

# **ISLAND PARK UFSD 2022-2023 SCHOOL REPORT CARD**

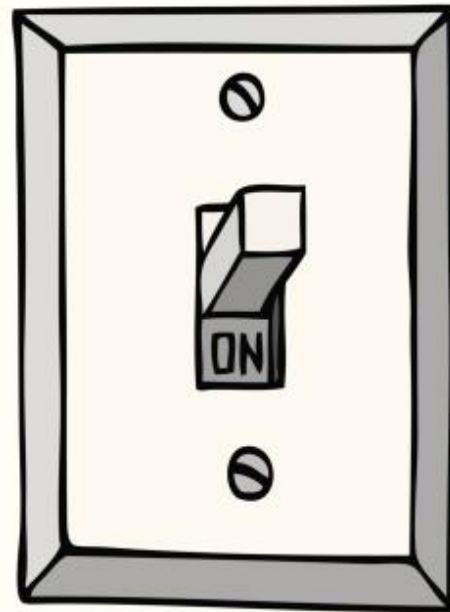
**BOARD OF  
EDUCATION MEETING  
MARCH 18, 2024**



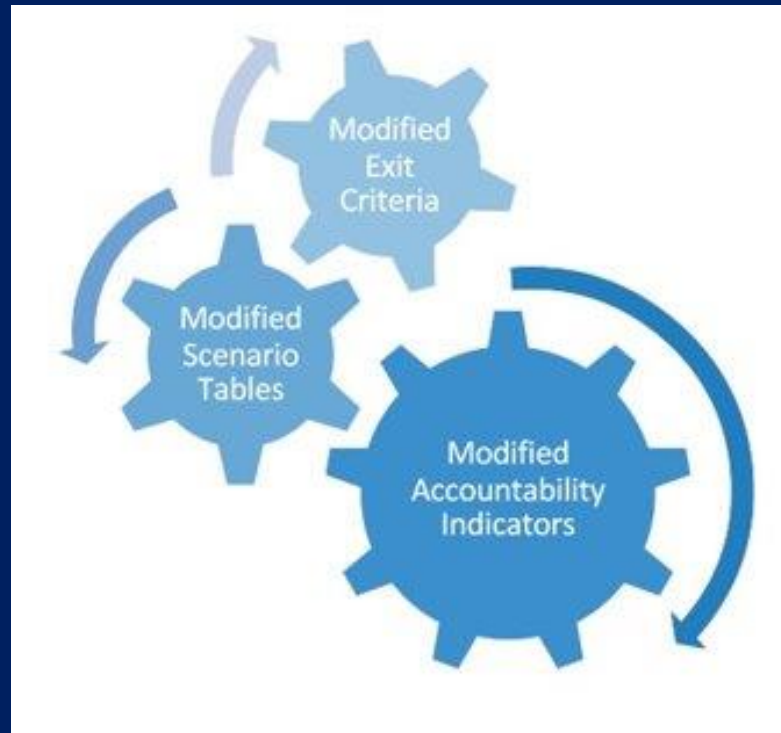
Vincent Randazzo, Superintendent of Schools

# NYS ESSA Accountability System

Spring 2022  
Accountability  
System Turned  
Back ON



# Restarting the ESSA Accountability Plan





## Accountability Status



The Every Student Succeeds Act, or ESSA, the main federal law for K-12 public education, requires that states hold public schools accountable for how students achieve. New York State established a set of indicators to measure school and district performance.

The accountability system classifies schools into one of three categories: In Good Standing, a Comprehensive Support and Improvement (CSI) school, or a Targeted Support and Improvement (TSI) school.

School District Designations	
Good Standing District	Target District
A district in Good Standing demonstrates success in all performance goals.	Districts that struggled to prepare some of their student subgroups on some or all indicators are identified as Target Districts.

This classification system is all about achieving equity. By identifying schools that need the most attention, NYSED and school districts can focus resources on these schools. Visit our website to learn more about [what happens if your child's school is identified as a CSI or TSI school](#).

Read the [Accountability Fact Sheet for Parents](#) for more information. Find more information about [ESSA Accountability Designations](#) on our website.

