



The New York State Education Department

**How No Child Left Behind (NCLB)
Accountability Works in
New York State:
Implementing NCLB**

Accountability Measures

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) language arts/reading, in 2) mathematics, and on 3) a third indicator. Currently in New York State, the third indicator is science at the elementary/middle level and graduation rate at the secondary level.

Adequate Yearly Progress: Participation and Performance

Schools and districts must meet predefined *participation* and *performance* criteria on New York's accountability measures to make Adequate Yearly Progress (AYP). Failure to make AYP for two consecutive years on an accountability measure results in the school or district being placed on an improvement list, resulting in certain consequences for the school or district.

Participation Criterion

Participation Criterion Elementary/Middle Level

For an accountability group with 40 or more students enrolled during the test administration period to meet the participation criterion in **English language arts (ELA)** or **mathematics**, 95 percent of these students must have valid scores on an appropriate assessment.

For an accountability group with 40 or more students enrolled during the test administration period to meet the participation criterion in **science**, 80 percent of these students must have valid scores on an appropriate assessment.

Participation Criterion Secondary Level

For an accountability group with 40 or more 12th graders to meet the participation criterion in **English language arts (ELA)** or **mathematics**, 95 percent of the 12th graders must have valid scores on Regents examinations (and approved alternatives), Regents competency tests (and approved alternatives), or New York State Alternate Assessments.

“Safety Net” for Groups That Fail the Participation Criterion & Schools/ Districts with Fewer Than 40 Students

If the participation rate of an accountability group falls below the required rate, the Department calculates a weighted average of the current year’s and the previous year’s participation rates. If the average participation rate equals or exceeds the required rate, the group fulfills the participation criterion. If a school or district has fewer than 40 12th graders, the Department similarly calculates a weighted average of the current year’s and the previous year’s 12th graders for the All Students group.

Sample calculation for group below 95 percent participation criterion:

Year	Enrollment	Tested	Rate
Current	60	56	93%
Previous	75	73	97%
Weighted Average Calculation	135	129	96%

Medically Excused

If a student in grades 3 through 8 is incapacitated by illness or injury during the entire test administration and make-up period for English language arts, mathematics, or science, the student is not counted in the numerator or the denominator when participation rates are calculated. To use this flexibility, the district must have on file documentation from a medical practitioner that the student was too incapacitated to be tested.

Performance Criterion: Performance Indices

Levels of Student Achievement

Student performance in ELA, mathematics, and science is determined using a **Performance Index** (PI) calculation. This calculation uses four levels of student achievement:

Level 1 = Basic

Level 2 = Basic Proficient

Level 3 = Proficient

Level 4 = Advanced

Calculation of the Performance Index (PI)

A **Performance Index (PI)** is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. PIs are determined using the following equations:

Elementary/Middle Level:

PI = [(number of continuously enrolled tested students scoring at Levels 2, 3, and 4 + the number scoring at Levels 3 and 4) ÷ number of continuously enrolled tested students] × 100

Secondary Level:

PI = [(number of cohort members scoring at Levels 2, 3, and 4 + the number scoring at Levels 3 and 4) ÷ number of cohort members] × 100

Sample PI Calculation for a School with Grades 3, 4, and 5 Only

<u>Test Grade</u>	<u>Number of Students</u>	Number of Students at Levels			
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
3	35	12	7	10	6
4	43	3	6	20	14
<u>5</u>	<u>30</u>	<u>6</u>	<u>10</u>	<u>10</u>	<u>4</u>
TOTAL	108	21	23	40	24

$$PI = [(23+40+24+40+24) \div 108] \times 100 = 140$$

Assessments That Can Be Used To Fulfill the Performance Criterion at the Elementary/Middle Level

At the elementary/middle level, the assessments that are used when determining Performance Indices for an accountability group are shown below.

