





# Welcome and Introductions

# Agenda

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- 1. Amendments to §100.19 of the Regulations of the Commissioner of Education.**
- 2. Implications of Accountability Determinations.**
- 3. Demonstrable Improvement (DI) Process for the 2022–23 School Year.**
- 4. Office of Innovation and School Reform (OISR) Support and Reporting Requirements.**
- 5. Next Steps.**
- 6. Resources and Questions.**





**Amendments to §100.19 of  
the Regulations of the Commissioner  
of Education**

# Amendments to 100.19

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**The implications of the amended regulations for Schools in Receivership:**

**The Commissioner shall not use 2021–22 school year results to newly identify any schools as struggling or place any schools under Independent Receivership for the 2022–23 school year.**

**NOTE: No schools re-identified**



# Amendments to 100.19 (continued)

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The implications of the amended regulations for Schools in Receivership:

All schools that operated under a Superintendent Receiver in the 2021–22 school year shall continue to operate under a Superintendent Receiver in the 2022–23 school year.

**NOTE:** Schools that are eligible to exit CSI status based on modified exit criteria shall be removed from Receivership as of July 1, 2023.



# Amendments to 100.19: Summary

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**No new schools identified for receivership in 2022–23.**

**All schools will remain under Superintendent Receivers for the 2022–23 school year.**



# **Implications of Accountability Determinations**



# Identification for Receivership

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**The Department will not identify for Receivership any school that was previously identified for CSI in the 2021–22 school 379.51 T**



# Exiting Receivership

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**Schools will be removed from Receivership at the end of the school year in which the school is not identified for CSI.**

**Consistent with current regulations, schools that are removed from CSI status based on 2021–22 school year data shall be removed from receivership at the end of the 2022–23 school year.**

**NOTE: Making DI does not determine whether a school is placed into or removed from Receivership, but rather determines whether a school continues under a Superintendent Receiver or is placed under Independent Receivership.**





# **Demonstrable Improvement (DI) Process for the 2022–23 School Year**

# Schools in Superintendent Receivership

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**Cohort 1:** Schools that were in Receivership status for the 2017–18 school year and were re-identified in the 2018–19 school year (N=14).

**Cohort 2:** Schools that were newly identified in the 2018–19 school year (N=23).\*

\* Excluding two schools that closed at the end of the 2019-20 school year and one school that closed at the end of the 2022 school year.

# DI Process:

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**The Department will use the 2022–23 school year results to make the annual DI determinations for Cohort 1 Schools in Receivership and to compute DI Indices for Cohort 2 schools in fall 2023.**

**NOTE: When making DI determinations, the Department will consider extenuating circumstances related to the continuing impacts of the COVID-19 pandemic on school communities.**



# DI Process: Implications

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## Cohort 1 Schools

DI determinations in fall 2023 will be based on 2022–23 school year results.

If a school makes DI, it will continue under the Superintendent Receiver for the 2023–24 school year.

If a school does not make DI\*, it may be placed under Independent Receivership for the 2023–24 school year.\*\* However, if the school is not identified for CSI based on 2022–23 school year results, it will be removed from Receivership regardless of DI status.

The DI Index and determination based on 2022–23 school year results for a school will be publicly released on the [Receivership Dashboard](#).

\* Schools have an opportunity to appeal the preliminary DI determination by the Commissioner.

\*\* Alternatively, the district may submit a plan to the Department to phase out or close the school and, if desired, replace it with a new school.



# Carryover of Indicators and Targets

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For the 2022–23 school year, Schools in Receivership will be accountable for DI indicators and Annual Progress Targets that will be attached with a forthcoming memo from the Department.

DI Indicators that were assigned to your schools for the 2021–22 school year will remain assigned for the 2022–23 school year.

**Exception: Grades 4 and 8 Science indicators.\***

Progress Targets that were originally assigned for DI indicators for the 2020–21 school year are carried over to the 2022–23 school year.

Later this year the Department will provide additional guidance for Schools in Receivership related to the 2022–23 DI data collection and reporting process.



