Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023–2024 Accountability Statuses Based on 2022–2023 Results

New York State Education Department

Office of Accountability

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Contents

Introduction

After a two-year pause of the accountability system in the 2019–2020 and 2020–2021 school years due to the impact of the COVID-19 pandemic, the New York State Education Department (NYSED or "the Department") submitted to the United States Department of Education (USDE) a "2021–2022 Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency" (ESSA Accountability State Plan Addendum) on August 29, 2022. The purpose of the submission was to receive approval to restart an amended accountability system based on results from the 2021–2022 school year and to make school identifications and status exit determinations in fall 2022. On September 26, 2022, USDE approved amendments to the New York State Consolidated State Plan pursuant to the Elementary and Secondary Education Act (ESEA). In accordance with the approved ESSA Accountability State Plan Addendum, New York State restarted the accountability system in the 2022–2023 school year based on results from the 2021–2022 school year.

Following consultation with educational experts and extensive stakeholder input, NYSED submitted to USDE further proposed amendments to the accountability section of the New York State Consolidated State Plan. These proposed amendments would allow the Department to implement a two-year Rebuild Phase that establishes in advance the transitional accountability rules that will be used to make determinations based on 2022–2023 and 2023–2024 school year data. On September 8, 2023, the proposed amendments were approved by USDE. Beyond the Rebuild Phase, the Department intends to collaborate with stakeholders to reimagine the accountability system and promote continuous improvement in all district and schools under the principles of reliability, transparency, and explainability.

The table below shows which school year results are used for calculating accountability status determinations starting from the 2018–2019 school year through the 2025–2026 school year. Unless otherwise noted, schools are identified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) every three years, and schools are identified for Targeted Support and Improvement (TSI) annually. In the 2023–2024 school year, schools identified in the 2022–2023 school year can be eligible to exit based on one year of school year results; thereafter, schools can be eligible to exit based on two consecutive years of school year results.

Accountability Status Determinations Overview

School Year (SY)	Accountability Support Model	Identification Based on the Following SY Results	Removal Based on the Following SY Results
2018–2019 SY	TSI	2016–2017 and 2017–2018 SY Results	No Removal
	CSI or ATSI	2017–2018 SY Results	
2019–2020 SY	TSI	2017–2018 and 2018–2019 SY Results	No Removal
	CSI or ATSI	No New Identifications	
2020–2021 and 2021–2022 SYs	TSI	Paused with USDE Approval due to Covid-19 Pandemic	Schools Identified in the 2018–2019 SY Paused by USDE
	CSI or ATSI		
2022–2023 SY	TSI	2018–2019 and 2021–2022 SY Results	2021–2022 SY Results
	CSI or ATSI	2021–2022 SY Results	
2023–2024 SY	TSI	2021–2022 and 2022–2023 SY Results	2022–2023 SY Results
	CSI or ATSI	No New Identifications	

2024–2025 SY	TSI	2022–2023 and 2023–2024 SY Results	No Removal
	CSI or ATSI	No New Identifications	
2025–2026 SY	TSI	2023–2024 and 2024–2025 SY Results	2023–2024 and 2024–2025 SY Results
	CSI or ATSI	2024–2025 SY Results	

Under the determined accountability support models, NYSED has developed tools and resources to support and build capacity around continuous improvement for all schools. The figure below shows the multiple entry points that support models provide for flexible, adaptable practices that promote sustainable structures around improvement planning and monitoring impact.
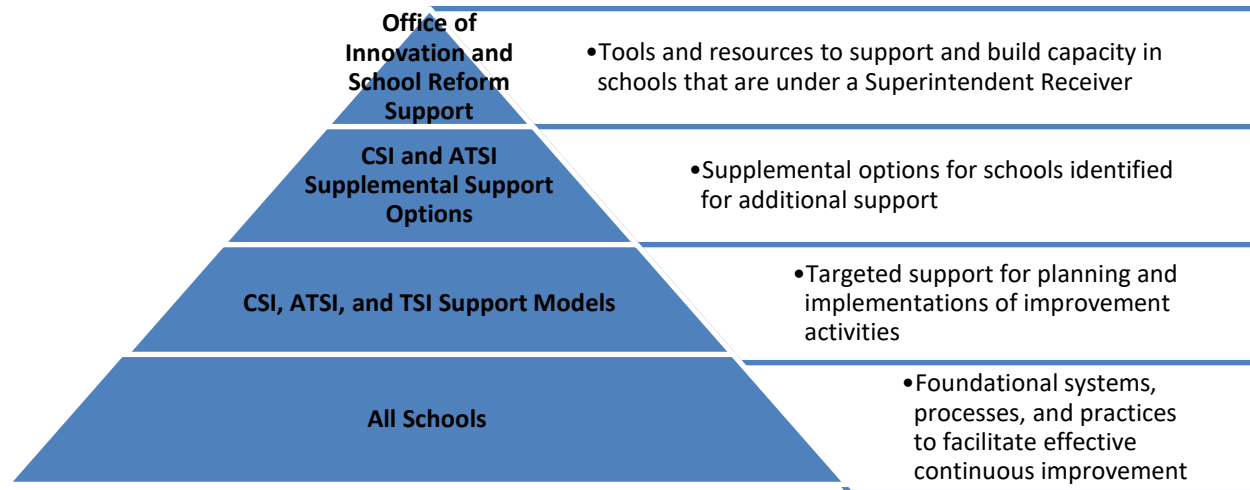
This document provides answers to questions about the New York State Accountability System that will be implemented beginning with the 2023–2024 school year using 2022–2023 school year results under ESSA. Unless stated otherwise, the term "school" refers to public schools registered by the New York State Board of Regents and public charter schools.

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 September 2023. In January 2024, the Board of Regents is scheduled to consider taking action to permanently adopt these emergency amendments.

Accountability Statuses

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

School identified for Local Support and Improvement (LSI), School identified for Targeted Support and Improvement (TSI), School identified for Local Support and Improvement: Potential TSI (LSI:PTSI), 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 every three years. 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, based on 2024–2025 school year results, schools that were initially identified for TSI based upon 2017–2018 school year results that have consistently failed to show improvement for the subgroup(s) for which the schools were identified for TSI will be identified for ATSI in the years that ATSI determinations are made.

