Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2024–2025 Accountability Statuses Based on 2023–2024 Results

New York State Education Department

Office of Accountability

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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") implemented a one-year ESSA Accountability State Plan Addendum that 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 United States Education Department (USED) proposed amendments to the accountability section of the New York State Consolidated State Plan. These proposed amendments allowed the Department to implement a two-year Rebuild Phase that was used to make determinations based on 2022–2023 and 2023–2024 school year results. On September 8, 2023, the proposed amendments were approved by USED. Beyond the Rebuild Phase, the Department has collaborated with stakeholders to develop a plan for the Reimagine Phase of the accountability system. This Reimagine Phase plan is currently awaiting USED approval for use beginning with the 2025–2026 school year using 2024–2025 school year results.

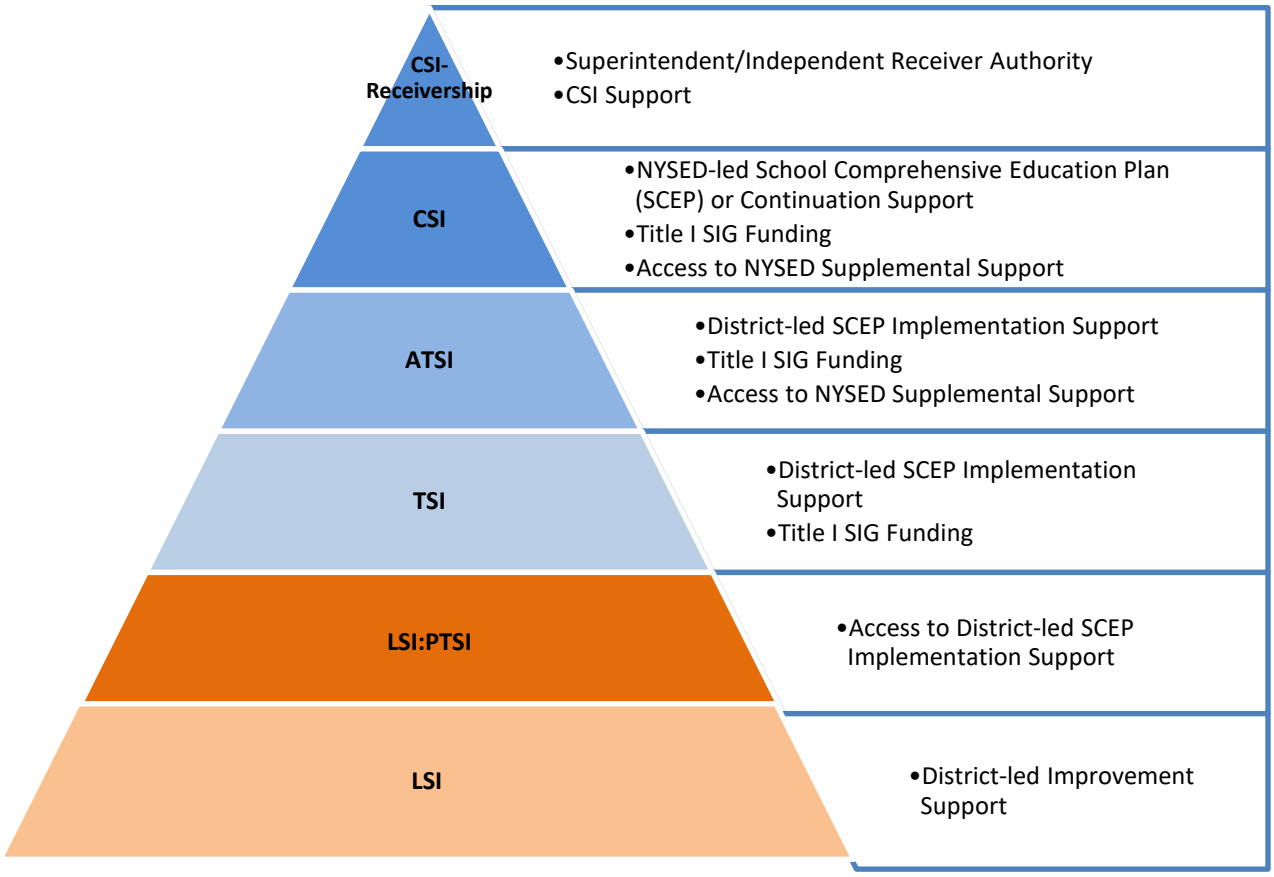
The table below shows which school year results are used for calculating accountability status determinations starting from the 2018–2019 school year through the 2025–2026 school year. Unless otherwise noted, schools are identified for Comprehensive Support and Improvement (CSI) or Additional Targeted 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 were eligible to exit based on one school year's results; starting in the 2024–2025 school year, schools will be eligible to exit based on making annual progress for two consecutive school years.

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 and ATSI	2017–2018 SY Results	
2019–2020 SY	TSI	2017–2018 and 2018–2019 SY Results	No Removal
	CSI and ATSI	No New Identifications	
2020–2021 and 2021–2022 SYs	TSI	Paused with USED Approval due to Covid-19 Pandemic	No Removal
	CSI and ATSI		
2022–2023 SY (Restart Phase)	TSI	2018–2019 and 2021–2022 SY Results	2021–2022 SY Results
	CSI and ATSI	2021–2022 SY Results	
2023–2024 SY (Rebuild Phase)	TSI	2021–2022 and 2022–2023 SY Results	2022–2023 SY Results
	CSI and ATSI	No New Identifications	
2024–2025 SY (Rebuild Phase)	TSI	2022–2023 and 2023–2024 SY Results	No Removal
	CSI and ATSI	No New Identifications	
2025–2026 SY (Reimagine Phase)	TSI	2023–2024 and 2024–2025 SY Results	2023–2024 and 2024–2025 SY Results
	CSI and ATSI	2024–2025 SY Results	

