



2024–25 Demonstrable Improvement Determinations Process for Schools under Receivership

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Office of Innovation & School Reform **Office**

NYSED Priorities and Values



Agenda

- 1. Receivership and Demonstrable Improvement**
- 2. Demonstrable Improvement Methodology**
- 3. Reporting Timeline, Requirements, and Submission of Data for DI Indicators**
- 4. Resources to Support Superintendents, District, and School Staff**
- 5. Technical Assistance Session**



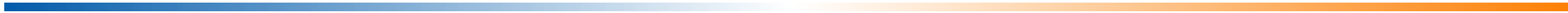


1. Receivership and Demonstrable Improvement

What is Receivership?

- Receivership acts as an intervention authority for districts and the State Education Department to turn around struggling schools, as authorized by Section 211-f of NYS Education Law and Commissioner's Regulations §100.19.
- Districts with schools under Receivership are eligible for additional assistance and supplemental financial support to facilitate turnaround efforts.





Schools under Receivership

- **Cohort 1:** Schools that were under Receivership in the 2017–18 and 2018–19 school years (N=5).
- **Cohort 2:** Schools that were newly identified in the 2018–19 school year (N=10).



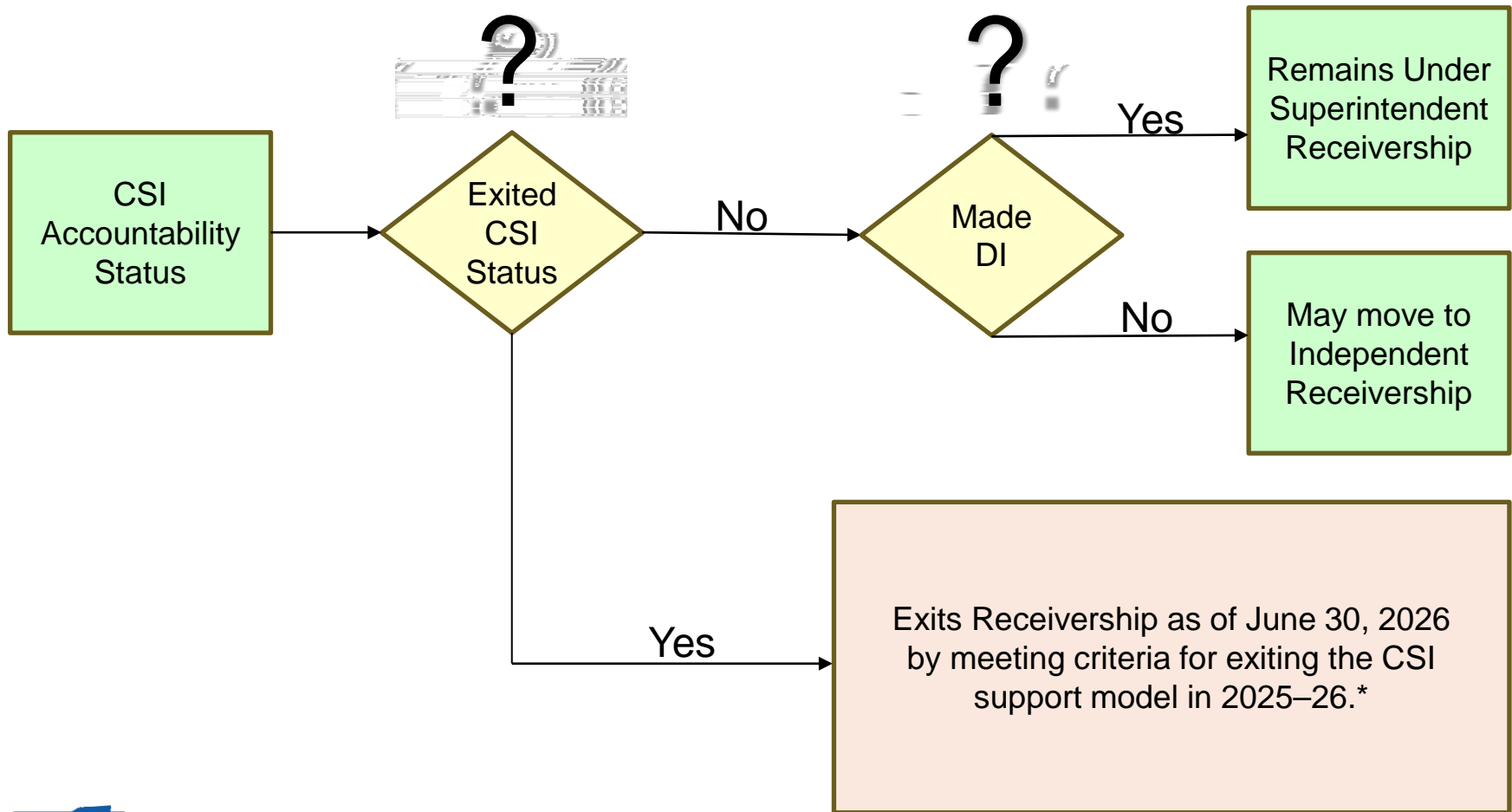
What is Demonstrable Improvement?