Assessment	Eligible Students	Performance Levels
New York State Testing Program (NYSTP) in English Language Arts and Mathematics, and State Assessments in Science (Grade 4 Elementary-Level Science, Grade 8 Middle-Level Science, and Regents Science in lieu of Grade 8 Science)	All Students (General Education and Students with Disabilities)	1–4
New York State Alternate Assessment	Students with Severe Cognitive Disabilities	1–4

Assessments That Can Be Used To Fulfill the Performance Criterion at the Secondary Level

At the secondary level, the assessments that are used when determining Performance Indices for an accountability group are shown below. The highest score a student receives on an assessment, regardless of when it is taken, is counted in the PI calculations. Students who do not take an assessment are counted as performing at Level 1.

Assessment	Eligible Students	Score Ranges	Performance Levels
Regents Examinations in English and Mathematics	All Students (General Education and Students with Disabilities)	0–54	1
		55–64	2
		65–84	3
		85–100	4
Regents Competency Tests in Reading, Writing, and Mathematics (and Approved Alternatives)	Students with Disabilities	Fail	1
		Pass	2
Approved Alternatives to Regents Examinations	All Students (General Education and Students with Disabilities)	Pass	3
New York State Alternate Assessment	Students with Severe Cognitive Disabilities		1–4

Performance Criterion: Effective AMOs, State Standards, and Safe Harbor

Meeting the Performance Criterion Using Effective AMOs, State Standards, Safe Harbor, and Progress Targets

To meet the performance criterion in ELA, math, and science, the **Performance Index** of a group must be equal to or greater than the **Effective Annual Measurable Objective (Effective AMO)** or **State Standard**, or the group must make **Safe Harbor** (ELA and math) or meet its **Progress Target** (science).

To meet the performance criterion in graduation rate, the graduation rate of the group must be equal to or greater than the **State Standard**, or the group must meet its **Progress Target**.

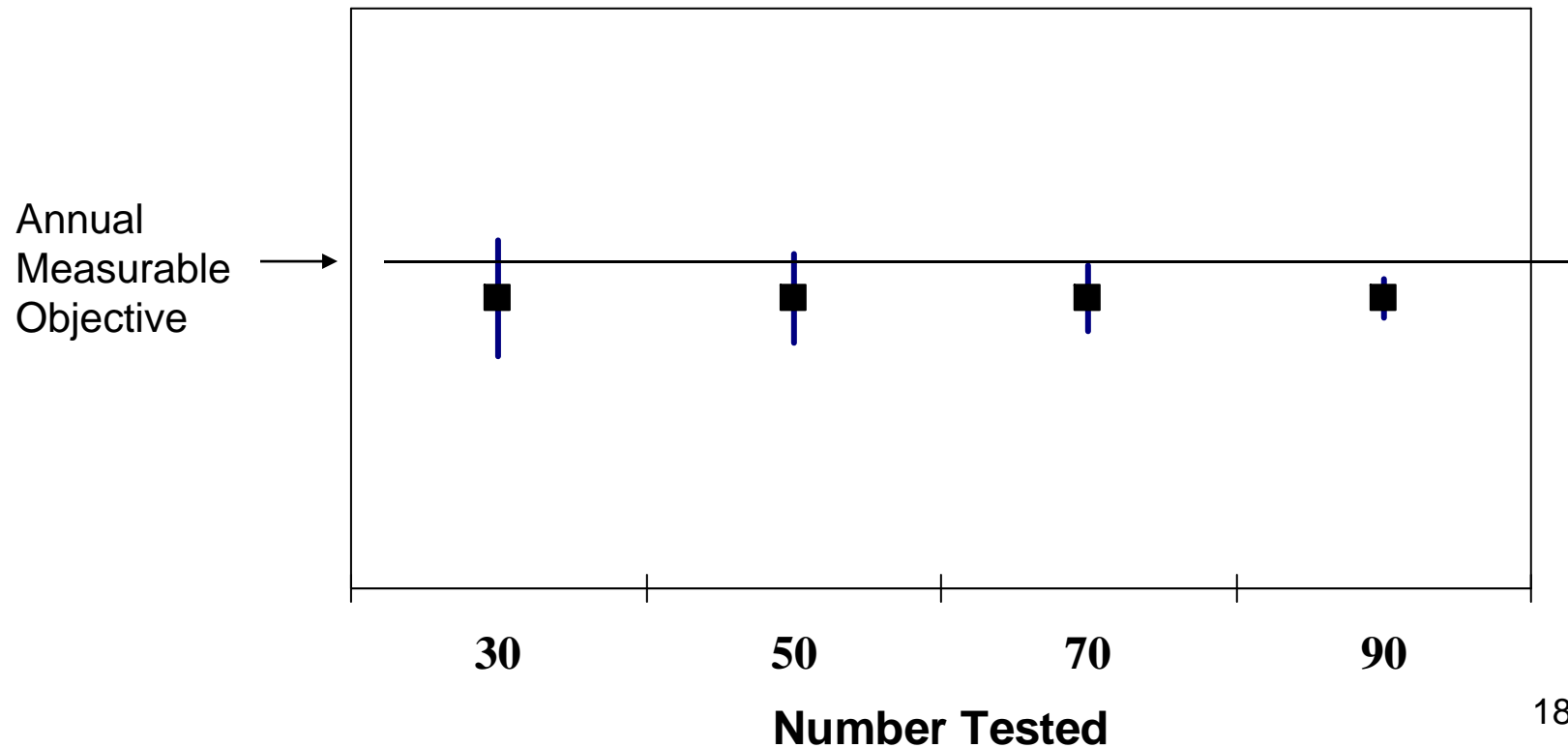
Annual Measurable Objectives (AMOs) and State Standards

