**Alternative Education Programs**

2024-2025 Reporting Table for System of Accountability for Student Success (SASS) Data

This form is provided for School districts, Boards of Cooperative Educational Services (BOCES), and State agencies who operated an Alternative High School Equivalency Preparation (AHSEP) program in New York State for the 2024-2025 school year to report data regarding the performance of the program for the System of Accountability for Student Success (SASS).

Further information about SASS reporting can be found in the *AHSEP & ATP Program Guidance Packet* on the [Office of Student Support Services’ Alternative High School Equivalency Preparation and Alternative Transition Program webpage](https://www.nysed.gov/student-support-services/alternative-high-school-equivalency-preparation-and-alternative-transition).

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| **Submission** |

SASS reports should be submitted after the conclusion of the program year. For the 2024-2025 program year, reports are **due by October 15, 2025**.

Reports should be submitted via email to AltEd@nysed.gov.

Pursuant to Commissioner’s regulations [§100.2(p)(17)(iv)](https://govt.westlaw.com/nycrr/Document/I3652900bc22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)), the Commissioner may place under high school equivalency review any program for which a school district, BOCES or eligible agency entity fails to provide, in a timely manner, the student performance data required to conduct the annual assessment of the high school equivalency program. Programs identified as under high school equivalency review status are required to submit a corrective action plan.

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| **Instructions** |

The reporting table is provided for recording SASS data for one AHSEP program site. School districts, BOCES or State agencies with multiple program sites must complete the reporting table for each site that hosts an AHSEP program, regardless of the number of students in each site. Make additional copies of the table when reporting for multiple sites.

**Section I: AHSEP Program Information**

Please provide all the information requested in Section I related to the site of the AHSEP program, including an original signature by the AHSEP Administrator. The 5-digit program codes are posted on the [Office of Student Support Services’ Alternative High School Preparation and Alternative Transition Programs webpage](https://www.nysed.gov/student-support-services/alternative-high-school-equivalency-preparation-and-alternative-transition).

**Section II: Reporting Table for Program Enrollment**

Program enrollment tables should be reported according to student groups during the 2024-2025 school year. Follow the instructions below carefully to avoid inaccurate results.

* **Group 1 Students ONLY**
	1. For each row, report the number of students without disabilities separate from students with disabilities.
	2. Report by literacy level, at point of entry to the program, all students who tested at 9.0 level or higher in reading and mathematics and who received at least 150 hours of instruction during the year. Use the lower level of reading and mathematics literacy if students test at different levels.
	3. Report the number of students **in Group 1** who passed the GED® Test during the school year.
* **Group 2 Students ONLY**
	1. For each row, report the number of students without disabilities separate from students with disabilities.
	2. Report by literacy level, at point of entry to the program, all students who tested at 8.9 level or lower in reading and mathematics and who received at least 150 hours of instruction during the year.
	3. Report the number of students **in Group 2** who passed the GED® Test or advanced a literacy level during the school year.
		+ ***Advanced a Literacy Level:*** Literacy levels are 0.0-1.9, 2.0-3.9, 4.0-5.9, 6.0-8.9, 9.0-10.9, and 11 plus. If a student tested at different literacy levels in reading and mathematics, the lowest level should be used as the base level to determine if the student advanced a literacy level. For students who passed the GED® Test as well as advanced a literacy level, they should only be reported as passing the GED® Test.
* **Group 3 Students ONLY**
	1. For each row, report the number of students without disabilities separate from students with disabilities.
	2. Report by literacy level, at point of entry to the program, all students who received 12 or more hours and less than 150 hours of instruction during the school year.
	3. Report the number of students in the total enrollment who passed the GED® Test during the school year.
	4. Report the number of students who remained in the program (i.e., who continue to be enrolled for the next school year).
	5. Report the number of students who dropped out (i.e., who did not pass the GED® Test and did not remain in the program). For example, students who left the program are considered dropouts.
		+ For jail and State agencies’ programs *only*, students who were enrolled in the educational program but were not actively engaged on their discharge date should be counted as dropouts.

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| **A Note on Program Performance**The NYS Education Department (NYSED) will aggregate site enrollment data and calculate performance results.* The Group 1 performance measure – known as the *GED® Test Success Rate* – is obtained by dividing the number of students who passed the GED® Test and are eligible for a NYS high school equivalency diploma by the total enrollment in the group. **This will be calculated by the NYS Education Department (NYSED).**
* The Group 2 performance measure – known as the *Student Success Rate* – is obtained by dividing the number of students in the group passing the GED® Test and are eligible for a NYS high school equivalency diploma or advancing a literacy level by the total enrollment in the group. Students who pass the test and advance a literacy level should only be reported as passing the GED® Test. **This will be calculated by NYSED.**
* The Group 3 performance measure – known as the *Dropout Rate* – is obtained by dividing the number of students recorded in the dropout cell(s) by the total enrollment in the group. **This will be calculated by NYSED.**
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**2024-2025 Reporting Table for System of Accountability for Student Success Data**

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| **Section I: AHSEP Program Information**  |
| Agency Name: |   |
| Site Name: |   |
| NYSED 5-digit Program Code: |   |
| AHSEP Administrator Name: |   |
| AHSEP Administrator Phone Number: |   |
| AHSEP Administrator Email Address: |   |
| **Signature of AHSEP Administrator:** | **Date:** |

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| **Section II: Reporting Table for Program Enrollment** (for the 2024-2025 school year) |
|  | **Group 1** | **Group 2** | **Group 3** |
| Student(s) withoutdisability | Student(s) withdisability | Student(s) withoutdisability | Student(s) withdisability | Student(s) withoutdisability | Student(s) withdisability |
| **Literacy Level** |
| 0.0 - 1.9 | n/a | n/a |   |   |   |   |
| 2.0 - 3.9 | n/a | n/a |   |   |   |   |
| 4.0 - 5.9 | n/a | n/a |   |   |   |   |
| 6.0 - 8.9 | n/a | n/a |   |   |   |   |
| 9.0 - 10.9 |   |   | n/a | n/a |   |   |
| 11 plus |   |   | n/a | n/a |   |   |
|  |
| Passed the GED® Test *(high**school equivalency diploma awarded)* |   |   |   |   |   |   |
| Advanced a Literacy Level | n/a | n/a |   |   | n/a | n/a |
| Remained in the Program | n/a | n/a | n/a | n/a |   |   |
| Dropout\* | n/a | n/a | n/a | n/a |   |   |

*\*The following statement applies only to jail and State agencies responsible for providing instruction to residential students: Students who were actively engaged in the educational program at their discharge date should not be counted as dropouts.*

Based on the data submitted, NYSED will calculate the performance measures for GED® Test Success Rate (Group 1), Student Success Rate (Group 2), and Dropout Rate (Group 3).