- Demonstrable Improvement is a data-driven process used to monitor school performance.
- Making DI *does not* determine whether a school is placed into or removed from Receivership. It determines whether a school continues under Superintendent Receivership or is placed under Independent Receivership.





Exiting Receivership vs. Making DI



*These schools need not report their 2025–2026 results for DI indicators.



2. Demonstrable Improvement Methodology for the 2024–25 School Year Results

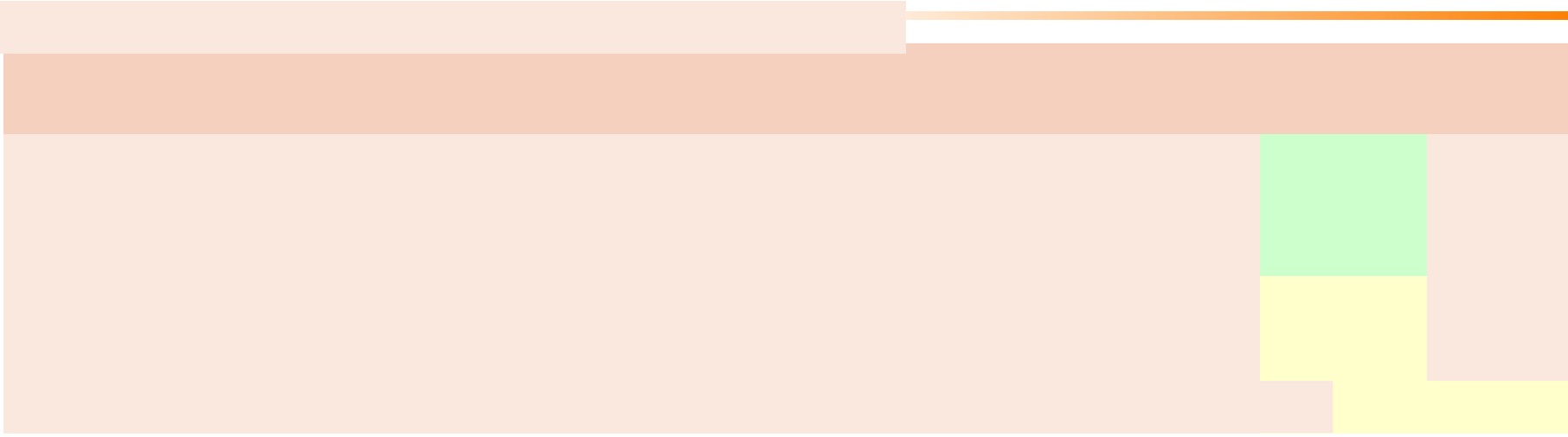
Demonstrable Improvement Methodology

- A school is considered to have made progress on an indicator for the 2024–25 school year if the 2024–25 school year result for that indicator meets or exceeds the 2024–25 Progress Target.*

| | | 2024–25 Progress Target | |
|----------------------------|-----------------|-------------------------|-----------------|
| | | Result < Target | Result ≥ Target |
| 2024–25 School Year Result | Result < Target | Did Not Meet Target | Met Target |
| | Result ≥ Target | Met Target | Met Target |

* For the detailed methodology for determining progress for DI indicators and computing the DI Index please refer to the [Demonstrable Improvement Methodology for the 2024–25 School Year Results](#).

