

Understanding the New York State
Accountability System under the Every Student
Succeeds Act (ESSA) for 2022–2023
Accountability Statuses Based on 2021–2022
Results



New York State Education Department

Office of Accountability

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Introduction

On December 22, 2021, the New York State Education Department (NYSED or “the Department”) submitted a waiver request to the United States Department of Education (USDE) on behalf of all local educational agencies (LEAs) in New York State seeking flexibility regarding federal accountability requirements using data from the 2021–2022 school year and the usage of Title I School Improvement Funds. The waiver request sought to address the ongoing impact of the pandemic on school communities and the issue of whether reliable and accurate accountability determinations that support student academic success, including growth and achievement, can be made in the current year and whether such determinations are appropriate.

On December 30, 2021, USDE denied NYSED’s waiver request and informed NYSED that it must make new accountability determinations using 2021–2022 school year data. USDE subsequently provided guidance regarding one-year adjustments that may be made to accountability indicators and identification and exit criteria. Following USDE guidance and statutory requirements, NYSED submitted to USDE a “2021–2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency” (or ESSA Accountability State Plan Addendum) on August 29, 2022, to amend accountability determinations based on results from the 2021–2022 school year and school identifications and status exits in fall 2022. On September 26, 2022, USDE approved amendments to the New York State Consolidated State Plan under the Elementary and Secondary Education Act (ESEA).

The following document provides answers to questions about the New York State Accountability System that will be implemented using 2021–2022 school year data under the Every Student Succeeds Act (ESSA). In this document, unless stated otherwise, the term “school” refers to public schools registered by the New York State Board of Regents and public charter schools.

PLEASE NOTE: This document is based upon the provisions of section 100.21 of the Regulations of the Commissioner of Education that were adopted by the Board of Regents as an emergency action in October 2022 and December 2022. In February 2023, regulation amendments to section 100.21 were approved for permanent adoption.

Accountability Statuses

1. What are the school accountability statuses under the Everyone Student Succeeds Act (ESSA)?

School identified for Local Support and Improvement (LSI), School identified for Targeted Support and Improvement (TSI), School receiving Local Support and Improvement: Potential TSI, School identified for Additional Targeted Support and Improvement (ATSI), and School identified for Comprehensive Support and Improvement (CSI).

2. What are the district accountability statuses under ESSA?

District identified for LSI, LSI: Potential Target District, and Target District.

3. How often are these statuses determined?

Target Districts and schools identified for TSI are identified annually. Schools identified for CSI and for ATSI are identified at least once every three years. In the future, schools identified for TSI that consistently fail to show improvement for the subgroup(s) for which the schools were identified for TSI will be identified for CSI. For example, beginning with the 2022–2023 school year results, schools identified for

TSI based upon 2017–2018 school year results that consistently fail to show improvement for the subgroup(s) for which the schools were identified for TSI will be identified for CSI.

Due to the COVID-19 pandemic, the United States Department of Education (USDE) permitted states to not use 2020–2021 school year results to identify schools for CSI, ATSI, or TSI. USDE is now requiring all states to identify schools for CSI for the 2022–2023 school year based on 2021–2022 school year results. USDE is permitting states to use modified methods to make determinations using 2021–2022 school year results and then to make new determinations using more robust data based on 2022–2023 school year results. Schools identified for CSI using 2021–2022 school year results will be eligible to exit status after one year if the school meets the exit criteria and does not meet identification criteria.

4. What indicators are used to make school and district status determinations?

At the elementary/middle (EM) level, the indicators are:

- **Weighted Average Achievement:** Annual student performance in English language arts (ELA), math, and science calculated using a denominator that meets USDE requirements for the academic achievement indicator (i.e., the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95 percent of continuously enrolled students).
- **Core Subject Performance:** Annual student performance in ELA, math, and science calculated using a denominator of students with valid assessment records.
- **English Language Proficiency:** Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT).
- **Chronic Absenteeism:** Percentage of students who are absent 10% or more instructional days.

At the High School (HS) level, the indicators are:

- **Weighted Average Achievement:** Annual student performance in ELA, math, science, and social studies calculated using a denominator of all the students in the accountability cohort.
- **Core Subject Performance:** Annual student performance in ELA, math, science, and social studies calculated using a denominator of students with valid assessment records.
- **English Language Proficiency (ELP):** Percentage of students meeting individual progress targets on the NYSESLAT.
- **Chronic Absenteeism:** Percentage of students who are absent 10% or more instructional days.
- **Graduation Rate:** Graduation rates of students four, five, and six years after first entering Grade 9 as of August 31 of the preceding reporting year (lagged year data).

Under ESSA, the New York State accountability system assigns a Level from 1 to 4 to each accountability subgroup for each indicator for which a school or district is accountable based on the subgroups' performance on the indicators, where 1 indicates the lowest performance and 4 indicates the highest performance. These levels are used to determine a school's and a district's accountability status based on the level of performance assigned to subgroups for which the school or district is accountable.

Due to unavailability of reliable data, the Growth; the Academic Progress; and the College, Career, and Civic Readiness (CCCR) indicators have not been computed using 2021–2022 school year results and are not being used to make accountability determinations. In accordance with USDE directives, members of the 2018 high school accountability cohort whose only assessment record for a subject is an exemption from the 2019–2020 school year spring administration for a Regents examination, approved alternative, or New York State Alternative Assessment (NYSAA) are not required to be counted as “not tested.” Consequently, for 2021–2022 school year results high school performance is computed using a Weighted Average Achievement Index that is based on results for cohort accountability members and a Core Subject Performance that is computed based on results only for those accountability cohort members who have taken a Regents examination, approved alternative, or the NYSAA in the subject.

5. What is an accountability subgroup?

An accountability subgroup is a group of students who are assigned to a certain category based on their race/ethnicity, English language proficiency, disability status, or economic status. The accountability subgroups are: All Students, American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, Economically Disadvantaged, English Language Learners, and Students with Disabilities.

A student will always be classified as belonging to the All Students group and one of the racial/ethnic groups. In addition, certain students will also be classified as an economically disadvantaged student, an English Language Learner, and/or a student with a disability.

6. How is a school identified for Comprehensive Support and Improvement?

A minimum of five percent of the lowest performing elementary/middle schools in the state receiving Title I, Part A funds plus any non-title I elementary/middle schools meeting the criteria for identification AND a minimum of five percent of the lowest performing high schools receiving Title I, Part A funds plus any non-title I high schools meeting the criteria for identification will be identified at least every three years, or as required by the USDE, for CSI.

USDE has also allowed states to identify schools for CSI again based on 2022–2023 school year results. Schools identified for CSI using 2021–2022 school year results will be eligible to exit status after one year if it meets the exit criteria. Schools that were not identified for CSI based on 2021–2022 school year results can be newly identified for CSI based on 2022–2023 school year results.

CSI identification criteria:

- CSI identifications are based on the performance of all students in the school (i.e., the All Students group only).¹
- A school that meets the CSI criteria for the All Students group based on 2021–2022 school year results will be preliminarily identified for CSI for the 2022–2023 school year.
- Elementary/middle schools are preliminarily identified for CSI if the All Students group meets any of Scenarios 1-6 in the Elementary/Middle School CSI Identification Scenario table below.
- High schools are preliminarily identified for CSI if the All Students group meets any of Scenarios 1-7 in the High School CSI Identification Scenario table below.
- Beginning with the lowest numbered scenario, the Department will identify schools for CSI. The Department will continue to identify schools in scenario order from lowest to highest until it reaches the scenario in which the identification of schools within that scenario results in the identification of at least five percent of Title I schools in the state (i.e., five percent of elementary/middle schools and five percent of high schools) being identified for CSI. Any non-Title I school that meets the criteria used to identify Title I schools will also be identified for CSI. The Department will complete this process by determining whether each current school identified for CSI that was not identified using this process met criteria for exiting CSI status. Schools that met the criteria are removed from CSI status, while schools that do not meet the exit criteria remain identified for CSI.
- High schools are also preliminarily identified for CSI if their 4-year graduation rate is below 67 percent and their 5-year or 6-year graduation rates are not at or above 67percent.

¹ An identified school that serves both elementary/middle and high school grades is counted as a high school for this purpose regardless of whether the school has been identified for the performance of its elementary/middle or high school students.

- Districts may petition the Commissioner to not identify a preliminarily identified school if the district believes that there are extenuating or extraordinary circumstances that warrant the school not being identified for CSI. Following the review of any appeals, the Commissioner makes final determinations regarding the status of preliminarily identified schools.

Elementary/Middle School CSI Identification Methods:

- 1) Elementary/middle schools are preliminarily identified for CSI if they demonstrate any combination of levels on indicators in the scenarios listed in the table below.

Elementary/Middle School CSI Identification Scenarios

Scenarios	Weighted	Core	ELP	Chronic Absenteeism
1	Both Level 1		Any Level (None, 1-4)*	
2	Level 2	Level 1	Both Not Level 3 or 4**	
3	Level 1	None	Both Not Level 3 or 4**	
4	Level 1	Level 2	Both Not Level 3 or 4**	
5	Level 3	Level 1	Both Not Level 3 or 4**	
6	Level 1	Level 3	Both Not Level 3 or 4**	

Note: The accountability status for schools that do not have a Weighted Average Achievement level and schools with a Weighted Level 1 only and do not have a level assigned to the Core Subject Performance, ELP, and/or Chronic Absenteeism will be determined using a separate Self-Assessment process.

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

** If both ELP and Chronic Absenteeism are Levels 3 or 4, the subgroup will not be identified using this scenario.

- 2) Elementary/middle schools identified for TSI with chronically low performing subgroups that have been identified for ATSI and have not shown a specified level of improvement over three years, may also be identified for CSI based on 2022–2023 school year results.

High School CSI Identification Methods:

- 1) High schools that have 4-year graduation rate total cohort rates that are less than 67% and do not have graduation rates for the 5-year or 6-year graduation rate total cohorts that are at or above 67%, are automatically preliminarily identified for CSI.
- 2) High schools are preliminarily identified for CSI if they demonstrate any combination of levels on indicators in the scenarios listed in the table below.

High School CSI Identification Scenarios

Scenarios	Weighted	Core	Grad Rate	ELP	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)*	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4**	
3	Level 1	None	Level 1	Both Not Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4**	
5	Both Level 1		Level 2	Both Not Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4**	

Note: The accountability status for schools that do not have a Weighted Average Achievement Performance level and schools with a Weighted Level 1 only and do not have a level assigned to the Core Subject Performance, ELP, and/or Chronic Absenteeism measure will be determined using a separate Self-Assessment process.

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

** If both ELP and Chronic Absenteeism are Levels 3 or 4, the subgroup will not be identified using this scenario.

- 3) High schools identified for TSI with chronically low performing subgroups that have been identified for ATSI and have not shown a specified level of improvement over three years may also be identified for CSI based on 2022–2023 school year results.

Note: A school identified for graduation rate (method 1) can also be identified based on scenarios (method 2).

7. How is a school identified for Targeted Support and Improvement?

The same method(s) used to identify schools for CSI are used to identify schools for TSI. However, TSI identifications are based on the performance of subgroups, not the All Students group, and are made annually based on a subgroup’s performance in the past two years. For purposes of identifications based on 2021–2022 school year results, the “past two years” means results from the 2018–2019 and 2021–2022 school years.

