Ira Schwartz, Assistant Commissioner
Office of Accountability
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May 13, 2016

Dear Dr.:

In December 2015, the New York State Education Department (NYSED or "the Department") finalized with districts individualized sets of Demonstrable Improvement Indicators to be used in determining the progress of Persistently Struggling and Struggling Schools, as required by Commissioner's Regulations Section 100.19. The purpose of this letter is to remind you of the process that will be followed to determine Demonstrable Improvement (DI) for each Persistently Struggling and Struggling School. This letter will also provide guidance on the submission of data and the timelines for such submission if your district has selected one or more local indicators or if your district must report data for indicators that are not collected through the NYSED Student Information Repository System (SIRS).

Calculation of the Demonstrable Improvement Index

For each school that is identified as Persistently Struggling or Struggling as of July 1, 2016, the Department will compute a Demonstrable Improvement index based on the approved Level 1 and Level 2 indicators. The index will have a range of zero to 100 percent, and both the Level 1 and Level 2 indicators will have a weight of 50 percent in the index. If the school achieves an index of 67 percent or higher, the school will make DI. However, if the school achieves an index below 40 percent, the school will have failed to make DI, unless the school can provide additional evidence that extenuating or extraordinary circumstances prevented the school from being able to make DI. In the event the school scores 40 percent or higher, but less than 67 percent, the Commissioner will review the school's record and make a determination regarding DI in consultation with the district and the school's Community Engagement Team (CET).

An Excel spreadsheet containing the list of DI indicators for each of the Persistently Struggling and Struggling Schools in the State is available at:
http://www.p12.nysed.gov/accountability/de/SchoolReceivership.html.

Prior to the start of the 2016-17 school year, the Department intends to publicly announce whether or not the Persistently Struggling and Struggling Schools made DI. Pursuant to Commissioner's Regulations Section 100.19, a district will be required to appoint an Independent Receiver and have the Commissioner approve such appointment for any Persistently Struggling School that does not make DI based on 2015-16 school year results. More information on this requirement can be found at:
http://www.p12.nysed.gov/oisr/Receivership.html.

Local Indicators/Indicators with District-Collected Data

If your school has a local indicator or has an indicator for which the district is required to collect and report data, please review the information provided in Attachment A for the data submission requirements and deadline.

Student Attendance, Student Suspension, and School Safety Data

As 2015-16 data for indicator #3 (Student Attendance), indicator #4 (Student Suspension Rate–Out of School), and indicator #5 (School Safety–Count of serious incidents) cannot be collected using traditional methods in time to make DI determinations, these data will be collected at the local level. These data must be submitted to accountinfo@nysed.gov by **July 8, 2016**. See Attachment B for guidance on reporting these data.

Early 2015-16 SIRS Data Pull

Data used for certain indicators will be pulled from Level 2 of SIRS prior to the SIRS reporting deadline. Schools must report these data to Level 2 of SIRS by **July 8, 2016**. Level 1 data centers will require earlier due dates to allow sufficient time for processing. For a list of regional data center contacts, see: http://www.p12.nysed.gov/irs/sirs/ric-big5.html. See Attachment C for a list of indicators and related data used in this early pull. Please note that the July 8, 2016 data pull is used solely to make Demonstrable Improvement determinations. For other state and federal reporting and accountability purposes, final and certified data pulled as of the end of the year deadline on August 26th will be used.

Receivership School Data Dashboard (RSDD)

In July 2016, a Receivership School Data Dashboard (RSDD) will be available to authorized users on the secure http://data.nysed.gov/ website. The RSDD will display all the DI indicators assigned to each of the schools, the required progress targets, schools' 2015-16 performance, and whether the schools met the progress targets or not. The RSDD will be updated regularly to include new data as they become available. Districts will have access only to their schools' RSSD.

These data will be available in a secure environment at http://data.nysed.gov/ to authorized school and district users. The RSDD can be accessed securely by going to the lower right corner of the http://data.nysed.gov/ page and clicking "login." Enter your User ID and password to log in securely."

Superintendents outside of New York City who do not know their User ID and password should use the State Education Department Delegated Account System (SEDDAS) help documentation at http://www.p12.nysed.gov/seddas/seddashome.html. Principals outside New York City who do not know their User ID and password should be advised to contact their superintendent.