# Language Matters

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The restart plan outlines a differentiated continuum of support for schools and districts instead of using labels to define schools as something). The continuum of support models is comprised of:

- Schools Identified for Local Support and Improvement (LSI; previously called “Good Standing”)
- Schools Identified for Targeted Support and Improvement (TSI)
- Schools identified for Additional Targeted Support and Improvement (ATSI)
- Schools Identified for Comprehensive Support and Improvement (CSI)

# Continuum of Support

## Local Support and Improvement (LSI)- Formerly “GOOD STANDING”

- Local Continuous Improvement
- No regulatory requirements
- NYSED will partner to provide resources, tools, and professional development that support continuous improvement models

**The District, FXH, and LOMS  
are all designated as LSI  
formerly – “Good Standing”**

## Targeted Support and Improvement (TSI)

- Low performing subgroups (excluding the All Students group) that met the scenario identification criteria for two years
- Local Continuous Improvement with District Support
- ESSA/School Improvement Grant (SIG) Funding
- Ongoing Field Support

## Additional Support and Improvement (ATSI)

- Identified for TSI in the 2018-19 school year
- Identified for TSI the 2019-20 school year and the subgroup meets the CSI identification criteria based on 2021-22 school year results
- Local Continuous Improvement with District Support
- Targeted Subgroup Analysis
- ESSA/SIG Funding
- Ongoing Field Support

## Comprehensive Support and Improvement (CSI)

- Bottom 5% of low performing schools
- All Students 4-year graduation rate is less than 67% (5-year and 6-year graduation rate not 67% or more)
- Continuous Improvement with State Support
- ESSA/SIG Funding
- Ongoing Field Support
- Network Convenings
- Professional Learning
- Coaching

# ISLAND PARK 2023-2024 ACCOUNTABILITY STATUS



## Local Support and Improvement (LSI)- Formerly “Good Standing”

Organization	Status
Island Park UFSD	LSI
Francis X. Hegarty Elementary School	LSI
Lincoln Orens Middle School	LSI

# ELEMENTARY/MIDDLE STATUSES BY SUBGROUP



**Local Support and Improvement (LSI)- Formerly “Good Standing”**

Subgroup	
All Students	LSI
Asian or Native Hawaiian/Other Pacific Islander	LSI
Black or African American	LSI
Hispanic or Latino	LSI
White	LSI
English Language Learners	LSI
Students with Disabilities	LSI
Economically Disadvantaged	LSI



# 2023 REGENTS EXAM

Regents Exam	Pass Rate	Percentage Proficient Levels 3 & 4
Algebra 1	100%	100%
*Living Environment	93%	83%

\*All 8th grade students are accelerated in science..

# 2024 Grs. 3-8 ELA/Math Assessments & Regents Exams

update



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***New York State  
Testing Program***

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- 3-8 ELA/mathematics testing will be administered as a Computer-based test (CBT)
- 3-8 ELA/mathematics testing will be administered in the spring
  - ELA week of April 8
  - Math week of April 16
- 3-8 testing - pre-pandemic format
- Grade 5 – first year of NYSSLS Aligned Assessment
- All 8<sup>th</sup> grade students will take the Living Environment Regents in June

# How Does Participation Impact Accountability?

How could a student's refusal to take the assessment impact accountability and/or measuring student growth and achievement?

- Any time there is an absence of data there is an impact on district-wide accountability.

**It can affect a district by:**

- altering the Annual Measurable Objective (AMO) calculations for meeting Annual Yearly Progress (AYP)
- impact the 95% participation criteria
- identified as not meeting 95% participation criteria, possibly leading to placement on a focus list
- requires the school district to use other measures, in addition to NYSTP, to accurately assess growth and achievement of all students



# How Does Participation Impact Accountability?

## School Improvement Designations

- The New York State Accountability System classifies schools into one of four categories:
  - Schools Identified for Local Support and Improvement (LSI; previously called “Good Standing”)
  - Schools Identified for Targeted Support and Improvement (TSI)
  - Schools identified for Additional Targeted Support and Improvement (ATSI)
  - Schools Identified for Comprehensive Support and Improvement (CSI)

\*Participation influences the accountability status as the system requires 95% participation



# 2023 PARTICIPATION RATE



Subject	# of Students	% Tested	% Refused
Grs. 3-8 ELA	400	55%	45%
Grs. 3-8 Math	400	53%	47%

In the 2023 school year, the participation rate worsened from the previous year. The data only represented 54% of all students in grades 3 – 8.

# COMPUTER-BASED TESTING AND TEST REFUSALS

As the state transitions from paper and pencil assessments to computer-based testing (CBT) the District has the responsibility to prepare ALL students, including test refusals, to successfully navigate the CBT testing platform.

- During the 2024 NYS testing period students that refuse the assessments will be administered a district-created CBT simulation in ELA and mathematics to prepare them for future CBT.