TSI identification criteria:

- 1) TSI identifications are based on the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged.
- 2) A school that is in Good Standing in the 2021–2022 school year that meets the TSI criteria based on 2021–2022 school year results for a subgroup for which the school was identified for Potential TSI in the 2021–2022 school year will be preliminarily identified for TSI.
- 3) All the scenarios, with numbers that are lower than the highest numbered scenario for which a school was identified for CSI, are used to preliminarily identify schools for TSI, except that Scenario 1 is always used to identify schools for TSI.
- 4) If an accountability subgroup that was identified as Potential TSI during the 2021–2022 school year meets one of the aforementioned scenarios based on 2021–2022 school year results, then the subgroup (and the school) is preliminarily identified for TSI for the 2022–2023 school year.
- 5) A school that is identified for CSI, ATSI, or TSI in the 2021–2022 school year with a subgroup that is identified for Potential TSI in the 2021–2022 school year that also meets the identification criteria for TSI based upon 2021–2022 school year results will be preliminarily identified for TSI for the identified subgroup for the 2022–2023 school year. If a school was in Good Standing during the 2021–2022 school year and if any of the school’s accountability subgroups meets one of the aforementioned scenarios based on 2021–2022 school year results, the subgroup is preliminarily identified for Potential TSI for the 2022–2023 school year.
- 6) If a school meets both the CSI criteria for the All Students group and the TSI criteria for any accountability subgroup(s), the school will be preliminarily identified for CSI.
- 7) As with schools identified for CSI, districts may petition the Commissioner to not identify a preliminarily identified school if the district believes that there are extenuating or extraordinary circumstances that warrant the school not being identified for TSI. Following the review of any appeals, the Commissioner makes final determinations regarding the status of preliminarily identified schools.

8. How is a school identified for Additional Targeted Support and Improvement?

USDE requires that schools identified for TSI in the 2018–2019 school year based on 2017–2018 school year results be identified for ATSI. The schools identified for TSI in the 2018–2019 school year had previously either been identified as Priority or Focus Schools and had a history of low performance requiring them to be identified for ATSI.

USDE is also requiring that new schools be identified for ATSI based on the 2021–2022 school year results. Schools identified for TSI in the 2019–2020 school year will be newly identified for ATSI if the subgroup meets the same scenarios used to identify schools for CSI.

9. What does a School identified for Local Support and Improvement mean?

- 1) A school that is not identified for CSI, ATSI, or TSI is a school identified for LSI for the 2022–2023 school year.
- 2) A school identified for CSI, ATSI, or TSI in the 2021–2022 school year that meets the exit criteria for all groups for which it is identified and is not newly identified for CSI, ATSI, or TSI for the 2022–2023 school year is a school identified for LSI.
- 3) A school identified for LSI will continue to use the systems and processes established at the local level for continuous improvement efforts. There is no change in regulatory requirements for this group of schools.

10. How is a school identified as a Recognition School?

No Recognition School determinations will be made using the 2021–2022 school year results. Beginning with 2022–2023 school year results, schools identified for LSI that exhibit evidence of high performance and/or rapid improvement as determined by the Commissioner will be designated Recognition Schools.

11. How is a school subgroup identified for LSI: Potential TSI?

If a subgroup (other than the All Students group) was in Good Standing status during the 2021–2022 school year and meets one of the scenarios used for identification of subgroup for TSI based on 2021–2022 school year results, then the subgroup is identified for LSI: Potential TSI.

Conversely, if a subgroup that was in Good Standing: Potential TSI status during the 2021–2022 school year based on 2018–2019 school year results does not meet any of the scenarios for identification of a subgroup for TSI based on 2021–2022 school year results, the subgroup will be identified for LSI for the 2022–2023 school year.

12. How is a district subgroup identified for LSI: Potential TD?

- A district’s subgroup may be identified for LSI: Potential Target District (LSI: PTD) if the district’s subgroup meets the [Scenario](#) criteria used to identify schools based on 2021–2022 school year results for that subgroup.
 - For the All Students group, the same scenarios used to identify schools for CSI for that grade level will be used.
 - For all other subgroups, the same scenarios used to identify schools for TSI for that grade level will be used.
- If a district has a school with a subgroup identified for “LSI: Potential TSI.”

Conversely, if all subgroups in all schools in a district that were identified for LSI: Potential TSI return to LSI and there are no schools identified for CSI, ATSI, or TSI based on 2021–2022 school year results, then the district will be identified for LSI as well.

13. How can a school be removed from identification for CSI or TSI?

CSI Removal Criteria: To be removed from CSI status, the All Students group for the grade level(s) for which the school was identified for CSI must not be re-identified for CSI and must meet one of the following conditions based upon 2021–2022 school year results:

Elementary/Middle Schools:

- The 2021–2022 school year Weighted Average Achievement Index is higher than at the time of identification (2017–2018).
- The 2021–2022 school year Core Subject Performance Index is higher than at the time of identification (2017–2018).

High Schools:

- The 2021–2022 school year Weighted Average Achievement Index is higher than at the time of identification (2017–18). The 2017–2018 school year Composite Performance Index is computed using the same methodology as the Weighted Average Achievement Index (see [Question 23](#)).
- The Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year) is higher than the Graduation Rate (unweighted average of the 2013 4-year, 2012 5-year, and 2011 6-year) at the time of identification based upon 2017–2018 school year results.

TSI Removal Criteria: To be removed from identification for TSI, for all subgroups for which the school was identified, the subgroup(s) must not meet any of the scenarios that can cause a subgroup to be identified for TSI and no subgroup in the school can be newly identified for TSI based on 2021–2022 school year results.

14. How can a school be removed from identification for ATSI?

To be removed from identification for ATSI, the subgroup for the grade level(s) for which the school was identified for ATSI must not be re-identified for TSI and must meet one of the following conditions based upon 2021–2022 school year results:

Elementary/Middle Schools:

- The 2021–2022 school year Weighted Average Achievement Index is higher than at the time of identification (2017–2018).
- The 2021–2022 school year Core Subject Performance Index is higher than at the time of identification (2017–2018).

High Schools:

- The 2021–2022 school year Weighted Average Achievement Index is higher than at the time of identification (2017–2018). The 2017–2018 school year Composite Performance Index is computed using the same methodology as the Weighted Average Achievement Index (see [Question 23](#)).
- The Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year) is higher than the Graduation Rate (unweighted average of the 2013 4-year, 2012 5-year, and 2011 6-year) at the time of identification based upon 2017–2018 school year results.

15. How is a district identified as a Target District?

For accountability designations based on 2021–2022 school year results, a district is identified as a Target District if it has any schools that are identified for CSI, ATSI, or TSI. As part of the accountability restart, district subgroups' 2021–2022 school year statuses will not be counted towards determining 2022–2023 school year statuses.

Using 2021–2022 school year data:

- 1) A district identified solely for district-level results will be identified for LSI: Potential Target District. If the subgroup meets the criteria to be identified for CSI or TSI and no component school is identified for CSI, ATSI, or TSI, the district is identified for LSI: Potential Target District.

- 2) **Component School is newly identified for CSI, ATSI, or TSI:** A district that had at least one school identified for CSI, ATSI, or TSI based upon 2021–2022 school year results is preliminarily identified as a Target District for the subgroup(s) for which the school(s) were identified.
- 3) **Component School identified for CSI, ATSI, or TSI that did not exit:** The district that was in Target District status during the 2021–2022 school year will remain in Target District status if any component school identified for CSI, ATSI, or TSI did not meet the exit criteria based on 2021–2022 school year results.

16. How is a district identified for LSI: Potential Target District?

A district is identified for LSI: Potential Target District (or LSI: PTD) for the 2022–2023 school year if the district:

- 1) was in Good Standing status during the 2021–2022 school year,
- 2) met the criteria for CSI or TSI identification for any accountability subgroup(s) based on 2021–2022 school year results, or
- 3) includes a school identified for LSI: Potential TSI for the 2022–2023 school year.

As with schools identified for CSI, ATSI, or TSI, districts may petition the Commissioner to not identify a preliminarily identified district if the district believes that there are extenuating or extraordinary circumstances that warrant the district not being identified for LSI: Potential Target District. Following review of any appeals, the Commissioner makes a final determination regarding the status of preliminarily identified districts.

17. How is a district identified for LSI?

A district that has no component schools that are identified for CSI, ATSI, or TSI based on 2021–2022 school year results is automatically identified for LSI.

District identified for LSI Identification Criteria:

- 1) A district that is not a Target District is automatically identified for LSI.
- 2) A district in which no school meets the criteria for CSI, ATSI, or TSI using 2021–2022 school year results will be identified for LSI for the 2022–2023 school year.

18. How can a district exit Target District status?

To exit Target District status a district must have no component schools that are identified for CSI, ATSI, or TSI.

For the 2022–2023 school year, a Target District that was previously identified at the district level and has no component schools identified for CSI, ATSI, or TSI will exit status and be identified for LSI.

19. How is New York City held accountable at the district level?

New York City is not treated as a single school district. Rather, the 32 New York City Community School Districts serve as LEAs for accountability purposes. The Community School Districts are held accountable for the results of all their elementary/middle and high schools. Special rules apply for schools in Community School Districts 75 (Special Education Schools) and Community School District 79 (Alternative Schools District).

Indicators Used to Make Accountability Determinations

20. How is a Weighted Average Achievement Level and a Core Subject Performance Level determined at the elementary/middle level?

A Weighted Average Achievement Level is determined at the elementary/middle level using the following process for each accountability subgroup:

Step 1: Calculate **English language Arts (ELA), Math, and Science Achievement Indices** using the formula and denominator indicated below:

$$\text{Formula: } 100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{\text{Denominator}}$$

Denominator: The greater of 1) continuously enrolled students who have valid test scores, OR 2) 95% of continuously enrolled students with or without valid test scores.

Continuously enrolled students are students who are enrolled in a district or a school on Basic Educational Data System (BEDS) Day (typically the first Wednesday in October) and either the last day of the test administration period or the first day of the test administration period with a valid test score.

Step 2: Calculate a **Combined ELA, Math, and Science Achievement Index** by summing the ELA, Math, and Science numerators and denominators from Step 1, dividing the combined numerator by the combined denominator, and multiplying that result by 100.

Example of Elementary/Middle-Level Achievement Index

Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	95% of Continuously Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
ELA	100	90	95	20	20	30	20	130	95	137
Math	102	100	97	10	30	40	20	160	100	160
Science	40	40	38	0	10	14	16	78	40	195
Weighted Average Achievement Index								368	235	157

Calculate a weighted average of the ELA, Math, and Science Achievement Indices using the following steps:

- 1) Sum the ELA, Math, and Science Achievement Indices' numerators
- 2) Sum the ELA, Math, and Science Indices' denominators
- 3) Divide the resulting numerator by the resulting denominator
- 4) Multiply that result by 100

Compute only for [subgroups with 30 or more](#) student results.

$$\text{Numerator: } ELA[(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)] + \\ Math[(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)] + \\ Science[(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)]$$

Denominator: ELA (greater of continuously enrolled tested and 95% of continuously enrolled) + Math (greater of continuously enrolled tested and 95% of continuously enrolled) + Science (greater of continuously enrolled tested and 95% of continuously enrolled).

$$\text{Weighted Average Achievement Index: } 100 * \frac{\text{Numerator}}{\text{Denominator}}$$

Step 3: Rank order schools by their Weighted Average Achievement Index from Step 2. The higher the rank, the better the performance. In the example in Step 4, the Weighted Average Index is 157. In the sample below, we call this school, “School T.” If New York State (NYS) had 20 schools, Schools A through T, with Weighted Average Indices ranging from 25 to 240, School T would be ranked 13, as indicated in the example below.