Schools will next be identified for CSI or ATSI in the 2025–2026 school year based on 2024–2025 school year results. Schools identified for CSI using 2021–2022 school year results are eligible to exit if the school shows improvement and does not meet identification criteria using 2022–2023 school year results.

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

At the elementary/middle level, the indicators are:
- **Weighted Average Achievement:** Annual student performance in English language arts (ELA) and math calculated using a denominator that meets United States Department of Education (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 and math calculated using a denominator of continuously enrolled 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) divided by the percentage of students in the subgroup who were expected to make such progress.
- **Chronic Absenteeism:** Percentage of students who are absent 10% or more instructional days.

At the High School level, the indicators are:
- **Weighted Average Achievement:** Annual student performance in ELA, math, and science calculated using a denominator of all the students in the accountability cohort.
- **Core Subject Performance**: Annual student performance in ELA, math, and science calculated using a denominator of students in the accountability cohort with valid assessment records.
- **English Language Proficiency (ELP):** Percentage of students meeting individual progress targets on the NYSESLAT divided by the percentage of students in the subgroup who were expected to make such progress.
- **Chronic Absenteeism:** Percentage of students who are absent 10% or more instructional days.
- **Graduation Rate:** Graduation rates of the unweighted average of cohorts 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 subgroup's 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 support model based on the level of performance assigned to subgroups for which the school or district is accountable.

Due to the unavailability of reliable data, the Student Growth; the Academic Progress; and the College, Career, and Civic Readiness (CCCR) indicators were not computed using 2021–2022 school year results

and were not used to make accountability determinations. Beginning with 2022–2023 school year results, Student Growth and CCCR indicators will be computed and available in the Student Information and Reporting System (SIRS) Level 2 verification reports for informational purposes (see Appendix). The Academic Progress indicator that had been part of the original ESSA accountability system will continue to not be computed in the 2023–2024 school year using 2022–2023 school year results and, thus, will not be used to make accountability determinations. In accordance with USDE directives, members of the 2019 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 exempt from being counted as "not tested." Consequently, for 2022–2023 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 Index that is computed based on results only for those accountability cohort members who have taken a Regents examination, approved alternative, or 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, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, White, Economically Disadvantaged, English Language Learner, 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 economically disadvantaged, English language learner, and/or a student with a disability.

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

A minimum of 5% 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 5% 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 for CSI. As part of the approved amendments to the ESSA plan, the New York State Education Department (NYSED or "the Department") will not identify any new schools for CSI until the 2025–2026 school year based on 2024–2025 school year results. The scenario tables will still be applied for determining whether identified schools meet exit criteria and for identifying subgroups. The following methodology is used in determining the lowest performing 5% in the State.

Lowest 5% Identification Criteria:
- The determination of the lowest performing 5% of elementary/middle schools and high schools is based on the performance of all students in the school (i.e., the All Students group only).[1]
- Elementary/middle schools are preliminarily identified if the All Students group meets any of Scenarios 1-6 in the Elementary/Middle School Identification Scenario table below.
- High schools are preliminarily identified if the All Students group meets any of Scenarios 1-7 in the High School Identification Scenario table below.

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[1] For purposes of meeting the requirement that a minimum of 5% of the lowest performing elementary/middle schools in the state receiving Title I, Part A funds and a minimum of 5% of the lowest performing in the state receiving Title I, Part A funds be identified for CSI, a school that serves both elementary/middle and high school grades is counted as a high school regardless of whether the school has been identified for the performance of its elementary/middle or high school students.

- Beginning with the lowest numbered scenario, the Department will determine the lowest performing 5%. The Department will continue to determine lowest performing 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 the lowest performing 5% of Title I schools in the State (i.e., 5% of elementary/middle schools and 5% of high schools). Any non-Title I school that meets the criteria used to identify Title I schools will also be determined as lowest performing.

Elementary/Middle School Bottom 5% Identification Methods:
1) Elementary/middle schools are determined as lowest performing if the All Students group demonstrates any combination of levels on indicators in the scenarios listed in the table below, beginning with the lowest number scenario.

Elementary/Middle School 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 Performance level and schools with a Weighted Level 1 that do not have a level assigned to the Core Subject Performance, ELP, and/or Chronic Absenteeism indicators will be determined using a separate self-assessment process.
* "None" means the school does not have sufficient results for 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) Based on 2024–2025 school year results, elementary/middle schools identified for ATSI that have not exited the ATSI status may be identified for CSI if the subgroups identified for ATSI do not exit.

High School Bottom 5% Identification Methods:
1) High schools that have a 4-year graduation rate that is less than 67% and do not have 5-year or 6-year graduation rates that are at or above 67% are automatically determined as lowest performing.
2) High schools are determined as lowest performing if the All Students group demonstrates any combination of levels on indicators in the scenarios listed in the table below, beginning with the lowest number scenario.

High School 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 Level and schools with a Weighted Level 1 that do not have a level assigned to the Core Subject Performance, ELP, and/or Chronic Absenteeism indicators will be determined using a separate self-assessment process.

* "None" means the school does not have sufficient results for 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.

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 (TSI)?

Similar methods are used to determine the lowest performing 5% and to identify schools for TSI. However, TSI identifications are based on the performance of subgroups, not the All Students group. For the 2023–2024 school year, TSI identification will be made based on a subgroup's performance using 2021–2022 and 2022–2023 school year results.

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, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, White, Economically Disadvantaged, English Language Learner, and Students with Disabilities.
2) Scenarios applied to the elementary/middle and high school level All Students group for determining the bottom 5% of the lowest performing schools in New York State are applied to the accountability subgroups to identify schools for TSI.
3) If a school was identified for LSI and if any of the school's accountability subgroups meets one of the aforementioned scenarios for the following school year, the subgroup is preliminarily identified for Potential TSI for the school year. For example, a school that was identified for LSI in the 2022–2023 school year that meets the TSI criteria based on 2022–2023 school year results for a subgroup for which the school was identified for Potential TSI in the 2022–2023 school year will be preliminarily identified for TSI in the 2023–2024 school year.
4) A school that is identified for CSI, ATSI, or TSI with a subgroup that is identified for Potential TSI in that same school year that also meets the identification criteria for TSI will be preliminarily identified for TSI for the identified subgroup for the subsequent school year. For example, if an accountability subgroup that was identified for Potential TSI during the 2022–2023 school year meets one of the aforementioned scenarios based on 2022–2023 school year results, then the subgroup (and the school) is preliminarily identified for TSI for the 2023–2024 school year.
5) Districts may petition the Commissioner to not identify a preliminarily identified school if the district believes that there are extenuating and/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 (ATSI)?

