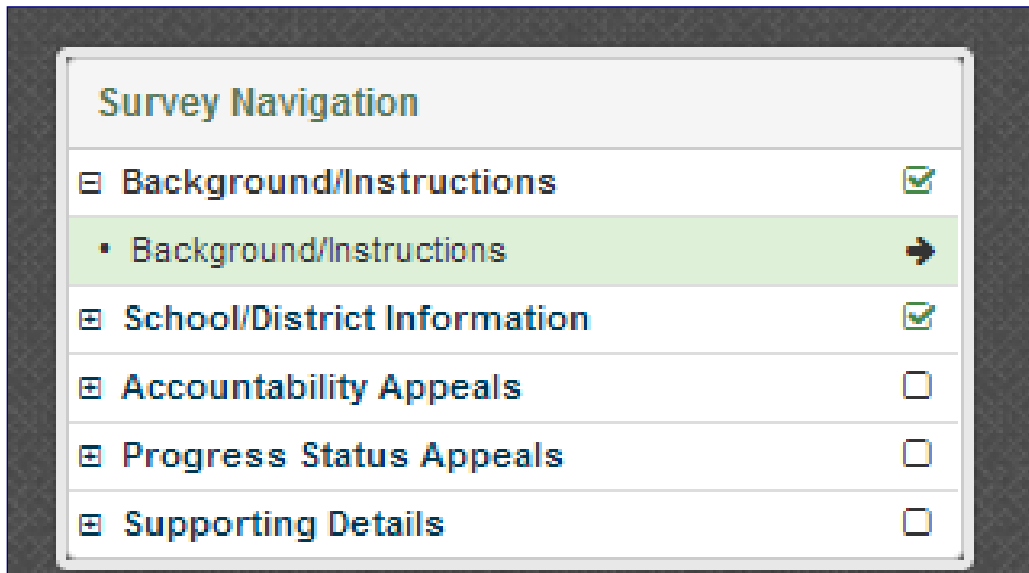


5. Select "View Surveys for Office of ESSA-Funded Programs";

- Find the survey titled "2019-20 Preliminary Accountability and/or Progress Status Appeal." Please note that an appeal will be made available for each school within the LEA, as well as an LEA-level appeal. An LEA wishing to file appeals for multiple schools will need to complete and submit one appeal for each school.
- Click on "view" to begin/continue to input information.

or Progress Status Appeal - NYCDOE	NYC	Submitted		
2019-20 Preliminary School Accountability or Progress Status Appeal	Appeals	Not Submitted	11/22/2019	View Print
2019-20 Title I School Improvement Grant 1003 (Basic)	2019	Unsubmitted	11/13/2019	View Print
2019-20 Consolidated Application FEEDBACK Survey	2019	Not Submitted	10/24/2019	View Print
Title I, Part A Progress Monitoring - Final		Not		

- LEAs may access any section or page of the application by clicking on one of the links in the *Survey Navigation* panel. LEAs are not required to complete sections in the order they appear in the survey navigation menu.



- LEAs are required to answer all questions marked with a red asterisk. If a required question has not been completed, the business portal will highlight it in red and the section of the application will be flagged. The applicant will be *unable to submit* the appeal to NYSED for final review if a required question remains *unresolved*.

10. When completing the “Accountability Appeal” and/or the “Progress Status Appeal” sections of the appeal, LEAs should click "Add Row" as needed to include additional indicators. For each indicator, an LEA may select multiple subgroups by selecting all applicable checkboxes.

1 Choose the measurement indicator(s) and related subgroups for which you are appealing the Progress Status. Click on "Add Row" as needed to include additional measurement indicators.

Measurement Indicator	Subgroup(s) to Which the Measurement Indicator Applies	Delete Row (Will be Deleted on Save)
Please Select	<input type="checkbox"/> All Students <input type="checkbox"/> Students w/ Disabilities <input type="checkbox"/> Native American <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> ELL <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Multi-Racial	<input type="checkbox"/>
<input type="button" value="Add Row"/>		<input type="button" value="X"/>

11. When completing the Supporting Details section of the appeal, LEAs may provide a narrative explaining the rationale for the appeal. Please note that text may be generated in the online form or written offline and then pasted into this section if desired.