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# Selecting Alternative Indicators

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**Schools serving either Elementary-Middle (EM) or High School (HS) grade levels must have a minimum of five Level 1 and five Level 2 DI indicators.**

**Schools serving both EM and HS grades must have a minimum of seven Level 1 and seven Level 2 indicators.**

**Unless restructuring resulted in a school having fewer than the required minimum number of Level 1 or Level 2 indicators, the school is *not* required to select alternative indicators for the 2022–23 school year.**

# Assigning additional Level 1 Indicators

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If a Level 1 indicator result for a given school year falls below the state baseline, then the Department may assign that indicator to a school as an additional Level 1 indicator for the following school year. The Department is waiving this provision and will NOT assign additional indicators for the 2022–23 school year.

**NOTE:** If a Level 1 indicator result for the 2022–23 school year falls below the 2022–23 school year state baseline, that indicator may be assigned to a school as an additional Level 1 indicator for the 2023–24 school year.





# **OISR Support and Reporting Requirements**

# OISR Support & Reporting Requirements

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**OISR is continuing the established Progress Reporting and Performance Management Technical Assistance and Support Process for Schools in Receivership for the 2022–23 school year.**

**The process will consist of:**

**A minimum of two on**



# OISR Support & Reporting Requirements

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**The OISR *Receivership Team Collaborative Review Session Framework* will be carried over to the 2022–23 school year to:**

**Maintain consistency in collaborative review and monitoring of Demonstrable Improvement Indicator (DII) targets; and  
Ensure**



# Quarterly Progress Reports

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**Quarterly progress reports will assist in determining:**

**The extent to which Schools in Receivership are on track to achieve their DI indicator targets; and  
How well districts and/or educational partnership organizations (EPOs) are utilizing school-level data to monitor and adjust improvement plan processes and plan implementation.**



# Quarterly Progress Reports

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**Submission of quarterly reports by a Superintendent Receiver is required per Commissioner's Regulations §100.19. Reporting submissions for 2022–23 require four quarterly reports.**

**Reports are to be in accordance with Commissioner's Regulations §100.19(c)(1)(iii), inclusive of the public hearing requirements. For additional information refer to the August 16, 2022, memo: *2022–2023 Receivership Performance Management & Progress Reporting.***



# Performance Review Sessions

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**Performance review sessions will be held with:**

**Superintendent Receivers, EPOs, district- and building-level leadership, and/or personnel directly involved in the oversight and support of the School in Receivership.**

**Participants should have explicit knowledge of the school's systems, processes, and key drivers of improvement, with a targeted focus on school improvement and measurable student growth.**









## Next Steps

# Forthcoming Communications

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Following the Webinar, on or around **October 13<sup>th</sup>** districts will receive a memo with a list of DI indicators and Progress Targets for the 2022–23 school year.

In the coming weeks, the Department will provide the 2021–22 school year results for your DI indicators to inform planning and help guide supports for your schools.\*

**NOTE: Results will include the scoring and feedback on the rubrics you submitted for indicators #2, Plan for and Implement Community School Model, and #94, Providing 200 Hours of Quality Extended Day Learning Time (ELT), where applicable.**

\* The last date to submit graduates as of August 31, 2022, for the 2018 Total Cohort Graduation Rate has been extended to Friday, October 28, 2022 (previously Friday, October 7, 2022). For related communication please refer to the October 3, 2022, email from the NYSDATA listserv, Extension of deadline for reporting August 2022 graduates This extension may impact the DI reporting timeline.



## **Resources and Questions**

# Resources

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**Emergency regulations approved at the  
October 4<sup>rd</sup>, 2022 Meeting of the Board of  
Regents:**

[Amendments to  
Regulations](#)



# Resources

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## Office of Accountability:

### [School Receivership Webpage](#)

[Data Dictionary for 2021-22](#)

## Office of Innovation and School Reform:

### [OISR Webpage](#)

[School Receivership for 2018-19 to 2022-23: Frequently Asked Questions](#) updated September 2022

## Office of Information and Reporting Services:

### [IRS Webpage](#)

[Student Information Repository System \(SIRS\)](#)

[Deadlines for Verification and Certification of 2022-23 SchoolYearData in SIRS](#)

Memo: [Reporting 2022-23 School Year Data](#)

[Datasupport Help Center](#)