The **Annual Measurable Objective (AMO)** is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100% of students will be proficient in the State's learning standards in ELA and math by 2013–14. These values increase from year to year and are different for ELA and mathematics. See www.emsc.nysed.gov/irts for the table of AMOs.

State Standards are the PI values that signify minimally satisfactory performance in science or graduation rate. The **science state standard** is currently **100**. The **graduation-rate state standard** is currently **55%** but may be raised by the Commissioner.

Confidence Intervals Were Used to Determine Effective AMOs

A **confidence interval** is a range of points around an AMO for an accountability group of a given size that is considered to be not significantly different than the AMO. The four small squares below represent four schools with the same PI but with different numbers of tested students. The vertical lines represent the confidence interval for each school based on the number of students tested. The more students tested, the smaller the confidence interval.



Effective AMOs

An **Effective AMO** is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO and the group meets its participation requirement, the group is considered to have made AYP. See www.emsc.nysed.gov/irts for the table of Effective AMOs.

Safe Harbor for ELA and Math

Safe Harbor is an alternate means to demonstrate AYP for accountability groups whose PI is less than their Effective AMO. The Safe Harbor Target calculation for ELA and math is:

$$\text{Safe Harbor Target} = \{\text{Previous Year's PI}\} + [(200 - \{\text{Previous Year's PI}\}) \times 0.10]$$

For a group to make safe harbor in English or math, it must meet its Safe Harbor Target and also meet the science (at the elementary/middle level) or graduation rate (at the secondary level) qualification for safe harbor. To qualify at the elementary/middle level, the group must make the State Standard or its Progress Target in science in grades 4 and/or 8. At the secondary level, it must make the State Standard or its Progress Target for graduation rate.

Qualifying for Safe Harbor in ELA and Math

To qualify to make safe harbor in ELA and math at the elementary/middle level, the PI for elementary/middle-level science combined for a group must equal or exceed the State Standard (100) or the group's Progress Target.

To qualify to make safe harbor in ELA and math at the secondary level, the percent of the graduation-rate cohort earning a local or Regents diploma by August 31 of the fourth year after first entering Grade 9 must equal or exceed the State Standard (55 percent) or the group's Progress Target for secondary-level graduation rate.

Safe Harbor Target Calculations for Elementary/Middle-Level Groups With Fewer than 30 Students in the Previous Year

- For elementary/middle-level ELA and mathematics, if in the current year a district or school has an accountability group with 30 or more students but did not have 30 or more students in the previous year, student scores for the previous two years will be combined to calculate a Safe Harbor Target for the current year. If in the combined years, there are still not 30 or more students with valid test scores in the group, the group will be assigned a Safe Harbor Target of 20.