Example of Elementary/Middle-Level Weighted Average Achievement Index Ranking

School	Weighted Average Achievement Index	Rank
School J	25	1
School A	55	2
School F	70	3
School S	85	4
School D	92	5
School N	100	6
School G	110	7
School B	115	8
School Q	119	9
School C	125	10
School R	135	11
School I	140	12
School T	157	13
School O	166	14
School E	180	15
School K	181	16
School L	188	17
School H	209	18
School M	235	19
School P	240	20

Step 4: Assign a **Level** based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 50.1 to 75% range compared to the other 19 schools, so School T would receive a Level 3, as indicated below.

Weighted Average Achievement Level Assignment

Rank	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle-Level Weighted Average Achievement Level

School	Rank	Rank Range	Weighted Average Index Level
School J	1	10% or less	1
School A	2	10% or less	1
School F	3	10.1 to 50%	2
School S	4	10.1 to 50%	2

School	Rank	Rank Range	Weighted Average Index Level
School D	5	10.1 to 50%	2
School N	6	10.1 to 50%	2
School G	7	10.1 to 50%	2
School B	8	10.1 to 50%	2
School Q	9	10.1 to 50%	2
School C	10	10.1 to 50%	2
School R	11	50.1 to 75%	3
School I	12	50.1 to 75%	3
School T	13	50.1 to 75%	3
School O	14	50.1 to 75%	3
School E	15	50.1 to 75%	3
School K	16	Greater than 75%	4
School L	17	Greater than 75%	4
School H	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Step 5: Calculate an elementary/middle-level **Core Subject Performance Index** for ELA, Math, and Science using the following steps:

- 1) Sum the numerators and denominators
- 2) Divide the summed numerator by the summed denominator
- 3) Multiply the result by 100 to create a Core Subject Performance Index

N-Size Special Rule: If Weighted Average n-size is ≥ 30 and Core Subject n-size < 30 , a Core Subject Performance Index is calculated for subgroups with n-size of 15 or more where the n-size for the Core Subject Performance Index calculation is at least 50% of the n-size for the Weighted Average calculation. For example, if a subgroup has a Weighted Average n-size of 40 and a Core Subject n-size of 21, the Core Subject Performance Index would be computed, but if Core Subject n-size were 18, a Core Subject Performance Index would not.

$$\text{Index: } 100 * \frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5(\text{Level 4})}{\text{Denominator}}$$

Denominator: Continuously enrolled students who have valid test scores.

Example of Elementary/Middle-Level Core Subject Performance Index

Subject	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
ELA	95	25	20	30	20	130	95	137
Math	100	10	30	40	20	160	100	160
Science	40	0	10	14	16	78	40	195
Core Subject Index	235	35	60	84	56	368	235	157

Step 6: Rank order schools by their Core Subject Performance Index from Step 5. In the example in Step 5, the Core Subject Index is 157. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Core Subject Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

**Example of Elementary/Middle-Level
Core Subject Performance Index Ranking**

School	Core Subject Index	Rank
School J	28	1
School S	86	2
School D	99	3
School F	110	4
School G	110	5
School B	115	6
School A	125	7
School C	140	8
School R	140	9
School T	157	10
School N	160	11
School O	168	12
School I	170	13
School L	188	14
School Q	190	15
School K	190	16
School H	215	17
School E	220	18
School M	240	19
School P	240	20

Step 7: Assign a **Level** based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2 for the Core Subject Performance Index, as indicated below.

Core Subject Performance Level Assignment

Rank	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle-Level Core Subject Performance Level

School	Rank	Rank Range	Core Subject Level
School J	1	10% or less	1
School S	2	10% or less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
School C	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School T	10	10.1 to 50%	2
School N	11	50.1 to 75%	3
School O	12	50.1 to 75%	3
School I	13	50.1 to 75%	3
School L	14	50.1 to 75%	3
School Q	16	50.1 to 75%	3
School K	15	Greater than 75%	4
School H	17	Greater than 75%	4

School	Rank	Rank Range	Core Subject Level
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Notes:

- Schools and districts will be rank ordered separately.
- Schools/districts accountable for the All Students group will be rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged groups. However, ranking for racial/ethnic groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file.
- Weighted Average Achievement and Core Subject Performance levels for groups in schools whose highest grade is 1 or 2 are determined using “Feeder/eater” back mapping rules (see [Question 37](#)).

21. What tests are used to determine Elementary/Middle-Level Weighted Average Achievement and Core Subject Performance Indices?

At the elementary/middle level, the following exams are used:

- the New York State Testing Program (NYSTP) assessments in ELA and math in Grades 3-8;
- the New York State Alternative Assessment (NYSAA) in ELA and math when the student is age equivalent to Grades 3-8 and the NYSAA in science when the student is age equivalent to Grades 4 and 8, if the student’s Committee on Special Education (CSE) determines that the student is eligible to take the NYSAA in lieu of the NYSTP;
- the Grade 4 Elementary-Level Science Test;
- the Grade 8 Intermediate-Level Science Test;
- a Regents mathematics exam in lieu of the NYSTP assessment in Grades 6, 7, and 8; and
- a Regents science exam in lieu of the Grade 8 Intermediate-Level Science Test.

If more than one exam is taken in the same grade/subject in the same reporting year, the following hierarchy is used to determine which results will be used when calculating the Composite Performance Index:

- **ELA:** 1) NYSTP, 2) NYSAA
- **Math:** 1) NYSTP, 2) Regents in Lieu of NYSTP, 3) NYSAA
- **Science:** 1) Grades 4 & 8 Science Test taken in current year, 2) NYSAA, 3) Regents in Lieu of Grade 8 Science

22. How are student results on Regents examinations converted to high school accountability levels?

Please see [Question 32](#) regarding how scores of students on Regents examinations are converted to accountability levels.

23. How is a Weighted Average Achievement Level and a Core Subject Performance level determined at the secondary level?

A Weighted Average Achievement Level at the secondary level is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate **English, Math, Science, and Social Studies Indices** using the formula and denominator indicated below:

$$\text{Formula: } 100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$$

Denominator: Four-year cohort as of June 30 (students who entered Grade 9 in the same year and were enrolled in the school/district/state on June 30th four years later) for which the only assessment record for that subject is not an exemption from the 2019–2020 school year spring administration of the Regents examinations, approved alternative, or the NYSAA.

Example of Secondary-Level Indices

Subject	# of Students in Cohort	Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	Index
ELA	100	60	4	6	5	45	129	100	129
Math	100	70	1	5	8	56	161	100	161
Science	100	80	5	5	15	55	173	100	173
Social Studies	100	60	1	4	10	45	137	100	137

Step 2: Using the Indices from Step 1 calculate a **Weighted Average Achievement Index** using the following formula:

Weighted Average Achievement Index:

$$\frac{3(\text{Secondary} - \text{Level ELA PI}) + 3(\text{Secondary} - \text{Level Math PI}) + 2(\text{Secondary} - \text{Level Science PI}) + (\text{Secondary} - \text{Level Social Studies PI})}{9}$$

Example of Secondary-Level Weighted Average Achievement Index

33 Subject	PI	Weight	Weighted Value	Weighted Average Achievement Index
ELA	129	3	(129 × 3) = 414	1380 ÷ 9 = 153
Math	161	3	(161 × 3) = 483	
Science	173	2	(173 × 2) = 346	
Social Studies	137	1	(137 × 1) = 137	
		Denominator = 9	Numerator = 1380	153

If a school does not have sufficient results to compute a Performance Index for one or more of the subjects, the denominator is the sum of the weights for the subjects for which a Performance Index was computed. For example, the denominator would be 8 if the school had a Performance Index computed for ELA, math, and science, but not social studies.

Step 3: Rank schools based on their Weighted Average Achievement Index from Step 4. In the example in Step 1, the Weighted Average Achievement Index is 153. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Weighted Average Achievement Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

**Example of Secondary-Level
Weighted Average Achievement Index Ranking**

School	Weighted Average Achievement Index	Rank
School J	28	1
School S	86	2
School D	99	3
School F	110	4
School G	110	5
School B	115	6
School A	125	7
School C	140	8
School R	140	9
School T	153	10
School N	160	11
School O	168	12
School I	170	13
School L	188	14
School Q	190	16
School K	190	15
School H	215	17
School E	220	18
School M	240	19
School P	240	20

Step 4: Assign a **Weighted Average Achievement Level** based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

**Weighted Average
Achievement Level Assignment**

Rank	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Secondary-Level Weighted Average Achievement Level

School	Rank	Rank Range	Weighted Average Achievement Level
School J	1	10% or less	1
School S	2	10% or less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
School C	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School T	10	10.1 to 50%	2
School N	11	50.1 to 75%	3
School O	12	50.1 to 75%	3
School I	13	50.1 to 75%	3
School L	14	50.1 to 75%	3

School	Rank	Rank Range	Weighted Average Achievement Level
School K	15	50.1 to 75%	3
School Q	16	Greater than 75%	4
School H	17	Greater than 75%	4
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Calculate the **Core Subject Performance Index** for ELA, math, science, and social studies using the following steps:

- 1) Sum the numerators and denominators
- 2) Divide the summed numerator by the summed denominator
- 3) Multiply the result by 100 to create a Core Subject Performance Index

N-Size Special Rule: If Weighted Average n-size is ≥ 30 and Core Subject n-size < 30 , a Core Subject Performance Index is calculated for subgroups with n-size of 15 or more where the n-size for the Core Subject calculation is at least 50% of the n size for the Weighted Average calculation. For example, if a subgroup has a Weighted Average n-size of 40 and a Core Subject n-size of 21, the Core Subject Performance Index would be computed, but if Core Subject n-size were 18, a Core Subject Performance Index would not.

Step 1: Calculate **ELA, Math, Science, and Social Studies Indices** using the formula and denominator indicated below:

Formula: $100 * \frac{(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)}{Denominator}$

Denominator: Tested students from the four-year cohort as of June 30 (students who entered Grade 9 in the same year and were enrolled in the school/district/state on June 30th four years later).

Example of Secondary-Level Indices calculated for Core Subject Performance

Subject	# of Students in Cohort	Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	Index
ELA	100	60	4	6	5	45	129	60	215
Math	100	70	1	5	8	56	161	70	230
Science	100	80	5	5	15	55	173	80	216
Social Studies	100	60	1	4	10	45	137	60	228

Step 2: Using the Indices from Step 1 calculate a **Core Subject Performance Index** using the following formula:

To determine ranks and accountability levels **Steps 3** and **4** as described under the Weighted Average Achievement Index section will be used.

Notes:

- Schools are rank ordered with all other schools. Districts are rank ordered with all other districts.
- Schools/districts accountable for the All Students group are rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged groups. However, ranking for racial/ethnic

groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file.