USDE required 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 been identified as either Priority or Focus Schools and had a history of low performance requiring them to be identified for ATSI.

USDE also required that new schools be identified for ATSI based on 2021–2022 school year results. Schools identified for TSI in the 2019–2020 school year were newly identified for ATSI if the subgroup met

the same scenarios used to identify schools for CSI. Schools will not be newly identified for ATSI until the 2025–2026 school year based on 2024–2025 school year results. But if the All Students group is removed from the CSI support model and another subgroup remains identified for ATSI, the school becomes a school identified for ATSI. See the example below using subgroups in a hypothetical School A:

Accountability Subgroups in School A	Previous Year (PY) Status	Current Year (CY) Status
All Students	CSI	LSI
Students with Disabilities	ATSI	ATSI
Economically Disadvantaged	ATSI	ATSI
Asian or Native Hawaiian/Other Pacific Islander	LSI	LSI
Black or African American	TSI	TSI
Hispanic or Latino	TSI	TSI
White	LSI	LSI
Multiracial	LSI	TSI

School Status	PY Status	CY Status
School A	CSI	ATSI

In the example above, the All Students group of School A has moved from the CSI to LSI support model in the current year. However, because at least one accountability subgroup is identified for ATSI (in this case, Students with Disabilities and Economically Disadvantaged subgroups), the School A is identified for ATSI for the current year.

9. What does a School identified for Local Support and Improvement (LSI)[2] mean?

1) A school that is not identified for CSI, ATSI, or TSI is a school identified for LSI for the 2023–2024 school year.
2) A school identified for CSI, ATSI, or TSI in the 2022–2023 school year that meets the exit criteria for all groups for which the school is identified and does not meet identification criteria for CSI, ATSI, or TSI is a school identified for LSI or LSI: Potential TSI if a new subgroup meets TSI identification criteria for the 2023–2024 school year.
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?

Recognition School determinations will not be made using 2022–2023 or 2023–2024 school year results.

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[2] Beginning with the 2022–2023 school year, the identification status formerly known as Good Standing was renamed as Local Support and Improvement, or LSI. Schools that were previously identified as Good Standing schools are identified for LSI if identification criteria are met.

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

If a subgroup (other than the All Students group) was identified for LSI during the 2022–2023 school year and meets one of the scenarios used for identification for TSI based on 2022–2023 school year results, then the subgroup is identified for LSI: Potential TSI.

Conversely, if a subgroup that was identified for LSI: Potential TSI during the 2022–2023 school year based on 2021–2022 school year results does not meet any of the scenarios for identification of a subgroup for TSI based on 2022–2023 school year results, the subgroup will be identified for LSI for the 2023–2024 school year.

12. How are identification statuses determined for districts?

For accountability designations based on 2022–2023 school year results, a district is identified as a Target District if it has schools identified for CSI, ATSI, or TSI. If a district subgroup meets identification criteria for two consecutive years, namely using 2021–2022 and 2022–2023 school year results, a district is identified as a Target District.

Districts Identified for LSI: Potential Target District or Target District Identification Criteria using 2022–2023 School Year Results:
1) A district identified solely for district level results will be identified for LSI: Potential Target District (LSI:PTD). If the subgroup meets identification Scenario criteria used for determining the lowest performing 5% of schools based on 2022–2023 school year results for that subgroup and no component school is identified for CSI, ATSI, or TSI, the district is identified for LSI: PTD.
   o For the All Students group, the same scenarios used to determine the lowest performing 5% of schools for that grade level will be used.
   o For all other subgroups, the same scenarios used to identify schools for TSI for that grade level will be used.
2) A district that has a school with a subgroup identified for LSI: Potential TSI will be identified for LSI: PTD.
3) If any of the district level subgroups meet the identification criteria for a second consecutive year, the district will be identified as a Target District.
4) **Component School meets identification criteria for TSI:** A district that has at least one school that meets identification criteria for TSI based upon 2022–2023 school year results is preliminarily identified as a Target District for the subgroup(s) for which the component school(s) are identified.
5) **Component School identified for CSI, ATSI, or TSI that did not exit:** The district that was in the Target District accountability support model during the 2022–2023 school year will remain as a Target District if any component school identified for CSI, ATSI, or TSI did not meet the exit criteria based on 2022–2023 school year results.

LSI Identification Criteria:
1) A district that has no component schools that meet identification criteria for CSI, ATSI, or TSI is identified for LSI.
2) A district that does not have any subgroups that meet the identification criteria for two consecutive years at the district level based on 2022–2023 school year results is identified for LSI. For example, if all subgroups in all schools in a district that were identified for LSI: Potential TSI in the 2022–2023 school year return to the LSI support model and there are no schools that meet identification criteria for CSI, ATSI, or TSI based on 2022–2023 school year results, then the district is identified for LSI.

The table below shows a summary of Target District Identification Criteria:

2022–2023 SY Accountability Status for District	2023–2024 SY District Identification Criteria	2023–2024 SY Subgroup Made Progress	2023–2024 SY Determination for Identified Subgroups	2023–2024 SY Accountability Status for District
LSI	Does not include a school identified for CSI, ATSI, TSI	n/a	LSI	LSI
	Includes a school identified for Potential TSI or any district subgroup meets Scenario 1 for the first time in the Elementary/Middle or High School Scenario table		LSI: Potential Target District (PTD)	
	Includes a school identified for CSI, ATSI, or TSI, or any district subgroup meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table		CSI, ATSI, or TSI	Target District
Target District	Does not include a school identified for CSI, ATSI, TSI	n/a	LSI	LSI
	Includes a school that is identified for Potential TSI or district subgroup meets Scenario 1 in the Elementary/Middle or High School Scenario table	n/a	LSI: PTD	
	Includes a school identified for CSI, ATSI, or TSI, or any district subgroup meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table	No	CSI, ATSI, or TSI	Target District

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 or Target District. Following review of any appeals, the Commissioner makes a final determination regarding the status of preliminarily identified districts.