Safe Harbor Target Calculations for Cohorts With Fewer than 30 Members

- For secondary-level ELA and mathematics, if in the current year a district or school has an accountability group with 30 or more cohort members but did not have 30 or more cohort members in the previous year, student scores for the previous two cohorts will be combined to calculate a Safe Harbor Target for the current year. If in the combined years, there are still not 30 or more cohort members in the group, the group will be assigned a Safe Harbor Target of 20.

Safe Harbor and Progress Targets for Groups Whose Target Exceeds Effective AMOs or State Standards

- If an accountability group's Safe Harbor Target for the current year exceeds its Effective AMO, the Safe Harbor Target on the *Accountability and Overview Report* of the New York State Report Card will be printed as the Effective AMO.
- If an accountability group's Progress Target for the current year exceeds the State Standard, the Progress Target on the *Accountability and Overview Report* will be printed as the State Standard.

Science and Graduation-Rate Progress Targets

Progress Targets are determined in science at the elementary/middle level* and in graduation rate at the secondary level for groups that do not meet the State Standard. To make AYP in science or graduation rate, the “All Students” group must meet the State Standard or its Progress Target. To qualify for safe harbor in ELA and math, an accountability group must meet the State Standard or make its Progress Target. Progress Targets in science and graduation rate for the following year can be found on the *Accountability and Overview Report* part of the *New York State District/School Report Card*.

**If a school includes only grade 4 or grade 8, the science PI and Progress Target will be based on that grade.*

Elementary/Middle-Level Science Progress Targets

Progress Targets are calculated in science at the elementary/middle level for schools whose performance is below the State Standard. Groups that make their Progress Target are considered to have made AYP in science and to qualify for safe harbor in ELA and math in grades 3-8 in that group. For the current year, the target is determined by adding one point to the previous year's PI.

Secondary-Level Graduation- Rate Progress Targets

Progress Targets are calculated in graduation rate at the secondary level for schools whose performance is below the State Standard. Groups that make their Progress Target are considered to have made AYP in graduation rate and to qualify for safe harbor in that group in ELA and math at the secondary level. For the current year, the target is determined by adding one percentage point to the previous year's graduation rate.

34-Point Rule for Students with Disabilities

In elementary/middle-level ELA and mathematics, if all accountable groups made the participation criterion, the only group that failed the performance criterion was the students with disabilities group, and adding 34 points to the PI of that group would make the group meet the AMO (not the Effective AMO), the group and the school/district is considered to have made AYP in that measure.

The United States Department of Education has approved this rule for use with 2007-08 school year results and each year will re-evaluate New York State's eligibility to use this rule with future years' results.

Former Limited English Proficient (LEP) Students

If the count of LEP student for performance is equal to or greater than 30, former LEP students are also included in the performance calculations.

A former LEP student is one who was previously identified as LEP but reached proficiency in English by achieving a Level 3 or 4 on both the Listening and Speaking and the Reading and Writing portions of the New York State English as a Second Language Achievement Test (NYSESLAT) during one of the previous two academic years.

Graduation Rate Calculation

The graduation rate for a group is determined by dividing the number of graduation-rate cohort members who graduated with a local or Regents diploma by the number of graduation-rate cohort members, and multiplying the result by 100.

For example:

Graduation-rate cohort members = 178

Graduation-rate cohort members with local or Regents diplomas = 146

Graduation rate = $(146 \div 178) \times 100 = 82.02247$ or 82%

Making Adequate Yearly Progress (AYP)

Order of Precedence for Determining AYP

To determine AYP for accountable group, calculations are made in the following order:

1. The participation rate for the group based on the current year's data is determined.
2. If the participation rate for the group based on the current year's data is below the required rate, the current and previous year's data are combined to determine a participation rate.
3. If the participation rate criterion is not met, the group fails to make AYP, regardless of the performance.
4. If the participation rate criterion is met, the PI is compared to the Effective AMO (ELA and math) or the State Standard (science). For graduation rate, the graduation rate is compared with the State Standard.
5. If the PI is equal to or greater than the Effective AMO (ELA and math), the PI is equal to or greater than the State Standard (science), or the graduation rate is equal to or greater than the State Standard (graduation rate), the group makes AYP.
6. If the criteria in #5 are not met, the PI is compared to the Safe Harbor Target (ELA and math) or Progress Target (science), or the graduation rate is compared to the Progress Target (graduation rate).
7. For ELA and math, if the Safe Harbor Target is met and the group qualifies for Safe Harbor based on the AYP of the group in the third measure (science or graduation rate), the group makes AYP.