24. What tests are used to determine Secondary-Level Weighted Average Achievement and Core Subject Performance Indices?

At the secondary level, the following exams are used:

- Regents examinations in ELA, math, science, and social studies;
- Approved alternatives to Regents examinations in English, math, science, and social studies;
- NYSAA in ELA, math, and science at the secondary level, if the student's Committee on Special Education (CSE) determines that the student is eligible to take the NYSAA in lieu of a Regents examination.

Note: The United States Department of Education (USDE) does not permit students who meet graduation assessment requirements by receiving an exemption from Regents examinations, Regents Alternatives, and NYSAA to be excluded from being included in the calculation of the Weighted Average Achievement Level, with the exception that students whose only assessment record for a subject is an exemption from the spring 2020 administration may be excluded from the numerator and denominator. Students who received an exemption in the 2020–2021 or 2021–2022 school years and do not have Regents examinations, Regents Alternatives, or NYSAA results in a subject are treated as not tested.

If more than one exam is taken in the same subject, the following hierarchy is used to determine which results will be used when calculating the Composite Performance Index:

- 1) Accountability Level 3 or 4 on a Regents examination;
- 2) Passing score on an alternative to a Regents examination;
- 3) Accountability Level 2 on a Regents examination;
- 4) NYSAA Level 2, 3, or 4 (NYSAA is used only if it is the only assessment taken);
- 5) Accountability Level 1 on any exam used for accountability. If the student takes any combination of Regents, Alternative to Regents, and NYSAA and receives a Level 1 on all assessments taken, the assessment used is the first in the list (Regents examinations, Alternative to Regents examinations, NYSAA).

If the student takes multiple Regents examinations in the same subject, the exam for which the student receives the highest accountability performance level is used. If the student receives the same accountability performance level on multiple exams, the exam for which the student receives the highest numeric score is used. Students who do not take an exam in a subject while a member of the accountability cohort are included in the denominator when computing the Weighted Average Achievement Index in a subject.

Passing scores for approved alternatives to Regents examinations are available in the *School Administrator's Manual, Secondary Level Examinations* at

<http://www.nysed.gov/common/nysed/files/programs/state-assessment/approved-alternative-examinations.pdf>.

25. How is a Graduation Rate Level determined?

Graduation Rate Levels are determined using “cohorts” of students who enter Grade 9 in the same school year or for ungraded students with disabilities attained the age of 17 in that same school year. On June 30th four, five, and six years after the students enter Grade 9 or turn 17, the students are considered part of the **4-Year Graduation Rate Total Cohort**, the **5-Year Graduation Rate Total Cohort**, and the **6-Year Graduation Rate Total Cohort**, respectively. On August 31st four, five, and six years after the students

enter Grade 9 or turn 17, the State identifies students in the 4-year, 5-year, and 6-year graduation rate total cohorts who earned a New York State diploma (either Regents or local). These students are counted as “graduates” when determining graduation rate. Dropouts are included in the graduation rate calculation as non-completers, as are students who receive a Career Development and Occupational Studies (CDOS) Commencement Credential or a Skills and Achievement Commencement Credential. Students who transfer to another school, are incarcerated, leave the country, or die are excluded.

Step 1: The graduation rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned New York State diploma (either Regents or local) by August 31st by the number of students in the cohort as of June 30th. Because August graduation data are not available typically until October, which is two months into the school year, graduation rate accountability data are lagged by one year. For example, for 2021–2022 school year results used to determine the accountability status of schools for the 2022–2023 school year:

- The 4-year graduation rate will be based on students enrolled on June 30, 2021, who entered Grade 9 in the 2017–2018 school year (the 2017 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2021.
- The 5-year graduation rate will be based on students enrolled on June 30, 2021, who entered Grade 9 in the 2016–2017 school year (the 2016 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2021.
- The 6-year graduation rate will be based on students enrolled on June 30, 2021, who entered Grade 9 in the 2015–2016 school year (the 2015 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2021.

Districts will be given the opportunity to use the most current year (non-lagged) graduation rate data to appeal an accountability or progress/exit determination.

Step 2: Calculate the unweighted average of the 4-year, 5-year, and 6-year graduation rates.

Example of Secondary-Level Unweighted Average Graduation Rate

School	4-year Graduation Rate	5-year Graduation Rate	6-year Graduation Rate	Unweighted Average Graduation Rate
School J	62	61	72	65.0
School P	73	67	62	67.3
School O	70	81	60	70.3
School T	67	66	79	70.7
School D	92	61	66	73.0
School S	88	71	62	73.7
School K	82	65	81	76.0
School B	80	72	84	78.7
School R	67	90	80	79.0
School N	69	100	68	79.0
School L	76	88	74	79.3
School C	71	100	67	79.3
School E	78	91	83	84.0
School I	97	91	65	84.3
School A	62	99	93	84.7
School M	94	91	74	86.3
School F	84	88	93	88.3
School G	93	82	96	90.3
School Q	100	88	85	91.0

School H	89	97	88	91.3
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Step 3: Rank schools based on their Unweighted Graduation Rate from Step 2. In the example in Step 1, the Unweighted Graduation Rate is 70.7%. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Unweighted Average Graduation Rates ranging from 65% to 91.3%, School T would be ranked 4, as indicated in the example below.

Example of Secondary-Level Unweighted Average Graduation Rate Ranking

School	Unweighted Average Graduation Rate	Rank
School J	65.0	1
School P	67.3	2
School O	70.3	3
School T	70.7	4
School D	73.0	5
School S	73.7	6
School K	76.0	7
School B	78.7	8
School R	79.0	9
School N	79.0	9
School L	79.3	11
School C	79.3	11
School E	84.0	13
School I	84.3	14
School A	84.7	15
School M	86.3	16
School F	88.3	17
School G	90.3	18
School Q	91.0	19
School H	91.3	20

Step 4: Assign a **Graduation Rate Level** based on where the school’s rank fell in the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

Graduation Rate Level Assignment

Rank	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Graduation Rate Level

School	Rank	Rank Range	Graduation Rate Level
School J	1	10% or less	1
School P	2	10% or less	1
School O	3	10.1 to 50%	2
School T	4	10.1 to 50%	2
School D	5	10.1 to 50%	2
School S	6	10.1 to 50%	2

School	Rank	Rank Range	Graduation Rate Level
School K	7	10.1 to 50%	2
School B	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School N	9	10.1 to 50%	2
School L	11	50.1 to 75%	3
School C	11	50.1 to 75%	3
School E	13	50.1 to 75%	3
School I	14	50.1 to 75%	3
School A	15	50.1 to 75%	3
School M	16	Greater than 75%	4
School F	17	Greater than 75%	4
School G	18	Greater than 75%	4
School Q	19	Greater than 75%	4
School H	20	Greater than 75%	4

Notes:

- Schools are rank ordered with all other schools. Districts are rank ordered with all other districts.
- Schools/districts accountable for the All Students group are rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged groups. However, ranking for racial/ethnic groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file.

26. How is an English Language Proficiency Level determined?

All students identified as English Language Learners (ELLs) must take the New York State English as a Second Language Achievement Test (NYSESLAT) until they demonstrate English language proficiency. Scaled scores on the NYSESLAT are converted to five performance levels: *Entering, Emerging, Transitioning, Expanding, and Commanding*. One way in which students can exit ELL status is to achieve an overall scale score in the Commanding range, which shows that they have demonstrated English language proficiency (ELP).

For each accountability subgroup, an **ELP Level** is determined by calculating a **Benchmark**, a **Progress Rate**, and a **Success Ratio**. A **Benchmark** is the probability that ELL students tested on the NYSESLAT will demonstrate Sufficient Progress. **Progress Rate** is the actual percentage of students demonstrating Sufficient Progress. The **Success Ratio** is determined by dividing the **Progress Rate** by the **Benchmark**.

Step 1: Calculate the statewide probability of a student making progress based on the ELP level determined using the NYSESLAT in the initial year of ELL identification, the number of years the student has been in ELL status, and available data. New probabilities are generated annually based on that year’s outcomes. ELP levels are never based upon New York State Identification Test for English Language Learners (NYSITELL) testing results.

Example Probability that ELL Students Tested on the NYSESLAT Demonstrate Sufficient Progress²

² While probabilities are calculated annually for all ELL students regardless of the number of years in ELL status, this table only presents example probabilities for those years over which a student would be expected to become English proficient.

NYSESLAT Level in Initial Year of ELL Identification	Number of Years in ELL Status	Example Probability
Entering	2	0.76
	3	0.62
	4	0.44
	5	0.39
Emerging	2	0.58
	3	0.49
	4	0.42
Transitioning	2	0.54
	3	0.42
Expanding	2	0.25
Commanding	1	1.00 ³

Step 2: Calculate the **Benchmark** by summing the probabilities of making progress for all continuously enrolled (students enrolled on Basic Educational Data System [BEDS] Day—typically the first Wednesday of October—and during the test administration period) ELL students tested on the NYSESLAT and dividing by the number of continuously enrolled ELL students tested on the NYSESLAT.

Example Benchmarks for a School with 10 ELL Students

Student	NYSESLAT Level in Initial Year of ELL Identification	Number of Years in ELL Status	Example Probability
1	Entering	2	0.76
2	Entering	2	0.76
3	Entering	2	0.76
4	Entering	2	0.76
5	Entering	2	0.76
6	Entering	2	0.76
7	Entering	3	0.62
8	Entering	3	0.62
9	Entering	3	0.62
10	Entering	3	0.62
Sum of Probabilities			7.04
Benchmark = $7.04 \div 10 = 0.704 = 70.4\%$			

Step 3: Determine the **Progress Rate**.

- 1) Identify all continuously enrolled ELL students who have been tested on the NYSESLAT in the current reporting year.
- 2) Determine students' ELP level in the initial year of ELL identification.
- 3) Determine students' ELP level *and* ELP level quartile in the current reporting year and previous reporting year (current year minus 1).
- 4) Calculate students' progress between the initial year to the current year and the previous year and the current year.
- 5) Using Methods 1, 2, and 3 described below, determine if a student made sufficient progress.
- 6) Calculate the **Progress Rate** by summing the number of continuously enrolled students who made sufficient progress and dividing the result by the number of continuously enrolled tested students.

³ Students who score Commanding in Year 1 immediately qualify to exit ELL status. The 1.00 probability reflects the 100% likelihood of students who score Commanding in Year 1 to exit ELL status. For more information about the rules applied to these students, see the notes on Students in Year 1.

ELP level quartiles (from step #3 above) are derived using a criterion-referenced approach within each NYSESLAT scale score range. Quartiles are not norm-referenced (i.e., based on the distribution of students within an ELP level). Quartiles are based on the applicable year in which the student took the NYSESLAT. The table below details the NYSESLAT scaled score ranges for each ELP level and for each ELP level quartile for students taking the 2021–2022 school year NYSESLAT in Grade 9.⁴ The range/size of each quartile within each ELP level (e.g., Level 1: Entering) is equal.

2021–2022 School Year Grade 9 NYSESLAT Scaled Score Ranges: ELP Level & ELP Level Quartiles

	Entering	Emerging	Transitioning	Expanding	Commanding
Full Range	120–175	176–220	221–262	263–317	318–360
Quartile 1	120-133	176-186	221-230	263-276	N/A
Quartile 2	134-147	187-197	231-241	277-289	
Quartile 3	148-161	198-208	242-251	290-303	
Quartile 4	162-175	209-220	252-262	304-317	

For students scoring ELP Level Commanding, quartiles do not apply. Students scoring Commanding automatically make sufficient progress, as they meet the threshold to exit ELL.