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

CSI or ATSI Removal Criteria: To be removed from the CSI or ATSI support model, the All Students group for the grade level(s) for which the school was identified for CSI, or the subgroup(s) for the grade level(s) for which the school was identified for ATSI, must not be in the bottom 5% of schools based upon the elementary/middle or high school level identification scenario table and must meet one of the following conditions based upon 2022–2023 school year results:

Elementary/Middle Schools:
- The 2022–2023 school year Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
- The 2022–2023 school year Core Subject Performance Index is higher than at the time of identification (2021–2022).

High Schools:

- The 2022–2023 school year Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
- The 2022–2023 school year Core Subject Performance Index is higher than at the time of identification (2021–2022).
- The Graduation Rate (unweighted average of the 2018 4-year, 2017 5-year, and 2016 6-year cohorts) is higher than the Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year cohorts) at the time of identification based upon 2021–2022 school year results.
- For schools identified for CSI for having a Graduation Rate less than 67%, the school must have a Graduation Rate at or above 67%.

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 2022–2023 school year results. If a school identified for CSI, ATSI, or TSI does not meet the criteria for removal using 2022–2023 school year results, the school will next be eligible for removal if the school shows absolute improvement using 2023–2024 and 2024–2025 school year results and does not meet identification criteria using 2024–2025 school year results. The table below provides a summary of removal and identification criteria for school level subgroups based on 2022–2023 school year results:

Subgroup	2022–2023 SY Subgroup Status	Subgroup Met Lowest Performing 5% Scenario Criteria Based upon 2022–2023 SY Results	Subgroup Met Removal Criteria Based upon 2022–2023 SY Results	2023–2024 SY Support Model Determination for Identified Subgroup
All Students Group	LSI	Yes	n/a	LSI
	CSI	Yes	No	CSI
			Yes	CSI
		No	No	CSI
			Yes	LSI
Subgroup	LSI	Yes	n/a	LSI: Potential TSI
	LSI: Potential TSI (LSI:PTSI)	Yes	n/a	TSI
		No	n/a	LSI
	ATSI	Yes	No	ATSI
			Yes	ATSI
		No	No	ATSI
			Yes	LSI
	TSI	Yes	n/a	TSI
		No	n/a	LSI

14. How can a district exit Target District status?

To exit Target District status a district must have no component schools that meet identification criteria for CSI, ATSI, or TSI and must not have any subgroups that meet identification criteria for two consecutive years at the district level.

15. 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 Local Educational Agencies (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

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

As approved by the United States Department of Education (USDE), the Science Achievement Index will not be included in the calculation of the Weighted Average Achievement Level and Core Subject Performance Level at the elementary/middle level to mitigate the impact of the gap in data caused by the transition to new science assessments administered in Grades 5 and 8 in the spring of 2024.

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) and Math Indices** using the formula and denominator indicated below:

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

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: Combine the ELA and Math Achievement Index to calculate the Weighted Average Achievement Index by summing the ELA and Math numerators and denominators from Step 1, dividing the combined numerator by the combined denominator, and multiplying that result by 100. Compute only for subgroups with 30 or more student results.

Compute only for subgroups with 30 or more student results.

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

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

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

Example of Elementary/Middle Level Weighted Average 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
Weighted Average Achievement Index								290	195	149

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 Achievement Index for this school is 149. 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	**149**	**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 Achievement 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 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 and math 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 be computed.

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

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	Performance Index
ELA	95	25	20	30	20	130	95	137
Math	100	10	30	40	20	160	100	160
Core Subject Performance Index	195	35	50	70	40	290	195	**149**

Step 6: Rank order schools by their Core Subject Performance Index from Step 5. In the example in Step 5, the Core Subject Performance Index for this school is 149. In the sample below, we call this school "School T." If NYS had 20 schools, Schools A through T, with Core Subject Performance 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 Performance 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	**149**	**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 Performance 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 E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Note:
- 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 outcomes for their All Students groups. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged subgroups. 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" backmapping rules (see Question 33).

17. What tests are used to determine elementary/middle level Weighted Average Achievement and Core Subject Performance Indices?

As approved by USDE, science assessments will not be included in the determination of the Weighted Average Achievement Level and Core Subject Performance Level at the elementary/middle level to mitigate the impact of the gap in data caused by the transition to new science assessments administered in Grades 5 and 8 in the spring of 2024.

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 if the student's Committee on Special Education (CSE) determines that the student is eligible to take the NYSAA in lieu of the NYSTP; and
- a Regents mathematics exam in lieu of the NYSTP assessment in Grades 6, 7, and 8.

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 Weighted Average Achievement and Core Subject Performance Index:

- **ELA:** 1) NYSTP, 2) NYSAA
- **Math:** 1) NYSTP, 2) Regents in lieu of NYSTP, 3) NYSAA

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

Please see Question 28 regarding how scores of students on Regents examinations are converted to accountability levels.

19. How are a Weighted Average Achievement Level and a Core Subject Performance level determined at the high school level?

As approved by USDE, the social studies index will not be included in the calculation of the Weighted Average Achievement Level and Core Subject Performance Level at the high school level to mitigate the impact on data due to Regents examination cancellations.

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

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

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

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 High School Level Indices

Subject	# of Students in Cohort	Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	Performance Index (PI)
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

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

Weighted Average Achievement Index:

$$\dfrac{3(Secondary-Level\ ELA\ PI) + 3(Secondary-Level\ Math\ PI) + 2(Secondary-Level\ Science\ PI)}{8}$$

Example of High School Level Weighted Average Achievement Index

Subject	PI	Weight	Weighted Value	Weighted Average Achievement Index
ELA	129	3	(195 × 3) = 414	
Math	161	3	(161 × 3) = 483	1243 ÷ 8 = 155
Science	173	2	(173 × 2) = 346	
		Denominator = 8	Numerator = 1243	**155**

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 6 if the school had Performance Indices computed for ELA and math only.

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 for this school is 155. 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 High School 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	**155**	**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 High School 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 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, 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 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 be computed.