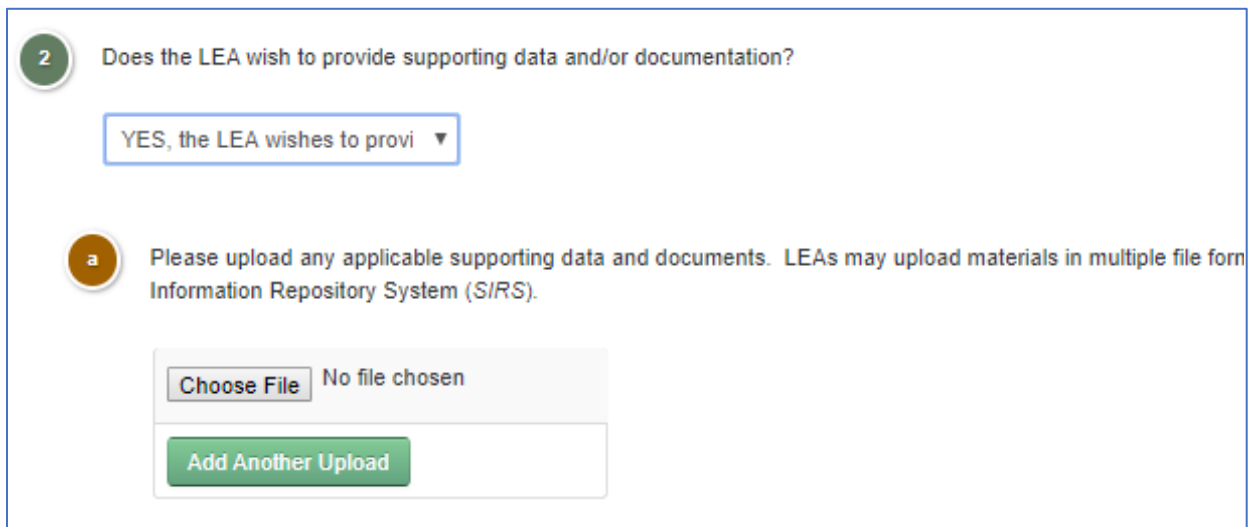
1 Please explain briefly the rationale for this appeal (500 words or less).

Report Title: Explanation

B *I* U abc | [Color] [Color] | [List] [List] | [Indent] [Outdent] | [Link] [Unlink] [Source] | Styles | Format

[Empty text area for rationale]

12. If desired, LEAs may provide additional supporting documentation to support an appeal request. By selecting “YES, the LEA wishes to provide supporting data and/or documentation” from the drop-down menu, a conditional prompt will appear. LEAs may upload applicable supporting data and documents in multiple file formats, including Microsoft Word, Excel, PowerPoint, and/or PDF format.



2 Does the LEA wish to provide supporting data and/or documentation?

YES, the LEA wishes to provide supporting data and/or documentation

a Please upload any applicable supporting data and documents. LEAs may upload materials in multiple file formats to the Statewide Information Repository System (SIRS).

Choose File No file chosen

Add Another Upload

13. The online appeal may only be submitted/certified by the chief school officer of the applicant LEA. The designated superintendent (public school LEAs), and the chief executive officer, board of trustee’s president, or school employee designated by the board of trustees (charter school LEAs) are the only administrators with the submit/certify rights necessary to successfully submit and certify a completed application for NYSED review.
14. LEAs are not required to send hard copies of general application materials to the Department.
15. Please contact the SEDDAS Help Desk at SEDDAS@nysed.gov to resolve any questions related to user accounts, password resets, the SEDDAS application, and assistance with the Business Portal itself.