ELL students tested on the NYSESLAT may demonstrate sufficient progress toward English proficiency using one of three methods.

Method 1: Exit ELL status. Students can exit ELL status by:

- 1) Scoring Commanding on the NYSESLAT (regardless of the quartile) in the current year;⁵ or
- 2) Scoring Expanding on the NYSESLAT (regardless of the quartile); AND
 - For Grades 3-8, scoring 3 or above on the NYSTP ELA assessment; or
 - For Grades 9-12, scoring 65 or above on the Regents Exam in English.

Method 2: Meet annual ELL progress target. This method examines the student’s ELP level as determined by the NYSESLAT in the initial year of ELL identification and the number of years the student has been in ELL status, and then uses the matrix below to determine if the student has met the progress targets between the current reporting year and the previous reporting year (current year minus one).

Progress Target Matrix for ELL Students

ELP Level Earned in the Initial Year of ELL Identification	Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
	2 Years	3 Years	4 Years	5 Years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	Off-Track ELL Status
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding			

One quartile of progress counts as 0.25 progress points.

⁴ NYSED annually publishes NYSESLAT scale score ranges for determining English Language Proficiency Levels. The most recent 2021–2022 school year report is available at: <http://www.nysed.gov/common/nysed/files/programs/state-assessment/memo-nyseslat-conversion-charts-2022.pdf>.

⁵ Students who exit ELL status in their initial year of ELL identification count as 1.25 (ELP Level 4 cut point) in the numerator and 1 in the denominator for purposes of calculating aggregated school-level progress rates. See Students in Year 1 section for additional details.

Off-Track ELL Student: A student is off-track under the following conditions:

- 1) The student has achieved an initial ELP Level of “Entering” and has maintained ELL status for more than 5 years.
- 2) The student has achieved an initial ELP Level of “Emerging” and has maintained ELL status for more than 4 years.
- 3) The student has achieved an initial ELP Level of “Transitioning” and has maintained ELL status for more than 3 years.
- 4) The student has achieved an initial ELP Level of “Expanding” and has maintained ELL status for more than 2 years.

Long-Term ELL Student: Any student identified as ELL for 6 or more years would be classified as a Long-Term ELL student. These students are required to meet annual progress requirement of 0.75 points. A student who is Long-Term is also Off-Track.

Initial year ELP performance levels are not disaggregated into ELP level quartiles. Instead, for calculation purposes, a student is assigned to the 1st Quartile within the level the student achieves. Example 1 below details annual progress applicable to a student in their 2nd year of identification as an ELL. In this example, the initial year and prior year ELP performance levels represent the same data point, and the current year ELP performance level quartile is used to determine annual progress.

Example 1: Student in 2nd Year of Identification as ELL
Initial ELP Performance Level of Emerging⁶

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Initial					X												
Current																	

1.25 quartiles = 1.25 progress points.

In the above Example 1, a 2nd year ELL student showed 1.25 progress points of growth between their current and initial year. Based on the Progress Targets Matrix, the Department expects a 2nd Year ELL whose initial level is Emerging to show 1.25 points of annual progress; this student meets the Annual Progress Criteria and meets annual progress.

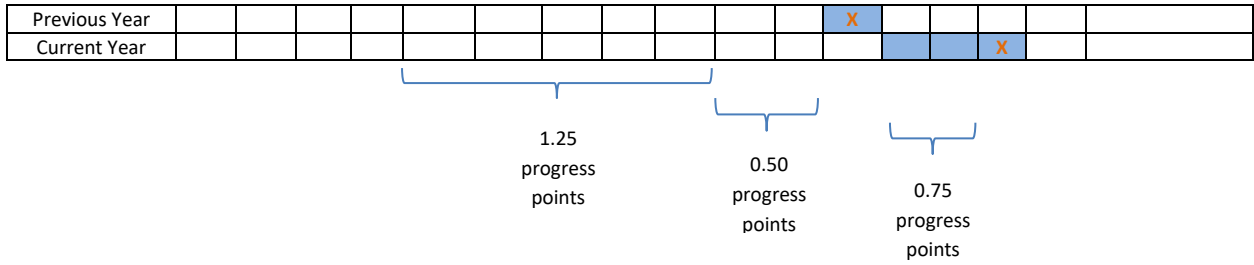
In Example 2 below, a 4th year ELL student showed 0.75 progress points of growth between their current and previous year. Based on the Progress Targets Matrix, the Department expects a 4th Year ELL whose initial level is Emerging to show 0.75 points of annual progress; this student meets the Annual Progress Criteria and meets annual progress. That this student did not meet the Annual Progress Criteria in Year 3, where the expectation based on the Progress Targets Matrix was 1.00 progress points and they only showed 0.50 points, has no impact on their Year 4 Annual Progress target or ability to meet that target.

Example 2: Student in 4th Year of ELL Identification⁷

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Initial					X												
Year 2 of 4										X							

⁶ The red ‘x’ represents the student’s performance in each year and the blue bar represents the amount of progress the student must make in that year based on initial year performance.

⁷ The red ‘x’ represents the student’s performance in each year and the blue bar represents the amount of progress the student must make in that year based on initial year performance and previous year quartile.



For students whose combination of initial ELL level and years in ELL status exceed the number of years in the Progress Target Matrix, annual ELL progress is met if a student achieves the progress point(s) in the table below.

Expected Progress for Off-Track ELL

NYSESLAT Level Earned in the Initial Year of ELL Identification	Progress Target from Previous Year to Current Year for Students in ELL Status Who Exceeded Years in the Progress Target Matrix
Entering	0.75 progress points
Emerging	
Transitioning	
Expanding	

Method 3: Meet the criteria for Safe Harbor. This method compares a student’s performance in the current reporting year to the student’s performance overall from the initial year of ELL identification. This examines the totality of progress made while identified as ELL.

Example 3 below shows the Safe Harbor Target for a student whose initial year performance level was **Entering**. In this example, Safe Harbor criteria is met using the following process:

- In Year 2 of ELL status, the student must make 1.25 progress points from initial year to current year. This represents progress made over **1 year**.
- In Year 3 of ELL status, the student must make 2.25 progress points from initial year to current year. This represents progress made over **2 years**.
- In Year 4 of ELL status, the student must make 3.25 progress points from initial year to current year. This represents progress made over **3 years**.
- In Year 5 of ELL status, the student must score Commanding. This represents progress made over **4 years**.

Example 3: Safe Harbor Targets for Students Scoring Entering in Initial Year of ELL Identification⁸

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A	
Initial	X																	
Year 2		1.25 progress points required				X												
Year 3		2.25 progress points required in Year 2 & 3 combined								X								
Year 4		3.25 progress points required in Year 2 & 3 & 4 combined												X				
Year 5		Required to score Commanding																X

Example 4 below shows the Safe Harbor Target for a student scoring **Transitioning** in the student’s initial year of ELL identification. In the student’s 2nd year of identification, the annual and cumulative required progress points are the same. This is true for all students regardless of their initial ELP level. In this

⁸ The red ‘X’ represents the student’s performance in each year and the blue bar represents the amount of progress the student must make in that year based on initial year performance.

example below, in year 3, the student must make 1 progress point from initial year to current year, which equates to a score of Commanding for this student.

Example 4: Safe Harbor Targets for Students Scoring Transitioning in Initial Year of ELL Identification⁹

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A	
Initial									X									
Year 2										1 progress point req'd				X				
Year 3										2 progress points required in Year 2 & 3 combined								X
Year 4	N/A																	
Year 5	N/A																	

Note that the cumulative progress points required to meet Safe Harbor are based on the initial ELP performance level and corresponding annual required progress as detailed in the Progress Targets Matrix. The Progress Targets Matrix is shown in the table below with samples of both required annual (Method 2) and Safe Harbor Targets (Method 3) by initial ELP level and year identified as ELL.

Progress Target Matrix with Method 2 and Method 3 Targets for ELL Students

ELP Level Earned in the Initial Year of ELL Identification	Annual (Method 2) and Safe Harbor (Method 3) Targets by # of Years Identified as ELL							
	Year 2		Year 3		Year 4		Year 5	
	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)
Entering	1.25	1.25	1	2.25	1	3.25	0.75	Commanding Req'd
Emerging	1.25	1.25	1	2.25	0.75	Commanding Req'd		
Transitioning	1	1	1	Commanding Req'd				
Expanding	Commanding Req'd							

Students Missing Data: Methods 1, 2, and 3 require the following information to determine progress: (a) student's initial ELP level, (b) student's previous year ELP level, and (c) student's current year ELP level.

ELP Levels Required to Make Determinations for Each Method

	Year 1			Years 2-4			Years 5 or more		
	Current Year Level	Prior Year Level	Initial Year Level	Current Year Level	Prior Year Level	Initial Year Level	Current Year Level	Prior Year Level	Initial Year Level
Exit ELL Status (Method 1)	P			P			P		
Annual Progress (Method 2)	Not applicable			P	P	P	P	P	
Safe Harbor Progress (Method 3)	Not applicable			P		P	Not applicable		

To include as many students as possible in the school-level calculations, the following business rules apply:

- 1) Student must have a current year ELP level for a progress determination to be made using either Method 1, 2 or 3.

⁹ The red 'x' represents the student's performance in each year and the blue bar represents the amount of progress the student must make in that year based on initial year performance.

- 2) For a student identified as ELL for two or more years and who is only missing a previous year ELP level, Methods 1 and 3 are used to determine ELP progress.¹⁰

Example: Student A has an initial Level of Emerging, and does not have a Level for Year 2, but does for Year 3. Method 2 yearly progress points cannot be determined because the student does not have a previous year Level. However, Student A may be determined to have made progress using either Method 1 (Exit ELL Status) or Method 3 (Safe Harbor).

- 3) For a student identified as ELL for two or more years and who is only missing an initial year ELP level, Method 1. For a student identified for five or more years and who is missing an initial ELP level, Method 2 may be determined.

Example: Student B has been identified as an ELL for 5 years. The student is missing an initial year level but was identified as Transitioning in the previous year. Student B may make progress if the student achieves 0.75 progress points. In contrast, if Student B were identified as ELL between two and four years, Method 2 would not apply because the student does not have an initial level.

Determine the **Progress Rate** by summing the number of continuously enrolled students who made Sufficient Progress and dividing by the number of continuously enrolled tested students. In the example below, 0.5 (or 50%) represents the Progress Rate for this sample of students, as 5 out of 10 made sufficient progress.

Example of Progress Rate Calculation

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Example Probability of Making Progress	Made Sufficient Progress
1	Entering	2	0.76	Yes
2	Entering	2	0.76	Yes
3	Entering	2	0.76	Yes
4	Entering	2	0.76	Yes
5	Entering	2	0.76	No
6	Entering	2	0.76	No
7	Entering	3	0.62	Yes
8	Entering	3	0.62	No
9	Entering	3	0.62	No
10	Entering	3	0.62	No
			7.04/10 = .70 or 70%	5/10 = .50 or 50%

Step 4: Determine the **Success Ratio** by dividing the **Progress Rate** by the **Benchmark, which is the average probability of making progress for the subgroup**. In the example above, the Benchmark is 70% and the Progress Rate is 50%. Therefore, the Success Ratio = $50\% \div 70\% = 0.71$.