The New York State accountability system differentiates support through a scaffolded continuum that begins with district-led support. As schools are identified with more significant needs based on outcomes

from the accountability system, the more support becomes available directly from the Department. Schools enter the system as being identified for Local Support and Improvement (LSI). Depending on the identification year and criterion met, schools transition to Potential Targeted Support and Improvement (LSI:PTSI), which is a subgroup status under the LSI support model, then to Targeted Support and Improvement (TSI), then to Additional Targeted Support and Improvement, and finally Comprehensive Support and Improvement (CSI), which is provided the most supports from the State. 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 was implemented beginning with the 2023–2024 school year using 2022–2023 school year results and will also apply to the 2024–2025 school year using 2023–2024 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 approved permanent adoption of amendments to Section 100.21.

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 Additional Targeted Support and Improvement (ATSI), and School identified for Comprehensive Support and Improvement (CSI). If one or more subgroups are identified for Local Support and Improvement: Potential TSI (LSI:PTSI), but no other subgroups are in CSI, ATSI, or TSI statuses, the school will be in LSI status.

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?

Schools are identified for TSI and districts are identified for Target Districts annually. Schools are identified for CSI and for ATSI every three years. Schools will next be identified for CSI and ATSI in the 2025–2026 school year based on 2024–2025 school year results.

In years that CSI identifications are made, any subgroup identified for ATSI that does not consistently demonstrate improvement will be identified for CSI. For example, based on 2024–2025 school year results, subgroups that were initially identified for ATSI based on 2021–2022 school year results that have not consistently demonstrated improvement will be identified for CSI in the 2025–2026 school year.

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 USED 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% 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 performance 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 performance levels are used to determine a school's and a district's accountability 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, Academic Progress, and 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 were computed and made 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 2024–2025 school year using 2023–2024 school year results and, thus, will not be used to make accountability determinations. In accordance with USED directives, members of the 2020 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 2023–2024 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 subgroups. 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)?

USED requires New York State to use approved criteria and methodology to identify schools for CSI every three years. The lowest performing elementary/middle schools are identified using criteria based on the performance of the All Students group. The lowest performing high schools are identified using criteria based on the performance of the All Students group and based on low graduation rates that meet the less than 67% criterion listed below. 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, NYSED will not

newly identify CSI schools until the 2025–2026 school year based on 2024–2025 school year results. The scenario tables will still be applied for determining annual progress and for identifying schools. The following identification criteria and methodology are used to identify for CSI.

Identification Criteria:

- The determination of the lowest performing 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 Scenarios table below.
- High schools are preliminarily identified if the All Students group meets any of Scenarios 1–7 in the High School Identification Scenarios table below. Additionally, high schools are preliminarily identified for meeting the less than 67% graduation rate criterion for the All Students group.
- The Department will determine the lowest performing schools in scenario order from lowest to highest until it reaches the scenario in which the identification 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.
- Beginning in the 2025–2026 school year based on 2024–2025 school year results, in the year in which schools are identified for CSI, any subgroup identified for ATSI that meets the identification criteria and/or does not show absolute improvement will be identified for CSI.

Elementary/Middle School Identification Methods:

1) Elementary/middle schools are identified 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

Scenario	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 Average Achievement Performance Level 1 that do not have a performance 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 (i.e., at least 30 results) to assign an accountability performance level.

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

[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 high schools 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.

2) Based on 2024–2025 school year results, elementary/middle schools identified for ATSI that have not exited the ATSI support model may be identified for CSI if the subgroups identified for ATSI do not exit.

High School Identification Methods:

1) High schools that have an All Students group 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 identified.
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

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

Note: The accountability status for schools that do not have a Weighted Average Achievement Performance Level and schools with a Weighted Average Achievement Performance Level 1 that do not have a performance 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 (i.e., at least 30 results) to assign an accountability performance level.

** If both ELP and Chronic Absenteeism are Performance 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).

3) Based on 2024–2025 school year results, high schools identified for ATSI that have not exited the ATSI support model may be identified for CSI if the subgroups identified for ATSI do not exit.

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

Similar methods are used to identify schools for CSI and to identify schools for TSI. However, TSI identifications are based on the performance of subgroups, not the All Students group. For the 2024–2025 school year, TSI identifications will be made based on a subgroup's performance using 2022–2023 and 2023–2024 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 lowest performing schools in New York State are applied to the accountability subgroups to identify schools for TSI.

3) If all subgroups in a school were identified for LSI for the 2023–2024 school year based on 2022–2023 school year results, and if one (or more) of the school's accountability subgroups meets one of the aforementioned scenarios based on 2023–2024 school year results, the subgroup(s) are preliminarily identified for Potential TSI (LSI:PTSI) for the 2024–2025 school year. For example, if any of the subgroup(s) at a school that was identified for LSI:PTSI in the 2023–2024 school year meets one of the aforementioned scenarios based on 2023–2024 school year results, the subgroup(s) and school will be preliminarily identified for TSI in the 2024–2025 school year.
4) A school that is identified for CSI, ATSI, or TSI with a subgroup that is identified for LSI:PTSI 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 a school identified for LSI had an accountability subgroup that was identified for LSI:PTSI during the 2023–2024 school year that meets one of the aforementioned scenarios based on 2023–2024 school year results, then the subgroup (and subsequently the school) is preliminarily identified for TSI for the 2024–2025 school year. See page 2 for a description of the support model progression.
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 is not 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)?