Step 1: Calculate **ELA, Math, and Science Performance 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 High School Level Indices calculated for Core Subject Performance

Subject	# of Students in Cohort	Tested	# L1	# L2	# L3	# L4	Numer ator	Denomi nator	PI
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

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

Core Subject Performance Index:
$$\frac{3(Secondary - Level\ ELA\ PI) + 3(Secondary - Level\ Math\ PI) + 2(Secondary - Level\ Science\ PI)}{8}$$

Example of High School Level Core Subject Performance Index

Subject	PI	Weight	Weighted Value	Core Subject Performance Index
ELA	215	3	(215 × 3) = 645	
Math	230	3	(230 × 3) = 690	1767 ÷ 8 = 155
Science	216	2	(216 × 2) = 432	
		Denominator = 8	Numerator = 1767	**221**

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

Note:
- 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 outcomes for their All Students groups. The same ranking methodology is used for the Students with Disabilities, English Language Learner, and Economically Disadvantaged subgroups. 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.

20. What tests are used to determine high school level Weighted Average Achievement and Core Subject Performance Indices?

As approved by USDE, social studies assessments will not be included in the calculation of the Weighted Achievement Level and Core Subject Performance Level at the high school level to mitigate the impact on data due to Regents examination cancellations.

At the high school level, the following exams are used:

- Regents examinations in ELA, math, and science;
- Approved alternatives to Regents examinations in English, math, and science;
- NYSAA in ELA, math, and science at the high school 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: 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 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 Weighted Average Achievement and Core Subject Performance Indices:
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.

21. 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 Department 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 2022–2023 school year results used to determine the accountability status of schools for the 2023–2024 school year:

- The 4–year Graduation Rate will be based on students enrolled on June 30, 2022, who entered Grade 9 in the 2018–2019 school yar (the 2018 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2022.
- The 5-year Graduation Rate will be based on students enrolled on June 30, 2022, who entered Grade 9 in the 2017–2018 school year (the 2017 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2022.
- The 6-year Graduation Rate will be based on students enrolled on June 30, 2022, who entered Grade 9 in the 2016–2017 school year (the 2016 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2022.

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 High School 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

Step 3: Rank schools based on their Unweighted Graduation Rate from Step 2. In the example in Step 1, the Unweighted Average Graduation Rate for this school 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 High School 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 K	7	10.1 to 50%	2

School	Rank	Rank Range	Graduation Rate Level
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

Note:
- 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 subgroups. 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.

22. How is an English Language Proficiency Level (ELP) 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*. Individual ELP levels are never based upon New York State Identification Test for English Language Learners (NYSITELL) testing results.

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

Step 1: Determine whether individual students made sufficient progress
1) Identify all continuously enrolled ELL students tested on the NYSESLAT in the current reporting year. Continuously enrolled is defined as students enrolled on both BEDS Day and during the NYSESLAT test administration period.
2) Determine students' ELP levels in the initial year of ELL identification.
3) Determine students' ELP levels *and* ELP level quartiles in the current reporting year and previous reporting year (current year minus 1).
4) Calculate students' progress between the initial year and the current year and between the previous year and the current year.
5) Determine whether students met their progress targets by meeting any of the methods to Demonstrate Sufficient Progress.

Methods to Demonstrate Sufficient Progress:
ELL students tested on the NYSESLAT may demonstrate Sufficient Progress toward English proficiency using one of three methods.

Method 1 – Exiting ELL Status: Students can exit ELL status in one of two ways:
1) Scoring Commanding on the NYSESLAT (regardless of the quartile) in the current year;[3]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 – Annual Progress: Annual Progress examines the progress a student has made between the current and previous year. This method factors in 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	Off-Track ELL Status	
Expanding	Required to score Commanding	Off-Track ELL Status		

One quartile of progress counts as 0.25 progress points.

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 is classified as a Long-Term ELL student. These students are required to meet an 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

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[3] 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.

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 Emerging[4]

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												
Current										X							

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 New York State Education Department (NYSED or "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 Identification[5]

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 of 4										X							
Previous Year												X					
Current Year															X		

1.25 progress points

0.50 progress points

0.75 progress points

For students whose combination of initial ELP 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.

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[4] 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.

[5] 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.

Expected Progress for Off-Track ELL

ELP 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	
Emerging	0.75 progress points
Transitioning	
Expanding	

Method 3 – Safe Harbor: Safe Harbor examines the totality of progress a student has made while identified as ELL. 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.

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 Identification[6]

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 NYSESLAT levels. In this 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.

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[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.

Example 4: Safe Harbor Targets for Students Scoring Transitioning in Initial Year of ELL Identification[7]

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 prior year ELP level, and (c) student's current year ELP level. The "P" in the table below stands for data present.

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)				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 using Method 1, 2, or 3.

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.[8]

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[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.

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

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 is used. For a student identified for five or more years and who is missing an initial ELP level, Method 2 may be used.

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.

Step 2: Determine the **Progress Rate** by first summing the number of continuously enrolled students who made Sufficient Progress through either Methods 1, 2, or 3 and then dividing by the number of continuously enrolled tested students.

In the example below, 0.5 represents the Progress Rate for this sample of students, as five out of 10 ELLs made sufficient progress.

Example of Progress Rate Calculation

Student	ELP Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress
1	Entering	2	Yes
2	Entering	2	Yes
3	Entering	2	Yes
4	Entering	2	Yes
5	Entering	2	No
6	Entering	2	No
7	Entering	3	Yes
8	Entering	3	No
9	Entering	3	No
10	Entering	3	No
Number of ELLs Making Sufficient Progress			5
Total ELL Count			10
Progress Rate			5/10 = **0.50**

Step 3: Determine the probability of a student making progress based on statewide comparison of similar students' outcomes using the current ELP level, the ELP level from the initial year of ELL identification, the number of years the student has been in ELL status, and availability of prior year testing data. Probabilities are calculated annually based on that year's outcomes by comparing the number of ELLs that made Sufficient Progress to the total number of ELLs within that grouping of similar students. (See "Methods to Demonstrate Sufficient Progress" for more details).