Step 5: Determine the **ELP Level** using the computed **Success Ratio** and the table below. In the case of our sample, the Success Ratio is 0.71, so the ELP Level is 2.

ELP Level Assignment

¹⁰ Students in Year 1 of ELL Identification will not have a previous year level. See Students in Year 1 for additional details.

Success Ratio	ELP Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Notes on Students in Year 1: Methods 2 and 3 do not measure the progress of students in their first year of ELL identification, as there is no way to determine progress. Method 1 does include students in their first year of identification, but only if the students exit ELL status in Year 1.

Students who exit ELL status in their initial year of ELL identification count as 1.25 (Level 4 cut point) in the numerator and 1 in the denominator for purposes of calculating aggregated school-level progress rates. Weighted progress is the progress rate that accounts for this adjustment.

The table below replicates the sample table from above but replaces four students who are in their first year of identification. Two of four of these students score Commanding, meeting the criteria to exit ELL status. Note the impact on the Progress Rate. In the example below, the two students who exit ELL status in their 1st year makes the Progress Rate to become 0.56 (4.50/8, where 4.50 is the Weighted Progress and 8 is the number of continuously enrolled students).

Example of Year 1 ELL Students

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Benchmark: Probability of Meeting Progress	Made Sufficient Progress	Weighted Progress [Weights for students making progress]
1	Entering	2	0.76	YES	1
2	Entering	2	0.76	YES	1
3	Entering	2	0.76	no	0
4	Entering	2	0.76	no	0
5	Entering	3	0.62	no	0
6	Entering	3	0.62	no	0
7	Entering	1	--	--	--
8	Emerging	1	--	--	--
9	Commanding	1	1.00	YES	1.25
10	Commanding	1	1.00	YES	1.25
			6.28/8 = 0.79		4.50/8 = 0.56

Adjusted Progress Rate = sum of weighted progress ÷ number of continuously enrolled tested students. In the above example, $4.50 \div 8 = 0.56$, with a Progress Rate of 0.56 and a Benchmark of 0.79. The Success Ratio = $0.56 \div 0.79 = 0.71$, which is an ELP Level of 2. Note that two students in the first year of identification who did not score Commanding are excluded from the calculation. Therefore, the number of students included in the calculation is 8.

27. How is a Chronic Absenteeism Level determined?

Step 1: A Chronic Absenteeism Level is calculated for each accountability subgroup by dividing the number of students who were absent (excused or unexcused) for at least 10% of enrolled instructional days by the number of students enrolled during the school year and multiplying the result by 100. To be included in this calculation, a student must be enrolled in a school or district for a minimum of ten instructional days that school year and be in attendance at least one of those days. Suspensions are not counted as excused or unexcused absences, as suspended students are required to be provided with instruction while they are suspended.

At the elementary/middle level, Chronic Absenteeism is calculated for Grades 1-8 and ungraded age-equivalent students. At the secondary level, Chronic Absenteeism is calculated for Grades 9-12 and ungraded age-equivalent students.

Step 2: Rank schools based on their Chronic Absenteeism Rate in descending order. In the below given example, the Chronic Absenteeism Rate for School T is 45.6. If NYS had 20 schools, Schools A through T, with Chronic Absenteeism Rates ranging from 65 to 3, School T would be ranked 4.

Example of Chronic Absenteeism Rate Ranking

School	Chronic Absenteeism Rate	Rank
School J	65.0	1
School P	58.4	2
School O	51.0	3
School T	45.6	4
School D	40.5	5
School S	39.3	6
School K	37.4	7
School B	33.9	7
School R	31.0	9
School N	29.2	10
School L	24.6	11
School C	24.1	12
School E	21.0	13
School I	21.0	13
School A	17.5	15
School M	15.6	16
School F	14.0	17
School G	11.3	18
School Q	6.1	19
School H	3.0	20

Step 3: Assign a **Chronic Absenteeism Level** based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

Chronic Absenteeism Level Assignment

Rank	Level
10% or less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Chronic Absenteeism Level

School	Rank	Rank Range	Chronic Absenteeism Level
School J	1	10% or less	1
School P	2	10% or less	1
School O	3	10.1 to 50%	2
School T	4	10.1 to 50%	2
School D	5	10.1 to 50%	2
School S	6	10.1 to 50%	2
School K	7	10.1 to 50%	2

School	Rank	Rank Range	Chronic Absenteeism Level
School B	7	10.1 to 50%	2
School R	9	10.1 to 50%	2
School N	10	10.1 to 50%	2
School L	11	50.1 to 75%	3
School C	12	50.1 to 75%	3
School E	13	50.1 to 75%	3
School I	13	50.1 to 75%	3
School A	15	50.1 to 75%	3
School M	16	Greater than 75%	4
School F	17	Greater than 75%	4
School G	18	Greater than 75%	4
School Q	19	Greater than 75%	4
School H	20	Greater than 75%	4

Notes:

- Schools are rank ordered with all other schools. Districts are rank ordered with all other districts.
- Schools/districts accountable for the All Students group are rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged groups. However, ranking for racial/ethnic groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file.
- Schools/districts that failed to report attendance data for the 2021–2022 school year are assigned a Level 1 to all subgroups that meet the minimum n-size criterion.

Accountability Data Business Rules

28. How many records must be in a subgroup for a school or district to be accountable for that subgroup for an indicator?

The number of records there must be in a subgroup in a school or district for that school or district to be accountable for that subgroup for an accountability indicator is typically 30, with a few exceptions. The number of records that there must be in a subgroup in a school or district for that school or district to be accountable for participation rate for that subgroup is 40. See the table below.

Number of Records Required for a School/District to be Accountable for a Subgroup	
Indicator	Elementary and Middle (E/M) Weighted Average Achievement
Student Cohort	Greater of a) continuously enrolled tested students or b) 95% of continuously enrolled tested and not tested students in Grades 3–8 English Language Arts (ELA), Grades 3–8 Math, and Grades 4 and 8 Science.
N-Size	30
Application	<p>Former English Language Learners (ELLs): If the number of continuously enrolled tested former ELLs in the current year is less than 50% of the sum of continuously enrolled tested current year ELLs and former ELLs, former ELLs are included in the ELL subgroup.</p> <p>Former Students with Disabilities: Former students with disabilities are added to the students with disabilities subgroup in the current year if the number of continuously enrolled tested students with disabilities in the current year is ≥ 30.</p>

Number of Records Required for a School/District to be Accountable for a Subgroup	
	<p>Group Size: If the sum of the greater of a) continuously enrolled tested students or b) continuously enrolled tested students or 95% of continuously enrolled tested and not tested students in a subgroup in 3–8 ELA, 3–8 Math, and 4 & 8 Science ≥ 30, a Weighted Average Achievement Index will be calculated and used for accountability status determinations.</p> <p>NOTE: In the 2021–2022 school year, only single-year data are used in these calculations.</p>
Indicator	E/M Core Subject Performance
Student Cohort	Continuously enrolled tested students in Grades 3–8 ELA, Grades 3–8 Math, and Grades 4 and 8 Science.
N-Size	30
Application	<p>Former ELLs: If the number of continuously enrolled tested former ELLs in the current year is less than 50% of the sum of continuously enrolled tested current year ELLs and former ELLs, former ELLs are included in the ELL subgroup.</p> <p>Former Students with Disabilities: Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of continuously enrolled tested Students with Disabilities in the current year is ≥ 30.</p> <p>Group Size: If the sum of continuously enrolled tested students in a subgroup in 3–8 ELA, 3–8 Math, and 4 & 8 Science ≥ 30, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations.</p> <p>Small Group Size: If the sum of continuously enrolled tested students in a subgroup in 3–8 ELA, 3–8 Math, and 4 & 8 Science is ≥ 15 and <30 AND $\geq 50\%$ the sum of the greater of a) continuously enrolled tested students or b) continuously enrolled tested students or 95% of continuously enrolled tested and not tested students, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations.</p> <p>NOTE: In the 2021–2022 school year, only single-year data are used in these calculations.</p>
Indicator	High School (HS) Weighted Average Achievement
Student Cohort	4-Year Accountability Cohort as of June 30 th of the current reporting year in ELA, math, science, and social studies, <i>excluding students whose only assessment record was an exemption on a June 2020 Regents examination, a 2019–2020 school year approved alternative to a Regents examination, or a 2019–2020 school year New York State Alternate Assessment (NYSAA).</i>
N-Size	30
Application	<p>Former ELLs: Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.</p> <p>Former Students with Disabilities: Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 30.</p> <p>Group Size: If the sum of students in the Weighted Average Achievement cohort in a subgroup in ELA, math, science, and social studies ≥ 30, a Weighted Average Achievement Index will be calculated for the subgroup and used for accountability status determinations.</p> <p>NOTE: In the 2021–2022 school year, only single-year data are used in these calculations.</p>
Indicator	HS Core Subject Performance

Number of Records Required for a School/District to be Accountable for a Subgroup	
Student Cohort	4-Year Accountability Cohort as of June 30 th of the current reporting year in ELA, math, science, and social studies <i>with valid scores on an assessment</i>
N-Size	30
Application	<p>Former ELLs: Former ELLs are included in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.</p> <p>Former Students with Disabilities: Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 30.</p> <p>Group Size: If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math, science, and social studies ≥ 30, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations.</p> <p>Small Group Size: If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math, science, and social studies is ≥ 15 and <30 AND $\geq 50\%$ of the Weighted Average Achievement cohort, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations.</p> <p>NOTE: In the 2021–2022 school year, only single-year data are used in these calculations.</p>
Indicator	Graduation Rate
Student Cohort	<p>4-Year Graduation Rate Cohort as of August 31st of the prior reporting year</p> <p>5-Year Graduation Rate Cohort as of August 31st of the prior reporting year</p> <p>6-Year Graduation Rate Cohort as of August 31st of the prior reporting year (Prior year = “lagged” year)</p>
N-Size	30
Application	<p>Former ELLs: Former ELLs are added to the number of students in the cohort (4-, 5-, or 6-year) in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.</p> <p>Former Students with Disabilities: Former Students with Disabilities in the cohort (4-, 5-, or 6-year) are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 30.</p> <p>Group Size: If the number of students in an individual 4-, 5-, or 6-year cohort for a subgroup is ≥ 30, Graduation Rate Indices are calculated for that cohort for that subgroup and used for accountability status determinations. A school/district may have ≥ 30 for some cohorts but not others. Graduation Rate Indices are calculated only for the cohorts that have ≥ 30 students in them in the subgroup.</p> <p>Small Group Size: If a High School Weighted Average Achievement Index for a subgroup can be determined because there are enough students in the Weighted cohort (>29) AND the number of students in any of the 4-, 5-, and 6-year Graduation Rate Cohorts is ≥ 15 and <30, Graduation Rates will be calculated for the Graduation Rate cohorts for the subgroup and used for accountability status determinations.</p> <p>NOTE: In the 2021–2022 school year, only single-year data are used in these calculations.</p>
Indicator	English Language Proficiency (ELP)
Student Cohort	Continuously enrolled ELLs with a current year and prior year New York State English as a Second Language Achievement Test (NYSESLAT) result plus students who scored Commanding on their first NYSESLAT administration