USED 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.

USED also required that 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 identified for ATSI. See the example below using subgroups in a hypothetical School A:

Accountability Subgroups in School A	2022–2023 Status	2023–2024 Status	2024–2025 Status
All Students	CSI	LSI	LSI
Students with Disabilities	ATSI	ATSI	ATSI (made progress)
Economically Disadvantaged	ATSI	ATSI	ATSI (made progress)
Asian or Native Hawaiian/Other Pacific Islander	LSI	LSI	LSI: PTSI
Black or African American	LSI	LSI:PTSI	TSI
Hispanic or Latino	TSI	TSI	TSI (made progress)
White	LSI	LSI	LSI
Multiracial	LSI	LSI:PTSI	TSI

School Status	2022–2023	2023–2024	2024–2025
School A	CSI	ATSI	ATSI

In the example above, the All Students group of School A moved from the CSI to the LSI support model for the 2023–2024 school year. However, because at least one accountability subgroup remained identified for ATSI (in this case, the Students with Disabilities and Economically Disadvantaged subgroups), School A was identified for ATSI for the 2023–2024 school year. Beginning with the 2024–2025 school year determinations, all subgroups must make progress for two consecutive years to exit the support model. As such, any school identified for a support model in the 2023–2024 school year based on 2022–2023 school year results will remain identified for the support model for the 2024–2025 school year. Schools and subgroups may be newly identified for LSI:PTSI or TSI in the 2024–2025 school year, as TSI identifications are made annually. CSI and ATSI identifications will next be made in the 2025–2026 school year based on 2024–2025 results. In this example, while its Students with Disabilities and Economically Disadvantaged subgroups made progress based on 2023–2024 school year results, School A remains identified for ATSI in the 2024–2025 school year, as both subgroups must make two consecutive years of progress to exit. If these subgroups that are identified for ATSI do not meet the exit criteria based on 2024–2025 school year results, the subgroups and the school will be identified for CSI for the 2025–2026 school year.

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

A school that is not identified for CSI, ATSI, or TSI is a school identified for LSI for the 2024–2025 school year. 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 2023–2024 school year results.

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

If a subgroup (other than the All Students group) was identified for LSI during the 2023–2024 school year and meets one of the scenarios used for identification for TSI based on 2023–2024 school year results, then the subgroup is identified for LSI:PTSI.

Conversely, if a subgroup that was identified for LSI:PTSI during the 2023–2024 school year based on 2022–2023 school year results does not meet any of the scenarios for identification of a subgroup for TSI based on 2023–2024 school year results, the subgroup will be identified for LSI for the 2024–2025 school year.

12. How are identification statuses determined for districts?

For accountability designations based on 2023–2024 school year results, a district is identified as a Target District if it has a school or schools identified for CSI, ATSI, or TSI. If a district subgroup meets identification

[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.

criteria for two consecutive years, namely using 2022–2023 and 2023–2024 school year results, a district is preliminarily identified as a Target District.

Districts Identified for LSI: Potential Target District (LSI:PTD) or Target District Identification Criteria using 2023–2024 School Year Results:

1) A district identified solely for district level results will be identified for LSI:PTD. If the subgroup meets identification scenario criteria used for determining the lowest performing 5% of schools based on 2023–2024 school year results for that subgroup and no component school is identified for CSI, ATSI, or TSI, the district is identified for LSI:PTD.
    - For the All Students group, the same scenarios used to determine the lowest performing 5% of schools for that grade level will be used.
    - For all other subgroups, the same scenarios used to identify schools for TSI for that grade level will be used.
2) A district that has a school with a subgroup identified for LSI:PTSI 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 CSI, ATSI, or TSI or did not exit:** A district that has at least one school that remains identified for CSI, ATSI, or TSI based upon 2023–2024 school year results or is newly identified for TSI is preliminarily identified as a Target District for the subgroup(s) for which the component school(s) are identified. Beginning with 2023–2024 school year results, identified schools must meet annual progress criteria for two consecutive years in order to exit their support models.

LSI Identification Criteria:

A district that has no component schools that meet identification criteria for CSI, ATSI, or TSI and for which no subgroups meet the identification criteria for two consecutive years at the district level based on 2023–2024 school year results is identified for LSI.

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

<table>
<tr><th>2023–2024 SY Accountability Status for District</th><th>2024–2025 SY District Identification Criteria</th><th>2024–2025 SY Subgroup Made Progress</th><th>2024–2025 SY Determination for Identified Subgroups</th><th>2024–2025 SY Accountability Status for District</th></tr>
<tr><td rowspan="3">LSI</td><td>Does not include a school identified for CSI, ATSI, TSI</td><td rowspan="3">n/a</td><td>LSI</td><td rowspan="2">LSI</td></tr>
<tr><td>Includes a school with subgroup(s) identified for LSI:PTSI or any district subgroup meets Scenario 1 for the first time in the Elementary/Middle or High School Scenario table</td><td>LSI:PTD</td></tr>
<tr><td>Includes a school newly identified for TSI, or any district subgroup (including the All Students group) meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table</td><td>CSI or TSI</td><td>Target District</td></tr>
</table>