Example Probability that ELL Students Tested on the NYSESLAT Demonstrate Sufficient Progress[9]

ELP Level in Initial Year of ELL Identification	# 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[10]

Step 4: Calculate the **Benchmark** by first summing the probabilities of making progress for all continuously enrolled ELL students tested on the NYSESLAT and then dividing by the number of continuously enrolled ELL students tested on the NYSESLAT. The Benchmark represents the expected amount of progress a given accountability subgroup is expected to make.

Example Benchmarks for a School with Ten ELL Students

Student	ELP Level in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress	Example Probability
1	Entering	2	Yes	0.76
2	Entering	2	Yes	0.76
3	Entering	2	Yes	0.76
4	Entering	2	Yes	0.76
5	Entering	2	No	0.76
6	Entering	2	No	0.76
7	Entering	3	Yes	0.62
8	Entering	3	No	0.62
9	Entering	3	No	0.62
10	Entering	3	No	0.62
Sum			5	7.04
Total ELL Count			10	10
Progress Rate = 5/10 = **0.5**		**Benchmark** = 7.04 ÷ 10 = **0.704**		

Step 5: Determine the **Success Ratio** by dividing the **Progress Rate**, or calculated progress shown, by the **Benchmark**, or expected progress to be shown.

$$Success\ Ratio = \frac{Progress\ Rate}{Benchmark}$$

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[9] 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.

[10] 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.

Based on the example above, the Benchmark is 0.70 and the Progress Rate is 0.50. Therefore, the Success Ratio = 0.50 ÷ 0.70 = 0.71.

Step 6: Determine the **ELP Level** using the computed **Success Ratio** and the table below.

Subgroup ELP Level Assignment

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

In the case of our example, the Success Ratio is 0.71, so the ELP Level is 2.

Note:
ELP Level Quartile Assignment:
ELP level quartiles (described above as part of **Step 1**) 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 2022–2023 school year NYSESLAT in Grade 9.[11] The range/size of each quartile within each ELP level (e.g., Level 1: Entering) is equal.

2022–2023 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	N/A
Quartile 3	148-161	198-208	242-251	290-303	N/A
Quartile 4	162-175	209-220	252-262	304-317	N/A

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.

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 inclusion of these two students

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[11] NYSED annually publishes NYSESLAT scale score ranges for determining English Language Proficiency Levels. The most recent 2022–2023 school year report is available at: https://www.nysed.gov/sites/default/files/programs/state-assessment/memo-nyseslat-conversion-charts-2023.pdf

who exit ELL status in their 1st year makes the Progress Rate 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:
The sum of weighted progress divided by the number of continuously enrolled tested students.

$$Adjusted\ Progress\ Rate = \frac{Sum\ of\ Weighted\ Progress}{Number\ of\ continuously\ enrolled\ tested\ students}$$

In the above example, 4.50 ÷ 8 = 0.56, with a Progress Rate of 0.56 and a Benchmark of 0.79. The Success Ratio = 0.56 ÷ 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.

23. How is a Chronic Absenteeism Level determined?

Step 1: A **Chronic Absenteeism Rate** 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 10 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 instruction remains a requirement for students during their suspension period, unless a student is absent on a day during the suspension period.

At the elementary/middle level, Chronic Absenteeism is calculated for Grades 1–8 and ungraded age-equivalent students. At the high school 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 example below, 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 the range where the school fell in rank according to the table below.

Chronic Absenteeism Level Assignment Ranges

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

In the case of School T from the example, the rank is within the 10.1 to 50% range (ranks 3 through 10) compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

Example of Chronic Absenteeism Level Assignment

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 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	Rank	Rank Range	Chronic Absenteeism Level
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

Note:
- 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 2022–2023 school year are assigned a Level 1 to all subgroups that meet the minimum n-size criterion.

Accountability Data Business Rules

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

For a school or district to be accountable for a particular subgroup in relation to an accountability indicator, the typical minimum number of records within that subgroup is 30, with a few exceptions. For a school or district to be accountable for the participation rate of a particular subgroup, there must be at least 40 records within that subgroup. See the table below.

Number of Records Required for a School/District to be Accountable for a Subgroup	
Indicator	**Elementary and Middle 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) and Grades 3–8 Math.
N-Size	30
Application	**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.
	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.
	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 and 3–8 Math ≥ 30, a Weighted Average Achievement Index will be calculated and used for accountability status determinations.
	Note: In the 2022–2023 school year, only single-year data are used in these calculations.

Number of Records Required for a School/District to be Accountable for a Subgroup	
Indicator	**Elementary/Middle Core Subject Performance**
Student Cohort	Continuously enrolled tested students in Grades 3–8 ELA and Grades 3–8 Math.
N-Size	30
Application	**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. **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. **Group Size:** If the sum of continuously enrolled tested students in a subgroup in 3–8 ELA and 3–8 Math ≥ 30, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations. **Small Group Size:** If the sum of continuously enrolled tested students in a subgroup in 3–8 ELA and 3–8 Math is ≥ 15 and <30 AND ≥ 50% the sum of the greater of a) continuously enrolled tested students or b) 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. **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
Indicator	**High School Weighted Average Achievement**
Student Cohort	4-Year Accountability Cohort as of June 30th of the current reporting year in ELA, math, and science, 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).
N-Size	30
Application	**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. **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. **Group Size:** If the sum of students in the Weighted Average Achievement cohort in a subgroup in ELA, math, and science ≥ 30, a Weighted Average Achievement Index will be calculated for the subgroup and used for accountability status determinations. **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
Indicator	**High School Core Subject Performance**
Student Cohort	4 -Year Accountability Cohort as of June 30th of the current reporting year in ELA, math, and science *with valid scores on an assessment.*
N-Size	30
Application	**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. **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.