Order of Precedence for Determining AYP (continued)

8. For science and graduation rate, if the Safe Harbor or Progress Target is met, the group makes AYP.
9. For elementary/middle-level ELA and math students with disabilities, if all accountable groups made the participation criterion, the only group that failed the performance criterion was the students with disabilities group, and adding 34 points to the PI of that group would make the group meet the AMO (not the Effective AMO), the group and the school/district is considered to have made AYP in that measure.
10. For all other groups for elementary/middle-level ELA and math, if the Safe Harbor Target is not met and/or the group does not qualify for Safe Harbor based on the AYP of the group in the third measure (science or graduation rate), the group does not make AYP.
11. For elementary/middle-level science, if the Progress Target is not met, the group does not make AYP.
12. For graduation rate, if the Progress Target is not met, the group does not make AYP.
13. For elementary/middle-level and secondary-level ELA and mathematics, all accountable groups must make AYP for the school/district to make AYP in the measure.
14. For elementary/middle-level science and graduation rate, only the All Students group must make AYP for the school/district to make AYP in the measure.

Determining State and Federal Accountability Status

General Rules

School-Level Accountability

- There are six accountability measures: elementary/middle-level ELA, elementary/middle-level math, elementary/middle-level science, secondary-level ELA, secondary-level math, and graduation rate.
- To be identified for improvement status, a school must fail to make adequate yearly progress (AYP) for two consecutive years on the same measure. The school may fail to make AYP for those two years because of two different accountability groups (e.g., White students in one year and Asian students in the next year).
- If a previously identified school fails to make AYP on the measure for which it was identified, it moves to the next highest status on the continuum.
- The first year an identified school makes AYP, it remains in the same status on the continuum.
- To be removed from improvement status on a measure, the school must make AYP on that measure for two consecutive years. The school may remain or be placed in improvement status on another measure for which it has not made AYP.

District-Level Accountability

- The district results are aggregated for all students attending school in the district as well as continuously enrolled students the district places outside of the school district (e.g., in BOCES, approved private placements).
- There are four accountability measures: English language arts, mathematics, elementary/middle-level science, and graduation rate.
- To be identified for improvement status in an accountability area, a district must fail to make AYP for two consecutive years in ELA or mathematics at both instructional levels (elementary/middle and secondary) or in science or in graduation rate.
- If a previously identified district fails to make AYP at each applicable instructional level in the accountability area for which it was identified, it moves to the next highest status on the continuum.

District-Level Accountability (continued)

- The first year that an identified district makes AYP at one or both instructional levels, it remains in the same status on the continuum.
- To be removed from improvement status in an accountability area, the district must make AYP at one or both instructional levels in that accountability area for two consecutive years.
- A district may be identified for improvement even if no school in the district is identified for improvement.
- In a district with only one school, the district and school can have a different accountability status, because the district accountability groups include students placed outside the district.

Determining School State Status

Years of Failure to Make AYP in a Subject and Grade	Status
1	Good Standing
2*	School Requiring Academic Progress (SRAP) — Year 1
3	SRAP — Year 2
4	SRAP — Year 3
5	SRAP — Year 4
6	SRAP — Year 5

*A school must fail to make AYP for two consecutive years to be placed in improvement status. A school that makes AYP for two consecutive years is removed from improvement status for the subject and grade in which it was identified.