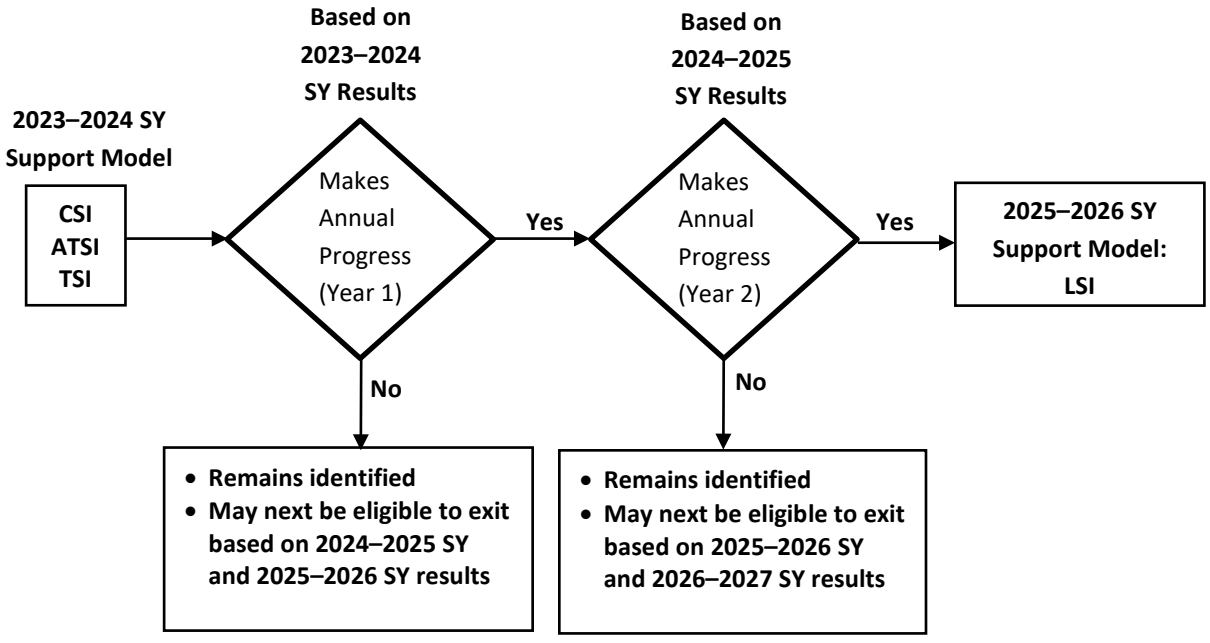
Target District	Includes a school identified for CSI, ATSI, or TSI	Yes or No	CSI, ATSI, or TSI	Target District

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:PTD 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?

No schools or subgroups will be eligible for removal from their support models in the 2024–2025 school year based on 2023–2024 school year results. In the 2023–2024 school year, schools and subgroups were eligible to exit the CSI, ATSI, or TSI support models based solely on 2022–2023 school year results. Beginning with the 2024–2025 school year, schools and subgroups in the CSI, ATSI, or TSI support model will be required to make annual progress for two consecutive years in order to be removed from identification for CSI, ATSI, or TSI.

The flow chart below demonstrates how the annual progress criteria will be applied to subgroups that were identified for the CSI, ATSI, or TSI support models for the 2023–2024 school year. Beginning with the 2024–2025 school year based on 2023–2024 school year results, all subgroups identified for a support model must make two consecutive years of progress to exit. This means that no subgroups will exit their support models for the 2024–2025 school year based upon 2023–2024 school year results. If a subgroup makes annual progress based on 2023–2024 and 2024–2025 school year results, it will exit its support model and be identified for LSI. If a subgroup does not make progress based upon 2023–2024 school year results, then it will first be eligible to exit in the 2026–2027 school year if it makes progress based upon 2024–2025 and 2025–2026 school year results. Similarly, if a subgroup makes Year 1 of annual progress based on 2023–2024 school year results but does not make Year 2 progress, then the earliest it will be eligible to exit will be in the 2027–2028 school year if it makes progress based on 2025–2026 and 2026–2027 school year results.



Annual Progress for CSI or ATSI: To make annual progress for schools identified for CSI or ATSI, 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 meet two conditions:

1) The identified subgroup(s) must not meet identification criteria; and
2) The identified subgroup(s) must show absolute improvement as described below:

Elementary/Middle Schools:

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

High Schools:

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

Annual Progress for TSI: To make annual progress for schools identified 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.

The table below demonstrates how the two consecutive years of annual progress criterion is applied to determine whether an identified subgroup or school may exit its support model:

Year 1: Made Annual Progress?	Year 2: Made Annual Progress?	Consecutive Years of Annual Progress	Exit Support Model?
No	No	0	No
	Yes	1	No
Yes	No	0	No
	Yes	2	Yes

14. How can a district exit Target District status?

To exit Target District status a district must have no component schools identified for CSI, ATSI, or TSI. Additionally, the district must have no subgroups identified for CSI, ATSI, or TSI. District subgroups must also make annual progress for two consecutive years to exit identification status.

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 District 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 USED, the Science Performance Index will not be included in the calculation of the Weighted Average Achievement Performance 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 Performance Level is determined at the elementary/middle level using the following multi-step process for each accountability subgroup:

Step 1: Calculate **English language arts (ELA) and Math Performance 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 the last day of the test administration period.

Step 2: Combine the ELA and Math Achievement Performance Indices 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.

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 or 95% of continuously enrolled) + Math (greater of continuously enrolled tested or 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	Performance 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 2, the Weighted Average Achievement Index for the school's All Students group is 149. In the sample below, we call this school "School T." If New York State had 20 schools, Schools A through T, with Weighted Average Achievement 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 Performance 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	Performance 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 Performance 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

A Core Subject Performance Level is determined at the elementary/middle level using the following multi-step process for each accountability subgroup:

Step 1: Calculate **English language arts (ELA) and Math Performance Indices** using the formula and denominator indicated below:

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

Denominator: Continuously enrolled students who have valid test scores

Step 2: Combine the ELA and Math Achievement Performance Indices to calculate the Core Subject Performance 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.