	Number of Records Required for a School/District to be Accountable for a Subgroup
	Group Size: If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math, and science ≥ 30, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations. **Small Group Size:** If the sum of students in the Core Subject Performance cohort in a subgroup in ELA, math and science is ≥ 15 and <30 **AND** ≥ 50% of the Weighted Average Achievement cohort, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations. **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
Indicator	**Graduation Rate**
Student Cohort	**4-Year** Graduation Rate Cohort as of August 31st of the prior reporting year **5-Year** Graduation Rate Cohort as of August 31st of the prior reporting year **6-Year** Graduation Rate Cohort as of August 31st of the prior reporting year (Prior year = "lagged" year)
N-Size	30
Application	**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. **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. **Group Size:** If the number of students in an individual 4-, 5-, or 6-year Graduation Rate Cohort for a subgroup is ≥ 30, Graduation Rate is 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 Rates are calculated only for the cohorts that have ≥ 30 students in them in the subgroup. **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. **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
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
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 10 instructional days and in attendance for at least one of those days (Elementary/middle includes students in Grades 1–8 and ungraded elementary/middle and HS includes students in Grades 9–12 and ungraded high school level)
N-Size	30

Number of Records Required for a School/District to be Accountable for a Subgroup	
Application	**Former ELLs:** Former ELLs are added to 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. **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. **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. **Note:** In the 2022–2023 school year, only single-year data are used in these calculations.
Indicator	**Elementary/Middle Participation Rate**
Student Cohort	Students enrolled during the testing period for Elementary/Middle level ELA and Math
N-Size	40
Application	Elementary/Middle **ELA and** Elementary/Middle **Math Participation Rates are calculated separately.** 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.
Indicator	**High School Participation Rate**
Student Cohort	12th Graders
N-Size	40
Application	**Hi**gh **Sc**hool **ELA and HS Math Participation Rates are calculated separately.** 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.

25. What conditions are used to determine in which accountability subgroups a student is included?

Elementary/Middle 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.

High School 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 Elementary/Middle 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 Elementary/Middle and High School indicators, the racial/ethnic group associated with a student's last enrollment record is used to determine in which racial/ethnic accountability subgroup they are included.

26. 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 24.

27. 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/
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 Standard Achieved Codes section of the Student Information Repository System (SIRS) Manuals at http://www.p12.nysed.gov/irs/sirs/home.html
NYSAA in ELA and Math	Level 4 Level 3 Level 2 Level 1	Level 4 Level 3 Level 2 Level 1

28. How are performance levels determined at the high school level?

The table below shows how scale score ranges are converted to accountability performance levels at the high school 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 Standard Achieved Codes section of the SIRS Manuals at http://www.p12.nysed.gov/irs/sirs/home.html

Assessment	Level	Score
Approved Alternatives to Regents English, Math, & Science	Level 4 Level 3 Level 1	Highest Score Pass but not highest score Fail
Regents 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, and Science (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.

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

For the 2023–2024 and 2024–2025 school years (using 2022–2023 and 2023–2024 school year data, respectively), while social studies will not be included in the calculations in determining the Weighted Average Achievement and Core Subject Performance Levels, students will receive credit towards graduation requirements as indicated below:

- 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 an assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), the date of the decision, and a score of "65."

- 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."

- 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 Global History and Geography, the school will receive Level 4 credit for the student.

30. 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 high school 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.

High School Level: At the high school level, the denominator is the number of 12th graders. The numerator at the high school 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 students with disabilities).

Note: For 2022–2023 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.

31. 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, 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% 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 developing and implementing a plan to improve outcomes for youth placed at risk, transfer high schools may participate in an automatic appeals process. For the 2023–2024 school year (using 2022–2023 school year results), 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 Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or Targeted Support and Improvement (TSI). If the school is not removed from such consideration, the district or charter school may appeal the school's preliminary designation.

32. 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 New York State Education Department (NYSED or "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.

33. How is accountability status determined for schools with only grades below Grade 3?

For students who attend elementary schools that serve only grades below Grade 3 (e.g., 1, 2, 1–2, K–1, K–2) but whose highest grade is Grade 1 or Grade 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 1 through 2 (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.

34. 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, or 8 in lieu of the NYSTP Grade 6, 7, or 8 math assessments will have their results on the Regents examinations used when calculating elementary/middle 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 high school Weighted Average Achievement and Core Subject Performance 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 elementary/middle 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 high school Weighted Average Achievement and Core Subject Performance Indices when the student enters a high school cohort. If a student takes a Regents math examination in lieu of 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 high school 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 high school level. If the student took all three Regents math examinations in lieu of Grade 6, 7, and 8 math assessments, the student must take a Regents Alternative (e.g., Advanced Placement, International Baccalaureate) to fulfill the testing requirement in math at the high school 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 high school level accountability.

35. 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 high school 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 in which 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 and Core Subject Performance Indices.

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 who remained identified for the same subgroup(s) for which the school was identified based on the 2021–2022 school year results and which were not newly identified for Comprehensive Support and Improvement (CSI) are 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. Additionally, schools that were identified for TSI in the 2021–2022 school year that remain identified for TSI based on the 2021–2022 school year results were identified for ATSI for the 2022–2023 school year.

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 East Asia, 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. A student whose last regular enrollment record indicates that the student transferred to an alternative high school equivalency preparation program but who left

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 IS included in the cohort.

The following students ARE NOT included in the school accountability cohort:

- students whose last regular enrollment record indicates that the student transferred to another high school or alternative high school equivalency preparation program or to homebound instruction (Ending Enrollment codes: 153, 170, 204, 221, 238, 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 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); and
- students who are deceased (Ending Enrollment code 459).

The following students ARE NOT included in the district accountability cohort:

- students whose last regular enrollment record indicates that the student transferred to another high school or alternative high school equivalency preparation program or to homebound instruction (Ending Enrollment codes: 170, 204, 221, 238, 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 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); and
- students who are deceased (Ending Enrollment code 459).

Note: Students whose only assessment record for a subject is an exemption from the 2019–2020 school year spring administration are excluded from the high school Weighted Cohort. Students without a valid score on an assessment are excluded from the high school Core Cohort.

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 fourth, fifth, and sixth 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 school 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).

The following students ARE NOT included in the district graduation rate cohort:
- students whose last regular enrollment record indicates that the student transferred to another school or district (as applicable) (Ending Enrollment codes: 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 meets 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 high school level, continuously enrolled means students in the accountability cohort. For accountability determinations based on 2022–2023 school year results, continuously enrolled students are used to calculate outcomes for elementary/middle Weighted Average Achievement and Core Subject Performance, elementary/middle Student Growth, 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.

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 or 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 educated by their parents or guardians and 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.

Local Support and Improvement (LSI) (District): Formerly known as Good Standing districts, beginning with the 2022–2023 school year, districts that do not have any schools identified for CSI, ATSI, or TSI are identified for Local Support and Improvement, or LSI.