Number of Records Required for a School/District to be Accountable for a Subgroup	
N-Size	30
Application	If the number of students in the ELP cohort (see above) for a subgroup is ≥ 30 , an ELP Level is determined for that subgroup and is used for accountability status determinations.
Indicator	Chronic Absenteeism
Student Cohort	Students enrolled in a school for at least ten instructional days and in attendance for at least one of those days (E/M includes students in Grades 1-8 and ungraded elementary/middle and HS includes students in Grades 9-12 and ungraded secondary)
N-Size	30
Application	<p>Former ELLs: Former ELLs are added to the number of students in the Chronic Absenteeism cohort in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.</p> <p>Former Students with Disabilities: Former Students with Disabilities in the Chronic Absenteeism cohort are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 30.</p> <p>Group Size: If the number of students in the Chronic Absenteeism cohort for a subgroup is ≥ 30, a Chronic Absenteeism Rate is determined for that subgroup and is used to make accountability status determinations.</p> <p>NOTE: In the 2021–2022 school year, only single-year data are used in these calculations.</p>
Indicator	E/M Participation Rate
Student Cohort	Students enrolled during the testing period for Elementary/Middle-Level ELA and Math
N-Size	40
Application	<p>E/M ELA and E/M Math Participation Rates are calculated separately.</p> <p>If the number of students enrolled during the test administration period in the current report year in a subgroup is ≥ 40, a participation rate is calculated for the subgroup. If the number of students enrolled during the test administration period in the current reporting year in the subgroup is < 40, no participation rate is calculated for the subgroup.</p>
Indicator	HS Participation Rate
Student Cohort	12 th Graders
N-Size	40
Application	<p>HS ELA and HS Math Participation Rates are calculated separately.</p> <p>If the number of 12th grade students in the current report year in a subgroup is ≥ 40, a participation rate is calculated for the subgroup. If the number of 12th grade students in the current reporting year in the subgroup is < 40, no participation rate is calculated for the subgroup.</p>

29. What conditions are used to determine in which accountability subgroup a student is included?

E/M Indicators: Students who at any time during the current reporting year were reported as an ELL, a student with a disability, or as economically disadvantaged are included in the ELL, Students with Disabilities, or Economically Disadvantaged accountability subgroup, respectively. For the ELL subgroup, former ELLs are added to the number of students in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.

HS Indicators: Students whose last enrollment record indicated that the student was an ELL, a student with a disability, or economically disadvantaged are included in the ELL, Students with Disabilities, or Economically Disadvantaged accountability subgroup, respectively.

Students with Disabilities: For E/M indicators, a student who at any time during the current reporting year was a student with a disability is included in the Students with Disabilities accountability subgroup. Former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 30 .

For high school indicators that use cohorts, a student whose last enrollment record indicated that the student was a student with a disability is included in the Students with Disabilities accountability subgroup. Former students with disabilities are added to the Students with Disabilities subgroup if the number of Students with Disabilities in the cohort is ≥ 30 .

Race/Ethnicity: For E/M and HS indicators, the racial/ethnic group associated with their last enrollment record is used to determine in which racial/ethnic accountability subgroup they are included.

30. What data are suppressed to protect student confidentiality?

Outcomes for subgroups for which a school/district is not accountable due to the small size of the number of records in the subgroup will not be displayed. The number of records for the subgroups, when the number is greater than 0 but less than the minimum size to make a valid and reliable accountability determination, will be displayed. However, the outcomes, Indices, rates, and indicator levels will not be displayed to protect student confidentiality. For more information on the number of records required for a school/district to be accountable for a subgroup and for data to be displayed, please see [Question 28](#).

31. How are performance levels determined at the elementary/middle level?

The table below shows how scale score ranges are converted to accountability performance levels at the elementary/middle level.

Elementary/Middle-Level Assessment Performance Level Assignment for Accountability

Assessment	Level	Score
New York State Testing Program (NYSTP) Assessments in Grades 3-8 English Language Arts and Mathematics	Level 4 Level 3 Level 2 Level 1	Cut points for levels change each year and are available at http://www.p12.nysed.gov/irs/ela-math/
New York State Grade 4 Elementary-Level Science Test	Level 4 Level 3 Level 2 Level 1	85–100 65–84 45–64 0–44
New York State Grade 8 Middle-Level Science Test	Level 4 Level 3 Level 2 Level 1	85–100 65–84 44–64 0–43
Regents Mathematics Tests Taken In lieu of Grades 6, 7, and 8 NYSTP Math Tests	Level 4 Level 3 Level 2 Level 1	Cut points for levels may change from year to year and are available in the Student Information Repository System (SIRS) Manuals at http://www.p12.nysed.gov/irs/sirs/home.html .
Regents Science Tests Taken In lieu of Grade 8 Middle-Level Science Test	Level 4 Level 3 Level 2 Level 1	Cut points for levels may change from year to year and are available in the SIRS Manuals at http://www.p12.nysed.gov/irs/sirs/home.html .
NYSAA in ELA, Math, and Science	Level 4 Level 3 Level 2 Level 1	Level 4 Level 3 Level 2 Level 1

32. How are performance levels determined at the secondary level?

The table below shows how scale score ranges are converted to accountability performance levels at the secondary level.

High School Level Assessment Performance Level Assignment for Accountability

Assessment	Level	Score
Regents English and Mathematics Tests	Level 4 Level 3 Level 2 Level 1	Cut points for levels may change from year to year and are available in the SIRS Manuals at http://www.p12.nysed.gov/irs/sirs/home.html .
Approved Alternatives to Regents English, Math, Science, & Social Studies	Level 3 Level 1	Pass Fail
New Framework Exam Global History and Geography II	Level 4 Level 3 Level 2 Level 1	85-100 79-84 65-78 0-64
Regents World History & Geography, U.S. History & Government Framework, Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, & Physical Setting/Physics	Level 4 Level 3 Level 2 Level 1	85–100 65–84 55–64 0–54
NYSAA in ELA & Math (High School Level)	Level 4 Level 3 Level 2 Level 1	Level 4 Level 3 Level 2 Level 1

Note: A performance level is not assigned to records for which an exemption was granted to an administration of the Regents examinations, Regents Alternatives, or NYSAA examinations.

33. How are students who enter New York State schools after Grade 10 included in the accountability calculations?

Students first entering a New York State school from outside the State or country in Grade 12 are exempt from the requirement that they must pass a Regents examination in Science and Global History and Geography to earn a New York State diploma (either Regents or local). These students are reported in the Student Information Repository System (SIRS) with an assessment measure description "Science Exempt" (Assessment Measure Code 00402) and assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), the date of the decision, and a score of "65." These students are counted as tested and earning a Level 3 for Science and Level 3 for Global History in the High School Composite Performance Index calculation.

Students first entering a New York State school from outside the State or country in Grade 11 are exempt from the requirement that they must pass a Regents examination in Global History and Geography to earn a New York State diploma (either Regents or local). These students are reported in SIRS with an assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), the date of the decision, and a score of "65." These students are counted as tested and earning a Level 3 for Global History in the High School Composite Performance Index calculation.

Should an out of state 12th grader take a Regents examination in science and score at Level 4, the school will receive Level 4 credit for the student. Should an out of state 11th or 12th grader score at Level 4 on a Regents exam in US History and Government or Global History and Geography, the school will receive Level 4 credit for the student.

34. How does ESSA’s 95% participation requirement work in New York State?

Schools are required to test 95% of their students in ELA and 95% of their students in mathematics at both the elementary/middle and secondary levels. Schools are only accountable for a subgroup if there are 40 or more students in the subgroup.

Elementary/Middle Level: At the elementary/middle level, the denominator is the number of Grades 3–8 and ungraded age equivalent students enrolled during the test administration period. The numerator at the elementary/middle level is the number of students in the denominator with a valid score on the Grades 3–8 ELA or math assessment, a Regents math exam taken in lieu of a Grade 6, 7, or 8 math assessment, the New York State Alternate Assessment (for eligible students with disabilities), or the New York State English as a Second Language Achievement Test (for English language learners who have been enrolled in U.S. school for less than one year). Medically excused students are excluded from both the numerator and the denominator at the elementary/middle level.

Secondary Level: At the secondary level, the denominator is the number of 12th graders. The numerator at the secondary level is the number of students in the denominator with a valid score on a Regents ELA or math examination, an approved alternative to a Regents examination, or the NYSAA (for eligible student with disabilities).

Note: For 2021–2022 school year results, 12th graders whose only assessment record for a subject is an exemption from the 2019–2020 school year spring administration are excluded from the numerator and the denominator.

35. How is accountability status determined for Transfer High Schools?

A Transfer High School is a high school in which:

- most students, upon their first enrollment in the high school, had previously attended Grade 9 or higher in another high school; or
- most students attained age 16 or higher in the year in which the students first entered Grade 9; or
- more than 50 percent of currently enrolled students are English language learners who have attended school in the 50 United States (excluding Puerto Rico) and the District of Columbia for less than three years.

For districts and charters that have committed to develop and implement a plan to improve outcomes for youth placed at-risk, transfer high schools may participate in an automatic appeals process. For the 2022–2023 school year, all Transfer High Schools will be eligible to participate in the automatic appeals process. If the school meets the condition established for an automatic appeal, the school may be removed from identification for CSI, ATSI, or TSI. If the school is not removed from such consideration, the district or charter school may appeal the school’s preliminary designation.

36. How is accountability status determined for Self-Assessment Schools?

Schools with not enough student results to make accountability status determinations using the standard process are considered Self-Assessment Schools. Additionally, schools for which the All Students group is assigned a level for only the Weighted Average Achievement indicator are considered Self-Assessment Schools.

These schools are required to provide the Department with information so that an assessment can be made of their academic program and school learning environment. The Department reviews the information provided and determines which levels will be assigned to the school’s accountability group(s)

for each indicator. Accountability statuses are then based on these levels. Please reach out to selfassessment@nysed.gov for additional information regarding this process.

37. How is accountability status determined for schools with only grades below Grade three?

For students who attend elementary schools that serve only grades below Grade 3 (e.g., 1, 2, 1-2, K-1, K-2), the “feeder” school is the school in which the student was enrolled before entering Grade 3. The “eater” school is the school in which the student took the Grade 3 assessment. For students attending these schools, the elementary/middle-level Weighted Average Achievement and Core Subject Performance Levels are determined using a backmapping method by which the Grade 3 assessment score of a student is attributed to the feeder school as well as to the eater school.

For ELP, student performance on the NYSESLAT for students in grades one through two (and kindergarten for students who score Commanding on the NYSESLAT) will be used. For Chronic Absenteeism, the Chronic Absenteeism rate will be based on student attendance in Grades 1 through 2. Please reach out to selfassessment@nysed.gov for additional information regarding this process.

38. How are the assessment results for advanced middle-school students who take Regents examinations in Grades 6, 7, and 8 included in accountability calculations?

Advanced middle-school students who take a Regents math examination in Grade 6, 7, 8, or a Regents science examination in Grade 8 in lieu of the NYSTP Grade 6, 7, or 8 math or Grade 8 science assessments will have their results on the Regents examinations used when calculating E/M Weighted Average Achievement and Core Subject Performance Indices.