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

Denominator: ELA (continuously enrolled students who have valid test scores) + Math (continuously enrolled students who have valid test scores)

Core Subject Performance Index: $100 * \frac{Numerator}{Denominator}$

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**

N-Size Special Rule: If Weighted Average Achievement n-size is ≥30 and Core Subject Performance 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 Achievement calculation. For example, if a subgroup has a Weighted Average Achievement n-size of 40 and a Core Subject Performance n-size of 21, the Core Subject Performance Index would be computed, but if Core Subject Performance n-size were 18, a Core Subject Performance Index would not be computed.

Step 3: Rank order schools by their Core Subject Performance Index from Step 2. In the example in Step 2, the Core Subject Performance Index for this school is 149. In the sample below, we call this school "School T." If New York State 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	Core Subject Performance Index	Rank
School E	220	18
School M	240	19
School P	240	20

Step 4: Assign a Performance 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	Performance 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 subgroups 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 USED, science assessments will not be included in the determination of the Weighted Average Achievement Index and Core Subject Performance Index 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 Indices:

- **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 students' scores 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 USED, the Social Studies Performance 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 **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: 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 Performance 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:

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

Example of High School Level Weighted Average Achievement Index

Subject	PI	Weight	Weighted Value	Weighted Average Achievement Index
ELA	129	3	(195 × 3) = 414	1243 ÷ 8 = 155
Math	161	3	(161 × 3) = 483	
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 Step 1 of this example, the Weighted Average Achievement Index for this school is 155. In the sample below, we call this school "School T." If New York State 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	Weighted Average Achievement Index	Rank
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 Performance 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	Performance 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 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 K	15	50.1 to 75%	3
School Q	16	Greater than 75%	4
School H	17	Greater than 75%	4

School	Rank	Rank Range	Weighted Average Achievement Performance Level
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

A Core Subject Performance Level at the high school level is determined using the following multi-step process for each accountability subgroup:

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 Performance Indices calculated for Core Subject Performance

Subject	# of Students in Cohort	Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	Performance Index (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	1767 ÷ 8 = 155
Math	230	3	(230 × 3) = 690	
Science	216	2	(216 × 2) = 432	
		Denominator = 8	Numerator = 1767	**221**

N-Size Special Rule: If Weighted Average Achievement n-size is ≥ 30 and Core Subject Performance 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 calculation is at least 50% of the n-size for the Weighted Average calculation. For example, if a subgroup has a Weighted Average Achievement n-size of 40 and a Core

Subject Performance n-size of 21, the Core Subject Performance Index would be computed, but if Core Subject Performance n-size were 18, a Core Subject Performance Index would not be computed.

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 subgroups 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 USED, social studies assessments will not be included in the calculation of the Weighted Achievement Index and Core Subject Performance Index 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 ELA, 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: USED 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 a student takes more than one exam 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 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 examinations, Alternative to Regents examinations, 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 Performance 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 are deceased 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 2023–2024 school year results used to determine the accountability status of schools for the 2024–2025 school year:

- The 4-year Graduation Rate will be based on students enrolled on June 30, 2023, who entered Grade 9 in the 2019–2020 school year (the 2019 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2023.
- The 5-year Graduation Rate will be based on students enrolled on June 30, 2023, who entered Grade 9 in the 2018–2019 school year (the 2018 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2023.
- The 6-year Graduation Rate will be based on students enrolled on June 30, 2023, who entered Grade 9 in the 2017–2018 school year (the 2017 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2023.

Districts will be given the opportunity to use the most current year (non-lagged) Graduation Rate data to appeal an accountability 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 New York State 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	Unweighted Average Graduation Rate	Rank
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 Performance 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	Performance 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 Performance 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	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 subgroups 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 ELLs 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 ELLs 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:
ELLs 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).

[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.

Progress Target Matrix for ELLs

	Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
ELP Level Earned in the Initial Year of ELL Identification	**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 ELLs: 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 five years.
2) The student has achieved an initial ELP level of "Emerging" and has maintained ELL status for more than four years.
3) The student has achieved an initial ELP level of "Transitioning" and has maintained ELL status for more than three years.
4) The student has achieved an initial ELP level of "Expanding" and has maintained ELL status for more than two years.

Long-Term ELLs: Any student identified as ELL for six or more years is classified as a Long-Term ELLs. 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 first quartile within the level the student achieves. Example 1 below details annual progress applicable to a student in their second 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 second-year ELL 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 second-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.

[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.

In Example 2 below, a fourth-year ELL showed 0.75 progress points of growth between their current and previous year. Based on the Progress Targets Matrix, the Department expects a fourth-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 Fourth 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.

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	0.75 progress points
Emerging	
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 **one 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 **two 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 **three years**.

[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.

- In Year 5 of ELL status, the student must score Commanding. This represents progress made over **four 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 second 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 one progress point from initial year to current year, which equates to a score of Commanding for this student.

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

	Annual (Method 2) and Safe Harbor (Method 3) Targets by # of Years Identified as ELL							
	Year 2		Year 3		Year 4		Year 5	
ELP Level Earned in the Initial Year of ELL Identification	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							

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

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

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 prior year ELP level, Methods 1 and 3 are used to determine ELP progress.[8]

   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 prior 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 prior 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 Method 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

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

Student	ELP Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Made Sufficient Progress
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 ELLs 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 ELLs tested on the NYSESLAT and then dividing by the number of continuously enrolled ELLs tested on the NYSESLAT. The Benchmark represents the expected amount of progress a given accountability subgroup is expected to make.

[9] While probabilities are calculated annually for all ELLs 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.

Example Benchmarks for a School with 10 ELLs

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.