Local Support and Improvement (Schools): Formerly known as Good Standing schools**,** beginning with the 2022–2023 school year, schools that are not identified for CSI, ATSI, or TSI are identified for Local Support and Improvement, or LSI.

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 2022–2023 school year results and does not meet identification criteria for CSI, ATSI, or TSI is eligible for removal. The school is deemed to have made progress and exited the accountability status support model. The requirement to make progress for two consecutive years is waived for 2023–2024 school year determinations. For a Target District to make progress and be removed from an accountability status support model, all schools identified for CSI, ATSI, and TSI within the district must be removed from the respective accountability status support model. See Question 13 for information on the criteria for removing schools identified for CSI and TSI and Question 14 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: New York State Education 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 Schools: Schools with too few student results for the All Students group to make accountability status support model 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 Districts: 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 9 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% 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.

Appendix

Indicators Reported for Informational Purposes Only

Due to unavailability of reliable data, the Student Growth; the Academic Progress; and the College, Career, and Civic Readiness (CCCR) indicators were not used to make accountability determinations based upon 2021–2022 school year results. For the 2023–2024 and 2024–2025 school years (based on 2022–2023 and 2023–2024 school year results), the elementary/middle level Student Growth and the high school level CCCR measures will be provided in the SIRS Level 2 Verification Reports for informational and reporting purposes only. These measures will not be used to make accountability determinations.

Student Growth Level at the Elementary/Middle Level:

A Student Growth Level is determined for Grades 4–8 English language arts (ELA) and mathematics, including Grade 8 students who take the Algebra I Regents Examination, for each accountability subgroup. Only students who are continuously enrolled and who took the test in the previous grade level in the prior school year and the next sequential grade level in the current school year are included. For example, current year Grade 4 students who took Grade 3 ELA in the prior year and Grade 4 ELA in the current year will be counted in the growth calculation. Current year Grade 3 students will not be included in the growth calculation because there is no Grade 2 ELA or math assessment from which growth can be determined.

Individual student growth is determined by comparing the score the student received in the current year to the scores of other students in the current year with similar scores in prior years. The **Student Growth Percentile (SGP)** indicates how that student compared to other students. One year of ELA and one year of math SGPs are summed and then divided by the number of results to create the mean growth percentile (MGP), which is the **Growth Index**.

A **Growth Level** is then determined using the table below:

Student Growth Level Assignment Growth Index	Growth Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

The New York State Testing Program (NYSTP) assessments in ELA and math in Grades 3-8 are used to determine Student Growth. Students who take Regents examinations in lieu of the Grade 7 NYSTP in math and students who take the New York State Alternate Assessment (NYSAA) in lieu of the Grades 3-8 NYSTP ELA and math assessments are not included in the student growth indicator.

College, Career, and Civic Readiness at the High School Level:

The College, Career, and Civic Readiness (CCCR) indicator uses diplomas, credentials, advanced course credits and enrollment, Career and Technical Education (CTE) certifications, and indicators such as a Seal of Biliteracy or participation in a Smart Scholars program to determine how a school is preparing its students to be ready for college, a career, and civic engagement once the students leave the school. For each accountability subgroup, a CCCR Index, which ranges from 0 to 200, is calculated by awarding extra

credit for students who demonstrate higher levels of readiness as well as partial credit for students who complete a High School Equivalency certificate. The formula for computing the CCCR Index is as follows:

Denominator: The number of students in the 4-year cohort as of June 30th of the reporting year + the number of English language learners (ELLs) not in the 4-year cohort who earned a Regents diploma with a Seal of Biliteracy in the current reporting year.

Numerator: The sum of the number of students in the denominator demonstrating success on each of the specific readiness measures multiplied by the weighting assigned to each of these measures in accordance with the table below. Note that students receiving a High School Equivalency (HSE) diploma in the reporting year are included in the numerator but not the denominator.

$$\textbf{CCCR Index}: 100 * \frac{Numerator}{Denominator}$$

CCCR Readiness Measures and their Weight

Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Regents Diploma with Seal of Biliteracy and member of the cohort Regents Diploma with Seal of Biliteracy earned in reporting year by ELL, not a member of the cohort Regents Diploma with a Seal of Civic Readiness and member of the cohort Regents Diploma and high school credit earned through participation in dual enrollment (in high school and accredited college) course Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam Regents Diploma and score of 4 or higher on International Baccalaureate (IB) exam P-Tech program and fulfilled all requirements for a Regents diploma Regents Diploma and a Smart Scholars or Smart Transfers program Regents or Local Diploma and passage of nationally certified CTE exam Skills and Achievement and average of Level 4 on the NYSAA	2.0
Regents Diploma and high school credit earned through participation in an AP class Regents Diploma and high school credit earned through participation in an IB class Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement and average of Level 3 on the NYSAA	1.5
Regents or Local Diploma only Skills and Achievement and average of Level 2 on the NYSAA	1.0

Readiness Measures	Weight
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (Included in numerator but not denominator) CDOS Credential	0.5
None of the above	0

Step 1: Rank schools based on their CCCR Index. In the example below, the CCCR Index for School C is 167.8. If New York State (NYS) had 20 schools, Schools A through T, with CCCR Index ranging from 65 to 196.3, School C would be ranked 12.

Example of CCCR Index Ranking

School	CCCR Index	Rank
School J	65.0	1
School P	94.4	2
School O	101.5	3
School T	123.7	4
School D	130.0	5
School S	135.2	6
School K	143.3	7
School B	150.8	8
School R	155.0	9
School N	162.1	10
School L	166.0	11
School C	**167.8**	**12**
School E	169.2	13
School I	171.5	14
School A	174.9	15
School M	181.9	16
School F	182.6	17
School G	189.5	18
School Q	193.2	19
School H	196.3	20

Step 2: Assign a CCCR Index Level based on where the school's rank fell in the table below. In the case of School C, the rank is within the 50.1 to 75% range compared to the other 19 schools, so School C would receive a Level 3, as indicated below.

CCCR Index Level Assignment

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

Example of CCCR Index Level

School	Rank	Rank Range	CCCR Index 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 B	8	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	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

Note:

- 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.