Advanced middle-school students who take a Regents math examination in Grade 6, 7, or 8 or a Regents science examination in Grade 8 in addition to the NYSTP Grade 6, 7 or 8 math or Grade 8 science assessments will have their results on the Regents examinations “banked” and used for calculating HS Composite Performance and HS Progress when they enter high school. For example, if a student takes both the NYSTP Grade 8 math and a Regents math examination in Grade 8, the NYSTP math result will be used when calculating E/M Weighted Average Achievement and Core Subject Performance Indices when the student is in Grade 8. The Regents math examination result will be used when calculating HS Composite Performance and HS Progress when the student enters a high school cohort. If a student takes a Regents math examination in lieu of the Grade 6, 7, or 8 math only, the student must take a more advanced Regents examination to fulfill the testing requirement in math at the secondary level. In addition, if a student takes multiple Regents math examinations in Grades 6, 7, or 8, the student may use Algebra I to fulfill the testing requirement at the elementary/middle level but must take a more advanced math (e.g., Geometry, Algebra II) to “bank” that second Regents examination for use at the secondary level. If the student took all the three Regents math examinations in lieu of the Grade 6, 7, and 8 math assessments, the student must take a Regents Alternative (e.g., AP, IB) to fulfill the testing requirement in math at the secondary level.

If a student took and failed a Regents examination in middle school and then took and passed the same Regents examination in high school, the student’s passing score in high school will be used for high school accountability. If the student took the grade level test in addition to the Regents examination in middle school and then took the same Regents examination in high school, the grade level test will be used for elementary/middle-level accountability and the higher score earned on the two Regents examinations will be used for secondary-level accountability.

39. How are students who move into and out of New York State because they are children of parents or guardians in the military, Military Interstate Compact (MIC) students, included in the accountability system?

MIC students are students of military families transferring from outside the State. To fulfill the testing requirement at the secondary level in ELA, mathematics, science, and social studies, these students may use:

- 1) exit or end-of-course exams required for graduation in the sending state;
- 2) national norm referenced achievement tests taken by the student in the sending state; and/or
- 3) alternative end of course local exams for courses where a culminating exam would typically be required for graduation.

MIC students who are reported with a MIC ELA, MIC math, MIC science, and/or MIC social studies Assessment Measure Code in SIRS will be counted as tested for ELA and math participation and as Level 3 for Weighted Average Achievement Index and Core Subject Performance Index.

Definitions of Terms Used in the Accountability System

Additional Targeted Support and Improvement (ATSI): Per the Every Student Succeeds Act (ESSA), schools identified for Targeted Support and Improvement (TSI) in the 2018–2019 school year and remained identified based on the 2021–2022 school year results for a subgroup for which the school was identified in the 2018–2019 school year for TSI and which were not newly identified for Comprehensive Support and Improvement (CSI) are schools identified for ATSI. These schools were previously in Priority or Focus school status, under the Elementary and Secondary Education Act (ESEA) Flexibility Waiver and had a history of low performance requiring them to be identified for ATSI.

All Students: All students enrolled in a school or district, regardless of ethnicity, English Language Learner status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

BEDS Day: The Basic Educational Data System (BEDS) reporting deadline, which is typically the first Wednesday in October.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Cohort (Accountability): Students who entered Grade 9 (or ungraded students with disabilities who turned 17) four years prior to the reporting year. Students whose last regular enrollment record indicates that the student transferred to an alternative high school equivalency preparation program but who leave the program before the end of the third school year after the school year in which they first entered Grade 9 without having earned a high school equivalency diploma or without entering a program leading to a high school diploma ARE included in the cohort.

The following students ARE NOT included in the accountability cohort:

- students whose last regular enrollment record indicates that the student transferred to another high school or alternative high school equivalency preparation program (Ending Enrollment codes: 153, 170, 204, 221, 238, 289, 323, 5927, and 5938);
- students for which the public school or school district has provided evidence of enrollment in a high school equivalency preparation program; (Ending Enrollment code 1089)
- students in a prison or juvenile facility (Ending Enrollment code 8338);
- students who are home schooled by a parent or guardian (Ending Enrollment code 255);
- students enrolled in a postsecondary school prior to earning a diploma (Ending Enrollment code 272);
- students who are a prior graduate from outside the United States and enrolled without documentation from their previous school (Ending Enrollment code 461);
- students who left the United States or its territories (Ending Enrollment code 442);
- students who are deceased (Ending Enrollment code 459); and
- students whose only assessment record for a subject is an exemption from the 2019–2020 school year spring administration.

Cohort (Graduation Rate):

- The Four-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded students with disabilities who turned 17) four years prior to the reporting year.
- The Five-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded students with disabilities who turned 17) five years prior to the reporting year.
- The Six-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded students with disabilities who turned 17) six years prior to the reporting year.

Data for these cohorts are captured as of June 30 of the 4th, 5th, and 6th school year (respectively) after the school year in which the cohort first entered Grade 9. Data for these cohorts are lagged by a year.

The following students ARE NOT included in the graduation rate cohort:

- students whose last regular enrollment record indicates that the student transferred to another school or district (as applicable) (Ending Enrollment codes: 153, 170, 204, 221, 238, 323, 5927, and 5938);
- students who transferred to home schooling by a parent or guardian (Ending Enrollment code 255);
- students who transferred to a postsecondary school prior to earning a diploma (Ending Enrollment code 272);
- students who were prior graduates from outside the United States and enrolled without documentation from their previous school (Ending Enrollment code 461);
- students who left the United States or its territories (Ending Enrollment code 442);
- students who transferred to a prison or juvenile facility (Ending Enrollment code 8338); and
- students who are deceased (Ending Enrollment code 459).

Committee on Special Education (CSE): The committee that makes educational and testing decisions for students with disabilities.

Comprehensive Support and Improvement (CSI): Schools for which the All Students group is in the bottom 5% of all schools statewide, or high schools for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or

above. Schools are also identified for CSI if the All Students group meet one of the scenarios listed under [Question 6](#). Schools may be removed from preliminary CSI identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Continuously Enrolled: At the elementary/middle level, continuously enrolled means students enrolled on BEDS Day, which is typically the first Wednesday in October of the reporting year and enrolled during the test administration and make-up period. At the secondary level, continuously enrolled means students in the accountability cohort. For accountability determinations based on 2021–2022 school year results, continuously enrolled students are used to calculate outcomes for Elementary/Middle Composite Performance, Elementary/Middle Growth, Elementary/Middle and High School Progress, and Elementary/Middle and High School English Language Proficiency.

Economically Disadvantaged: Students who participate in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as economically disadvantaged, all students from that household may be identified as economically disadvantaged.

English Language Learner (ELL): A student who, by reason of foreign birth or ancestry speaks or understands a language other than English and speaks or understands little or no English and requires support to become proficient in English and is identified pursuant to Section 154.2 of Commissioner’s Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous three years are called “former ELLs.”

Every Student Succeeds Act: The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

Foreign Exchange Students: Foreign exchange students are students from another country who are attending New York schools as part of a foreign exchange program. These students are NOT included in accountability calculations. These students must be correctly coded as foreign exchange students using the “0022” Beginning Enrollment code to be excluded from these calculations.

Good Standing (District): For accountability determinations based on 2021–2022 school year results, districts that do not have any schools identified for CSI, ATSI, or TSI. Beginning with the 2022–2023 school year, this group of districts will be henceforth referred to districts identified for Local Support and Improvement (LSI).

Good Standing (Schools): Schools that are not identified for CSI, ATSI, or TSI. Beginning with the 2022–2023 school year, this group of schools will be referred to as schools identified for LSI.

Graduate (for Graduation Rate): Students in the Graduation Rate Total Cohort who earned a New York State diploma (either Regents or local) by August 31 of the reporting year.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers him or herself to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Homebound Students: Homebound students (also known as home-tutored students) fall into two categories: a) students who remain enrolled in a school but are provided temporary instruction in the home; and b) students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician or, for students with disabilities, are placed in homebound instruction by the CSE and are instructed at home or in a hospital by a tutor provided by the district of responsibility. Students who remain enrolled in a school are included in the school's and the district's accountability calculations. Students who do not remain enrolled in a school but remain enrolled in a district are included in the district's accountability calculations.

Home-Schooled Students: Home-schooled students are those who are educated by their parents or guardians and are not the educational responsibility of a school or district. Home-schooled students are not included in accountability calculations. These students must be correctly coded as home schooled using the "255" Ending Enrollment code to be excluded from these calculations.

Making Progress: Target Districts and schools identified for CSI, ATSI, or TSI are required to make annual progress. A school identified for CSI, ATSI, or TSI that meets exit criteria using 2021–2022 school year results and is not reidentified for CSI, ATSI, or TSI is eligible for removal. The school is deemed to have made progress and exited accountability status. The requirement to make progress for two consecutive years is waived for 2021–2022 school year determinations. For a Target District to make progress and be removed from status, all schools identified for CSI, ATSI, and TSI within the district must be removed from status. See [Question 13](#) for information on the criteria for removing schools identified for CSI and TSI and [Question 18](#) for exit criteria for Target Districts.

Medically Excused: Students with a significant medical emergency during both the regular and makeup examination period for which a school district has documentation from a medical practitioner that a student is so incapacitated as to be unable to participate in the State assessment given during that examination period. These students are excluded from the elementary/middle-level Weighted Average Achievement and Core Subject Performance indicator calculations.

Multiracial: A student reported as belonging to more than one racial/ethnic group.

New York State Alternate Assessment (NYSAA): The NYSAA is part of the New York State testing program that measures the attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, and science for students with the most severe cognitive disabilities. These tests may be taken in lieu of a required State assessment.

Out-of-School Suspensions: Out-of-School Suspensions (OSS) are instances in which a child is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center, alternative learning center). OSS is not included in the determination of chronic absenteeism rate as the student is provided with instruction while being suspended.

Regents Alternative Examination: Department-approved alternative examination to a Regents examination. The list of approved examinations can be found here: <http://www.nysed.gov/common/nysed/files/programs/state-assessment/approved-alternative-examinations.pdf>

Self-Assessment School: Schools with too few student results for the All Students group to make accountability status determinations using the standard process.

Students with Disabilities: Students classified by the Committee on Special Education as having one or more disabilities. Students who are not classified as students with disabilities in the current year but were

classified as students with disabilities in one or more of the previous two years are called “former students with disabilities.”

Target District: Districts that have at least one school identified for CSI, ATSI, or TSI. Districts may be removed from identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Targeted Support and Improvement (TSI): Schools identified for TSI are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. Schools are identified for TSI when any accountability subgroup meets the criteria for identification for two consecutive years. See [Question 7](#) for more details. Schools may be removed from TSI preliminary identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Transfer High School: A transfer high school is:

- a high school in which most students upon their first enrollment in the high school had previously attended Grade nine or higher in another high school; OR
- a high school in which most students attained age 16 or higher in the year in which the students first entered Grade 9; OR
- a school in which more than 50 percent of currently enrolled students are English Language Learners as defined in Part 154 of Commissioner’s Regulations who have attended school in the 50 states of the United States of America (excluding Puerto Rico) and the District of Columbia for less than three years.

Valid Test Score: A score earned by a student on a state assessment or approved alternative. Students who are absent, refuse to take the test, experience an administrative error when the test is given, or are medically excused do not receive valid test scores on assessments. All other tested students should be assigned a valid test score.

White: A student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.