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

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 Performance Level** using the computed **Success Ratio** and the table below.

Subgroup ELP Level Assignment

Success Ratio	ELP Performance 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.

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 2023–2024 school year NYSESLAT in Grade 9.[11] The full range of each ELP level (e.g., Level 1: Entering) for each grade is subdivided into four equal quartile ranges.

2023–2024 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	176-187	221-231	263-276	N/A
Quartile 2	134-147	187-198	232-241	277-290	
Quartile 3	148-161	198-209	242-251	290-303	
Quartile 4	162-175	209-220	252-262	304-317	

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

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 for those 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 who exit ELL status in their first year of identification 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 ELLs

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**

[11] NYSED annually publishes NYSESLAT scale score ranges for determining English Language Proficiency Levels. The most recent 2023–2024 school year report is available at: https://www.nysed.gov/sites/default/files/programs/state-assessment/memo-nyseslat-conversion-charts-2024.pdf

Adjusted Progress Rate:
The sum of weighted progress divided by the number of continuously enrolled tested students.

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

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, a Chronic Absenteeism Rate is calculated for Grades 1–8 and ungraded age-equivalent students. At the high school level, a Chronic Absenteeism Rate 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 New York State 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	Chronic Absenteeism Rate	Rank
School G	11.3%	18
School Q	6.1%	19
School H	3.0%	20

Step 3: Assign a **Performance Level** based on the range where the school fell in rank according to the table below.

Chronic Absenteeism Level Assignment Ranges

Rank	Performance 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, 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 Chronic Absenteeism Level of 2, as indicated below.

Example of Chronic Absenteeism Level Assignment

School	Rank	Rank Range	Chronic Absenteeism Performance 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 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 subgroups. However, ranking for racial/ethnic subgroups 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 2023–2024 school year are assigned a Level 1 for 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. Note that in the 2023–2024 school year, only single-year data are used in these calculations. See the table below.

Number of Records Required for a School/District to be Accountable for a Subgroup	
Indicator	**Elementary/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 former ELLs in the current year is less than 50% of the sum of 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 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 Grades 3–8 ELA and Grades 3–8 Math ≥ 30, a Weighted Average Achievement Index will be calculated and used for accountability status determinations.
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 former ELLs in the current year is less than 50% of the sum of 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 Students with Disabilities in the current year is ≥ 30. **Group Size:** If the sum of continuously enrolled tested students in a subgroup in Grades 3–8 ELA and Grades 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 Grades 3–8 ELA and Grades 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

Number of Records Required for a School/District to be Accountable for a Subgroup	
	students, a Core Subject Performance Index will be calculated for the subgroup and used for accountability status determinations.
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.
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. **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.
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.

Number of Records Required for a School/District to be Accountable for a Subgroup	
	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 Average Achievement 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.
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 level and High School includes students in Grades 9–12 and ungraded high school level)
N-Size	30
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.
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 reporting 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	**High School ELA and High School math Participation Rates are calculated separately.**

Number of Records Required for a School/District to be Accountable for a Subgroup	
	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?

English Language Learners: For elementary/middle indicators, a student who at any time during the current reporting year was reported as an ELL is included in the ELL subgroup. Former ELLs, defined as students who are not ELLs in the current reporting year but were ELLs in one or more of the previous four reporting years, are added to the number of students in the ELL subgroup if the number of former ELLs in the current reporting year is less than 50% of the sum of current reporting year ELLs and former ELLs.

For high school indicators, a student whose last enrollment record indicates that the student was an ELL is included in the ELL accountability subgroup. Former ELLs are added to the number of students in the ELL subgroup in the current reporting year if the number of former ELLs in the current year is less than 50% of the sum of current reporting year ELLs and former ELLs.

Students with Disabilities: For elementary/middle school 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, defined as students who are not classified as students with disabilities in the current reporting year but were classified as students with disabilities in one or more of the previous two reporting years, are added to the Students with Disabilities subgroup in the current reporting year if the number of Students with Disabilities in the current reporting 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 zero 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
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 examination taken in lieu of a Grade 6, 7, or 8 math assessment, the NYSAA (for eligible students with disabilities), or the NYSESLAT (for English language learners who have been enrolled in a 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 2023–2024 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 does New York State set state level Measures of Interim Progress and Long-Term Goals for continuous improvement?

ESSA requires that States set statewide measures of interim progress (MIPs) and ambitious long-term goals (LTGs) to provide schools and districts with trends over time that lead to actionable goal setting. New York State sets ambitious statewide MIPs and LTGs annually for improving student academic achievement and promoting greater educational outcomes for ELA, mathematics, graduation rate, and English language proficiency. The statewide MIPs and LTGs are included in the New York State School Report Card for informational and continuous improvement planning purposes. Schools and districts are encouraged to compare their performance against the statewide MIPs and LTGs to establish local goals to close gaps.

New York State sets statewide MIPs and LTGs using the following methodology:

Step 1: Establish the State's "end" goal for the indicator, which is the level of performance that the State wishes each subgroup statewide and each subgroup within each school to achieve in the future. Currently, the "end" goal for performance in ELA and mathematics is 200. For graduation rate, the "end" goal is 95% for the 4-year graduation rate, 96% for the 5-year graduation rate, and 97% for the 6-year graduation rate. For English language proficiency, the "end" goal is to have 95% of students meet their progress expectations.

Step 2: Set the period for establishing the LTG toward achieving the "end" goal. New York State has set the 2028–2029 school year as the year for which it will set its LTG. New York State establishes the LTG every five years. Before the beginning of the 2029–2030 school year, new LTGs will be established for the next five years. If New York State makes substantial progress in achieving the already established LTGs, then New York State may establish new LTGs prior to the 2029–2030 school year.