Next Steps

- District and school staff should review each school's DI indicators and become familiar with the DI process. More information on the DI indicators is available at: http://www.p12.nysed.gov/oisr/Receivership.html.
- School(s) that are required to submit their 2015-16 performance on approved local indicators must use the same calculation methodology that was listed in the district's local indicator request to NYSED. See Attachment A for the list of school(s) and the approved local indicators, goals, and progress targets.
- The submitted data (if applicable) must include counts for the numerator, denominator, calculation methodology, and business rules. Student/teacher level data need not be submitted; however, the data must be made available to the Department upon request.
- The submitted data must not include personally identifiable information about students or teachers.
- Schools with indicator #2 (Community School Model), #94 (Extended Learning Time), and #98 (Chronic Absenteeism) were required to submit the prescribed rubric by May 1, 2016 (unless an extension was granted). **As the submission deadline for these indicators has passed, districts are requested to immediately submit the rubrics to accountinfo@nysed.gov.** The rubric documents can be downloaded from the website: http://www.p12.nysed.gov/accountability/de/SchoolReceivership.html.
- For indicators for which the district is required to collect data, please submit the data via e-mail to accountinfo@nysed.gov by the specified deadlines provided in Attachment A.
- Schools with indicator #3 (Student Attendance), #4 (Student Suspension Rate–Out of School), and #5 (School Safety–Count of serious incidents) must submit the data by Friday, July 8, 2016 via e-mail to accountinfo@nysed.gov. See Attachment B for guidance.

Should you have any questions regarding the information in this letter or need technical assistance regarding data submission, please e-mail us at accountinfo@nysed.gov. We wish you great success during the current school year and beyond.

Sincerely,

Ira Schwartz

cc: Jhone Ebert
        Beth Berlin
        Angelica Infante
        Kathleen Morehead
        Cheryl Atkinson
        Stephen Earley
        Maxine Meadows-Shuford
        Lisa Long

Attachment A

Local Indicators/Indicators with District-Collected Data Submission Requirements

District	BEDS	School Name	Indicator #	Description	School Baseline	Goal for 2015-16	Progress Target for 2015-16	Submission Deadline

Attachment B

Student Attendance, Student Suspension, and School Safety

Indicator Code	Indicator	Data That Must Be Submitted to accountinfo@nysed.gov by Friday, July 8, 2016
3	Student Attendance	• Student attendance rate as reported in BEDS Online Data Form Item 13 "Percentage of Attendance."
4	Student Suspension Rate (Out of School)	• Divide the number of students who were suspended from school (not including in-school suspensions) for one full day or longer, anytime during the school year, as reported in BEDS Online Data Form Item 4 "Students Suspended" by the Basic Educational Data System (BEDS) day enrollments for that school year and multiply by 100. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.
5	School Safety (Count of serious incidents)	• Count of individual serious incidents throughout the 2015-16 school year. • Using the *2014-15 Report of Incidents Concerning School Safety and the Educational Climate* form at http://www.p12.nysed.gov/irs/school_safety/2015/School_Safety_Summary_Form_Part1.pdf as a guide, sum the number of incidents report in #1 Homicide, #2.1 Forcible Sexual Offences, #2.2 Other Sex Offences, #3 Robbery, #4 Assault with Serious Physical Injury, #5 Arson, #6 Kidnapping, #7 Assault with Physical Injury, #8 Reckless Endangerment, and #17 Any incident with use of a Weapon, Weapons Possession.

Attachment C

Early 2015-16 Student Information Repository System (SIRS) Data Pull

Indicator Code	Indicator	Data That Must Be in Level 2 of SIRS by July 8, 2016
1	Priority school makes AYP	Grades 3-8 ELA/math, Regents, RCT, NYSAA results; cohort membership; credentials earned; and student demographic data
9	3-8 ELA All Students Level 2 & above	Grades 3-8 ELA results and student demographic data
10	3-8 ELA SWD Level 2 and above	Grades 3-8 ELA results and student demographic data
11	3-8 ELA Black Students Level 2 and above	Grades 3-8 ELA results and student demographic data
12	3-8 ELA Hispanic Students Level 2 and above	Grades 3-8 ELA results and student demographic data
13	3-8 ELA LEP Students Level 2 and above	Grades 3-8 ELA results and student demographic data
14	3-8 ELA ED Students Level 2 and above	Grades 3-8 ELA results and student demographic data
15	3-8 Math All Students Level 2 and above	Grades 3-8 math & Regents math results and student demographic data
16	3-8 Math SWD Level 2 and above	Grades 3-8 math & Regents results and student demographic data
17	3-8 Math Black Students Level 2 and above	Grades 3-8 math & Regents results and student demographic data
18	3-8 Math Hispanic Students Level 2 and above	Grades 3-8 math & Regents results and student demographic data
19	3-8 Math LEP Students Level 2 and above	Grades 3-8 math & Regents results and student demographic data
20	3-8 Math ED Students Level 2 and above	Grades 3-8 math & Regents results and student demographic data
21	HS ELA All Students Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
22	HS ELA SWD Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
23	HS ELA Black Students Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
25	HS ELA LEP Students Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data