Determining District State Status

Years of Failure to Make AYP in a Subject and Grade	Status
1	Good Standing
2*	District Requiring Academic Progress (DRAP) — Year 1
3	DRAP — Year 2
4	DRAP — Year 3
5	DRAP — Year 4
6	DRAP — Year 5

*A district must fail to make AYP for two consecutive years to be placed in improvement status. A district that makes AYP for two consecutive years is removed from improvement status for the measure in which it was identified.

Determining Federal Status

- Schools that do not receive Title I funding do not have a federal status.
- To become a School in Need of Improvement, a school must fail to make AYP for two consecutive years in which it receives Title I funding.
- If a school in federal improvement status stops receiving Title I funding, a record of its last status is maintained until it resumes receiving Title I funding. State status would continue regardless of the federal status.

Determining Federal Status (continued)

- When funding resumes, the school assumes the status it would have had in the first year that it did not receive funding.
- However, if a school without funding makes AYP for two consecutive years, it will be in good standing when funding resumes.

Determining School Federal Status

Years of Failure Under Title I to Make AYP in a Subject and Grade	Status
1	Good Standing
2*	School in Need of Improvement (SINI) — Year 1
3	School in Need of Improvement (SINI) — Year 2
4	Corrective Action
5	Planning for Restructuring
6	Restructuring

*A school must fail to make AYP for two consecutive years to be placed in improvement status. A school that makes AYP for two consecutive years is removed from improvement status for the subject and grade in which it was identified.

Determining District Federal Status

Years of Failure Under Title I to Make AYP in a Subject and Grade	Status
1	Good Standing
2*	District in Need of Improvement (DINI) — Year 1
3	DINI — Year 2
4	DINI — Year 3
5	DINI — Year 4
6	DINI — Year 4

*A district must fail to make AYP for two consecutive years to be placed in improvement status. A district that makes AYP for two consecutive years is removed from improvement status for the measure in which it was identified.

Secondary-Level Accountability and Graduation-Rate (Total) Cohorts

Guide to Accountability Cohorts

High schools are accountable for three areas:

- English and mathematics performance;
- English and mathematics participation; and
- graduation rate.

A different group of students is measured in each of these areas. The cohort used to measure English and mathematics performance was redefined beginning with the 2002 cohort; the cohort used to measure graduation rate was redefined beginning with the 2003 cohort.

2007-08 High School Accountability

English & Math Participation	All students reported in the repository as 12 th graders* in 2007-08
English & Math Performance	2004 Accountability Cohort (one-year continuous enrollment)
Graduation Rate	2003 Graduation-Rate Cohort (Rate – 2003 Total Cohort as of June 30, 2007 ÷ graduates as of August 31, 2007)

*Twelfth graders are students whose last reported grade between July 1 and June 30 of the academic reporting year (e.g., between July 1, 2007 and June 30, 2008 for the 2007-08 academic reporting year) in the Student Information Repository System is grade 12.

2004 Accountability Cohort Definition

The 2004 accountability cohort consists of all students, regardless of their current grade status, who were enrolled in the school on October 3, 2007 (BEDS day) and met one of the following conditions:

- first entered grade 9 (anywhere) during the 2004–05 school year (July 1, 2004 through June 30, 2005); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2004–05 school year.

2004 Accountability Cohort Definition (continued)

The State will exclude the following students when reporting data on the 2004 accountability cohort*:

- Students who transferred to another high school or out-of-district placement within the same district will be removed from the school cohort. Students who transferred to another district, nonpublic school or another state will be removed from the cohort of the school and district from which they transferred. Students who transferred to a criminal justice facility outside the district between BEDS day 2007 and June 30, 2008 will be removed from the school and district cohorts.
- Students who transferred to an approved alternative high school equivalency preparation (AHSEP) or high school equivalency preparation (HSEP) program (CR 100.7) between BEDS day 2007 and June 30, 2008 and met the conditions stated on the next slide will be removed from the school and district cohorts.
- Students who left the U.S. and its territories between BEDS day 2007 and June 30, 2008 will be removed from the school and district cohorts.
- Students who died between BEDS day 2007 and June 30, 2008 will be removed from the school and district cohorts.