Step 3: Set a target to close the gap between the "end" goal and the LTG. New York State has established a 20% gap closing target for ELA and mathematics. For example, if the baseline performance for a subgroup in ELA is a Performance Index of 120, and the "end" goal is a Performance index of 200, then the gap between the "end" goal and the baseline performance is 80 Index points (200 120 = 80). Twenty percent of 80 is 16 Index points, which would then be the target gap closing amount.

Step 4: Add the baseline Performance Index to the gap closing amount to establish the LTG. As in the example in Step 3, if the baseline Performance Index is 120 and the target gap closing amount is 16 Index points, then the LTG would be 136 (120 + 16 = 136).

Step 5: Repeat each step for each subgroup.

Step 6: The LTGs are the same from the 2024–2025 to the 2028–2029 school years. MIPs are the annual increments towards achieving the LTG so that the LTG can be met by the 2028–2029 school year. For example, 32% of New York State ELLs/Multilingual Learners currently meets their progress expectations for English language proficiency. Since the "end" goal is to have 95% of students meet their progress expectations, the target gap closure amount is 63% (95 32 = 63). Twenty percent of 63% equals 13%, when rounded to the nearest whole number, which is the LTG. MIPs are the annual increments toward achieving the LTG that a subgroup must achieve so that the LTG can be met by the 2028-2029 school year.

The following tables show the MIPs and LTGs established for the 2023–2024 and 2024–2025 school years for ELA, mathematics, graduation rate, and English language proficiency:

Academic Achievement: ELA and Mathematics (Elementary/Middle and High School Levels)

Grades 3-8 ELA					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal
All Students	113	121.6	123.3	136.1	200
Asian/Pacific Islander	160.8	164.4	178.8	182.3	200
Black	107.1	116.1	114.8	129	200

Economically Disadvantaged	104.5	113.3	110	125	200
English Language Learners	78.2	89.8	93	110.8	200
Hispanic	104.6	113.4	107.5	122.9	200
Multiracial	110.5	118.7	125.7	138.1	200
American Indian/Alaska Native	110.1	118.5	122.1	135.1	200
Students with Disabilities	72.7	84.5	68.9	90.7	200
White	110.6	119.4	123.7	136.4	200

Grades 3-8 Math					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal
All Students	115.3	123.5	127.4	139.5	200
Asian/Pacific Islander	176.3	178.7	190.9	192.4	200
Black	97.8	107.4	106.7	122.2	200
Economically Disadvantaged	103.2	112.4	110	125	200
English Language Learners	93.2	103.2	103.7	119.8	200
Hispanic	101.1	110.5	105.6	121.4	200
Multiracial	111.9	120.3	129	140.8	200
American Indian/Alaska Native	108	116.6	120.4	133.7	200
Students with Disabilities	72.7	84.5	72.5	93.8	200
White	118	125.8	134.7	145.6	200

High School ELA					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal
All Students	192.7	193.6	134.9	148.3	215
Asian/Pacific Islander	209.6	209.7	140.5	152.9	215
Black	167.3	169.5	95	115	215
Economically Disadvantaged	174.5	176.5	103.2	121.8	215
English Language Learners	103.6	108.9	49.7	77.2	215
Hispanic	169.7	172	99.6	118.8	215
Multiracial	199.8	200.6	144.6	156.4	215
American Indian/Alaska Native	174.1	175.9	102	120.8	215
Students with Disabilities	128.6	132.8	75.4	98.7	215
White	208.7	209	170.2	177.6	215

High School Math					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal
All Students	155.4	157.6	64.6	87.2	200
Asian/Pacific Islander	192.2	192.5	114.8	129	200
Black	123.7	127.4	37.8	64.8	200
Economically Disadvantaged	136.9	139.9	51.2	76	200
English Language Learners	107.3	111.8	36.7	63.9	200
Hispanic	130.6	133.9	43.4	69.5	200
Multiracial	156.8	158.7	63.5	86.2	200
American Indian/Alaska Native	137.1	140.1	50.1	75.1	200
Students with Disabilities	100.4	105	29.3	57.8	200
White	170.6	172	74.7	95.6	200

Graduation Rate

4-Year Cohort Graduation Rate (%)					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal
All Students	83.8	85	87.5	88.8	95
Asian/Pacific Islander	88.9	89.5	93.4	93.6	95
Black	75.1	77.3	82.6	84.7	95
Economically Disadvantaged	78.5	79.9	83.1	85.1	95
English Language Learners	56.6	60.4	71.5	75.4	95
Hispanic	75.2	76.8	81.6	83.8	95
Multiracial	84.7	85.7	86.6	88	95
American Indian/Alaska Native	71.9	74.1	82.4	84.5	95
Students with Disabilities	62.7	66.1	70.4	74.5	95
White	90.6	91	91.7	92.3	95

5-Year Cohort Graduation Rate (%)					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal

All Students	86	86.8	89.4	90.5	96
Asian/Pacific Islander	90.8	91	94.2	94.5	96
Black	78.3	80.3	84.9	86.7	96
Economically Disadvantaged	81.8	83	85.6	87.4	96
English Language Learners	63.4	66.8	76.1	79.4	96
Hispanic	77.5	79.1	84.4	86.3	96
Multiracial	86	86.8	89.6	90.6	96
American Indian/Alaska Native	76.9	78.7	85.6	87.4	96
Students with Disabilities	65.8	69	73	76.8	96
White	91.9	92.3	92.9	93.4	96