Indicator Code	Indicator	Data That Must Be in Level 2 of SIRS by July 8, 2016
26	HS ELA ED Students Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
27	HS Math All Students Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
28	HS Math Students with Disabilities Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
29	HS Math Black Level 2 and above	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
45	3-8 ELA Students with Disabilities Level 2 and above Gap with non-Students with Disabilities	Grades 3-8 ELA results and student demographic data
46	3-8 ELA Black Level 2 and above Gap with non-Black Students	Grades 3-8 ELA results and student demographic data
47	3-8 ELA Hispanic Level 2 and above Gap with non-Hispanic Students	Grades 3-8 ELA results and student demographic data
48	3-8 ELA LEP Level 2 and above Gap with non-LEP Students	Grades 3-8 ELA results and student demographic data
49	3-8 ELA ED Level 2 and above Gap with non-ED Students	Grades 3-8 ELA results and student demographic data
50	3-8 Math Students with Disabilities Level 2 and above Gap with non-Students with Disabilities	Grades 3-8 Math results and student demographic data
51	3-8 Math Black Level 2 and above Gap with non-Black Students	Grades 3-8 Math results and student demographic data
52	3-8 Math Hispanic Level 2 and above Gap with non-Hispanic Students	Grades 3-8 Math results and student demographic data
53	3-8 Math LEP Level 2 and above Gap with non-LEP Students	Grades 3-8 Math results and student demographic data
54	3-8 Math ED Level 2 and above Gap with non-ED Students	Grades 3-8 Math results and student demographic data
55	HS ELA Students with Disabilities Level 2 and above Gap with non- Students with Disabilities	Regents, RCT, Alternatives, NYSAA results; cohort membership; and student demographic data
65	Total Cohort credits after one year of high school that earned 5 or more credits during school year	Credits earned, cohort membership, and student demographic data
66	Total Cohort after two years of high school that earned 5 or more credits during school year	Credits earned, cohort membership, and student demographic data

Indicator Code	Indicator	Data That Must Be in Level 2 of SIRS by July 8, 2016
67	Total Cohort Passing Math Regents (Score >=65) after two years of high school.	Regents results, cohort membership, and student demographic data
68	Total Cohort after three years of high school that earned 5 or more credits during school year.	Regents; cohort membership; and student demographic data
69	Total Cohort Passing ELA Regents (Score >=65) after three years of high school.	Regents results, cohort membership, and student demographic data
70	Total Cohort 4-Year Grad Rate - All Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
71	Total Cohort 4-Year Grad Rate - SWD Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
72	Total Cohort 4-Year Grad Rate - Black Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
73	Total Cohort 4-Year Grad Rate - Hispanic Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
74	Total Cohort 4-Year Grad Rate - LEP Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
75	Total Cohort 4-Year Grad Rate - ED Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic
76	Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
77	Total Cohort 4-Year Grad Rate with Adv. Designation - Students with Disabilities	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
78	Total Cohort 4-Year Grad Rate with Adv. Designation - Black Students	C Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
81	Total Cohort 4-Year Grad Rate with Adv. Designation - Economically Disadvantaged Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
82	Drop Out Rate	Reason for Ending Enrollment and student demographic data
83	Post-graduation plans of Completers (4-yr college)	Credentials earned, Reason for Ending Enrollment record, and student demographic data
84	Post-graduation plans of Completers (2-yr college)	Credentials earned, Reason for Ending Enrollment record, and student demographic data

Indicator Code	Indicator	Data That Must Be in Level 2 of SIRS by July 8, 2016
85	Grades 4 and 8 Science All Students Level 3 and above	Regents science and grades 4 & 8 science results, and student demographic data
88	Total Cohort 5-Year Grad Rate - All Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
89	Total Cohort 5-Year Grad Rate - Students with Disabilities	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
90	Total Cohort 5-Year Grad Rate - Black Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
91	Total Cohort 5-Year Grad Rate - Hispanic Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
92	Total Cohort 5-Year Grad Rate - LEP Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
93	Total Cohort 5-Year Grad Rate - Economically Disadvantaged Students	Cohort membership, credentials earned, Reason for Ending Enrollment, and student demographic data
95	Teacher Attendance	Staff Attendance Period Start Date, Staff Attendance Period End Date, and Time Used in Staff Attendance Template