Computing the DI Index: Cohort 2 Example



Computing the DI Index: Cohort 1 Example

| Indicator | Level | Result | Progress Target | Met Target? | Weight |
|--|---------|----------------------------|------------------------|-------------|--------------|
| 3-8 Math All Students Core Subject Performance Index | Level 1 | 45 | 45 | Yes | 10% |
| 3-8 ELA All Students MGP | Level 1 | 48 | 47 | Yes | 10% |
| ELP Success Ratio – All Students | Level 1 | .65 | .8 | No | 0% |
| Chronic Absenteeism – All Students | Level 1 | 25% | 10% | No | 0% |
| 3-8 Math All Students MGP | Level 1 | 45 | 47 | No | 0% |
| 3-8 Math SWD Core Subject Performance Index | Level 2 | 44 | 42 | Yes | 9.8% |
| Implement Community School Model | Level 2 | Met Year 1 rubric criteria | Year 1 rubric criteria | Yes | 1% |
| 3-8 ELA SWD Students MGP | Level 2 | 49 | 51 | No | 0% |
| 3-8 ELA ED Students MGP | Level 2 | 51 | 52 | No | 0% |
| Total Cohort 5-Year Grad Rate - SWD Students | Level 2 | 67% | 65% | Yes | 9.8% |
| Teacher Attendance | Level 2 | 97% | 95% | Yes | 9.8% |
| DI Index:* | | | | | 50.4% |

* For additional details and examples refer to the [Demonstrable Improvement Methodology for the 2024–25 School Year Results](#)

Preliminary DI Determinations

- If a school achix

| DI Index | Preliminary Determination |
|----------|---------------------------|
| | Made DI |
| | Commissioner's Decision |
| < 40% | Did Not Make DI |



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OISR Quarterly Reporting

Progress Reporting and Performance Management requirements for Schools under Receivership include the submission of four quarterly reports to OISR by a Superintendent Receiver as per Commissioner's Regulations §100.19.

Quarterly reports are intended to:

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

DI Reporting Timeline

| Date | Indicator | Reporting Method |
|----------------------|---|---|
| <p>June 27, 2025</p> | <p>#2: Plan for and Implement Community School Model</p> | <p>Submit the prescribed rubric(s) and supporting evidence to accountinfo@nysed.gov.</p> |
| | <p>#94: Providing 200 Hours of Quality Extended Day Learning Time (ELT)</p> | |
| | <p>#6: FaArtifact <</MCID6Te5 (e ())-39 Tdbj(C)aySubmittge</p> | |
| | <p></p> | |
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DI Reporting Timeline

| Date | Reporting Requirement |
|-----------------|---|
| August 15, 2025 | Schools and districts must submit final, end-of-year data to Lr |
| | |
| | |





4. Resources to Support Superintendents, District, and School Staff

Recent Guidance

- In alignment with Education Law 211-f and Commissioner's Regulation §100.19, OISR will continue to implement a Progress Reporting and Performance Management Technical Assistance and Support Process for Schools under Receivership for the 2024–25 school year.
- Information on OISR's comprehensive performance management and targeted technical assistance and support for the 2024–25 school year was outlined in the August 21, 2024, memo entitled, *2024–2025 Performance Management, Technical Assistance, and Reporting.*

Support for Schools under Receivership

- OISR provides targeted technical assistance and support to drive Demonstrable Improvement Indicator target attainment that results in school turnaround.
- To ensure sustained equitable access to high-quality educational programs and social and emotional learning-based (SEL) services in a safe academic environment for all students, support is aligned with the Department's Culturally Responsive-Sustaining Education Framework.

Technical Assistance

- **Progress Reporting and Performance Management requirements for Schools under Receivership includes a minimum of two (2) on-site Technical Assistance Support and Collaborative Review Sessions and two (2) Performance Review e-conferences with OISR.**
- **These technical assistance sessions are intended to:**
 - **Support consistency in monitoring of DI indicator target progress through collaborative review.**
 - **Ensure sustained high-level targeted support.**



Questions?

- **DI indicators and reporting:**
 - ACCOUNTINFO@nysed.gov
- **Support for schools under Receivership:**
 - OISR@nysed.gov
- **Annual data reporting in SIRS:**
 - datasupport@nysed.gov
- **Grant funding:**
 - SIGA@nysed.gov

DI Resources Survey

We're asking for your help to improve the effectiveness of NYSED's communication and resources around the Demonstrable Improvement (DI) process for your school(s) under Receivership

<https://forms.office.com/r/PM5cmV5L55>