6-Year Cohort Graduation Rate (%)					
	Rebuild Phase		Reimagine Phase		
Group Name	2023–2024 MIP	2023–2024 LTG	2024–2025 MIP	2024–2025 LTG	End Goal
All Students	86.1	87.3	88.9	90.3	97
Asian/Pacific Islander	90.3	91.1	93.7	94.3	97
Black	78.7	80.3	84.6	86.7	97
Economically Disadvantaged	82.1	83.5	85.1	87.1	97
English Language Learners	63.8	66.8	72.3	76.4	97
Hispanic	77.9	79.7	83.3	85.6	97
Multiracial	84.5	85.7	89.2	90.5	97
American Indian/Alaska Native	74.4	76.4	81.5	84.1	97
Students with Disabilities	64.4	67.8	73.1	77.1	97
White	91.6	92.4	93.1	93.7	97

Progress in Achieving English Language Proficiency

		Rebuild Phase		Reimagine Phase		
Subject	Group	2023–2024 Target	2023–2024 LTG	2024–2025 Target	2024–2025 LTG	End Goal
ELP	ELLs/ MLLs	51%	53%	34.5%	44.5%	95%

32. 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 ELLs 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 with targeted needs, transfer high schools may participate in an automatic appeals process. For the 2024–2025 school year (using 2023–2024 school year results), all Transfer High Schools that submitted the "Transfer High School Automatic Appeal Survey" will be eligible to participate in the automatic appeals process. If the school meets the conditions through the ESSA accountability system or the automatic appeal for two consecutive years, the school may be removed from identification for CSI, ATSI, or TSI. If the school is not removed from such consideration, the district or charter school may appeal the school's preliminary designation.

33. 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. NYSED reviews the information provided and determines which levels will be assigned to the school's accountability subgroup(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.

34. 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 but whose highest grade is Grade 1 or Grade 2 (e.g., 1, 2, 1–2, K–1, K–2), the "feeder" school is the school in which the student was enrolled before entering Grade 3. The "eater" school is the school in which the student took the Grade 3 assessment. For students attending these schools, the elementary/middle level Weighted Average Achievement and Core Subject Performance Levels are determined using a backmapping method by which the Grade 3 assessment score of a student is attributed to the feeder school as well as to the eater school.

For ELP, student performance on the NYSESLAT for students in Grades 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.

35. 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 assessment 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 assessment (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 examination (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.

36. 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 that 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. Schools will next be identified for ATSI for the 2025–2026 school year based on 2024–2025 school year results. Schools identified for ATSI in the 2022–2023 school year that have consistently not demonstrated improvement for the subgroup(s) for which they were identified will be identified for CSI in the 2025–2026 school year based on 2024–2025 school year results.

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 Average Achievement Cohort. Students without a valid score on an assessment are excluded from the high school Core Subject Performance Cohort.

Cohort (Graduation Rate):

- The 4-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 5-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 6-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 (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 district (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 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 2023–2024 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); Supplemental Nutrition Assistance Program (SNAP); 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 154.3 of Commissioner's Regulations. Students who are not ELLs in the current year but were ELLs in one or more of the previous four 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 State 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 and that do not have any subgroups identified for CSI or TSI based upon district level results 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 the annual progress criteria for two consecutive years is deemed to have made progress. The requirement to make progress for two consecutive years was waived for 2023–2024 school year determinations and will resume beginning with 2023–2024 school year results. 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 annual progress criteria for schools identified for CSI, ATSI, 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 they are 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 student is temporarily removed from their 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 suspended.

Regents Alternative Examination: NYSED-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, or that have at least one subgroup identified for CSI or TSI based upon district level results. 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, Academic Progress, and 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 test histories 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 Performance Level** is then determined using the table below:

Student Growth Level Assignment

Growth Index	Growth Performance 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. Grade 8 students who take the June Algebra I administration of the Regents examination in lieu of the Grade 8 math NYSTP assessment are included in the Student Growth indicator. Students who take Regents examinations in lieu of the Grade 6 or 7 NYSTP math assessment 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) endorsements, 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, plus 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: Students (a) whose last enrollment was in the school in the current reporting year or one of the two previous reporting years, and (b) earned an HSE in the current reporting year or one of the previous two reporting years and did not have that HSE count toward the CCCR Index in a previous year are included in the numerator of CCCR Index calculations with a weight of 0.5 but are not included in the denominator of the calculation, even if they were members of the cohort.

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

CCCR Readiness Measures and their Weights

Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Cohort Regents Diploma with Seal of Biliteracy Annual Regents Diploma with Seal of Biliteracy earned in reporting year by ELL (not a member of the cohort) Regents Diploma with Seal of Civic Readiness Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam Regents Diploma and a score of 4 or higher on International Baccalaureate (IB) exam P-Tech Program and fulfilled all requirements for a Regents Diploma Regents Diploma with Smart Scholars program Regents Diploma with Smart Transfer Early College Regents Diploma and high school credit through participation in dual enrollment (in high school and accredited college) course Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment (NYSAA) in language arts, mathematics, and science	2.0
Regents Diploma and high school credit earned through participation in an AP or IB course Regents Diploma with Career Development and Occupational Studies (CDOS) Credential Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, mathematics, and science	1.5

Readiness Measures	Weight
Regents Diploma Local Diploma Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, mathematics, and science	1.0
High School Equivalency Diploma (included in numerator only) CDOS Credential	0.5
No High School or High School Equivalency Diploma	0

Step 1: Rank schools based on their CCCR Indices. In the example below, the CCCR Index for School C is 167.8. If New York State had 20 schools, Schools A through T, with CCCR Indices 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 Performance 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 Level Assignment

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

Example of CCCR Level

School	Rank	Rank Range	CCCR Performance 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 subgroups. However, ranking for racial/ethnic subgroups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file.