*See 2008-09 Student Information Repository System (SIRS) Manual at <http://www.emsc.nysed.gov/irts/SIRS/home.shtml> for more details on the inclusion and exclusion of transfers in the cohort.

2004 Accountability Cohort (Transfers to GED Removed from Cohort)

Students will be **removed** from the cohort of the school and district from which they transferred to an AHSEP or HSEP program if the final enrollment record shows that on June 30, 2008 the student

- a) has earned a high school equivalency diploma; or
- b) is enrolled in an AHSEP or HSEP program.

Students will be removed from the **school** cohort if the enrollment records show that the student has transferred to **a different** high school and is working toward or has earned a high school diploma.

Students will be removed from the **district** cohort if the enrollment records show that the student has transferred to a high school in **a different district** and is working toward or has earned a high school diploma.

2004 Accountability Cohort (Transfers to GED Remaining in Cohort)

Students will **remain** in the cohort of the school and district from which they transferred to an approved GED program if the final enrollment record shows that on June 30, 2008 the student

- a) has not earned a high school equivalency diploma; and
- b) is not enrolled in an AHSEP or HSEP program; and
- c) has not transferred to a high school that provides instruction leading to a high school diploma.

Students who transfer back to the high school from which they transferred to an AHSEP or HSEP program without first entering another high school will remain in the district and school cohort.

Transfers to GED

In the Student Information Repository System, districts must provide the following information for students who transfer to approved GED programs during the 2005-06 and later school years (as defined in CR 100.7):

- The ending reason on the enrollment record for the high school must be transferred to an AHSEP or HSEP program.
- There must be a subsequent ASEPP/HSEPP enrollment that includes a service provider code for an NYSED-approved AHSEP or HSEP program.

Transfers to GED (continued)

- If the student is not enrolled in the AHSEP or HSEP program on June 30, 2008, the ending date and reason must be provided.
- To be considered still enrolled, the student must have been in attendance at least once during the last 20 days of the program or have excused absences for that period.

2003 Graduation-Rate (Total) Cohort Definition

The 2003 graduation-rate (total) cohort consists of all students as of June 30, 2007, regardless of their current grade status, who:

- first entered grade 9 (anywhere) during the 2003–04 school year (July 1, 2003 through June 30, 2004); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2003–04 school year

AND

whose last enrollment in the school was 5 months or longer (excluding July and August) or, whose last enrollment was less than 5 months but who had a prior enrollment in this school or district between July 1, 2003 and June 30, 2007 that was 5 months or more.

2003 Graduation-Rate (Total) Cohort Definition (continued)

When reporting data on the 2003 total cohort, the State will exclude students whose last enrollment record indicated that they:

- transferred to another district or nonpublic school (excluded from the district graduation-rate cohort) or criminal justice facility; or
- left the U.S. and its territories; or
- died.

2003 Graduation-Rate (Total) Cohort Example 1

The student's initial enrollment as a 9th grader is in School A, and the student was enrolled in that school for five months or more. The student's last enrollment is also in School A, so the student is in School A's total cohort.

School	Beginning Enrollment Date	Ending Enrollment Date
School A	9/1/03	6/30/07

2003 Graduation-Rate (Total) Cohort Example 2

The student's initial enrollment as a 9th grader is in School A, and the student was enrolled in that school for less than five months, but the student's last enrollment (which is in School B) is greater than or equal to 5 months, so the student is in School B's total cohort.

School	Beginning Enrollment Date	Ending Enrollment Date
School A	9/1/03	11/30/03
School B	12/1/03	6/30/07

2003 Graduation-Rate (Total) Cohort Example 3

The student's initial enrollment as a 9th grader is in School A, the student's last enrollment is in School B, the last enrollment is less than 5 months, but the student was previously enrolled in School B for 5 months or longer, so the student is in School B's total cohort.

School	Beginning Enrollment Date	Ending Enrollment Date
School A	9/1/03	6/30/04
School B	7/1/04	9/30/05
School A	10/1/05	5/30/07
School B	5/31/07	6/30/07

2003 Graduation-Rate (Total) Cohort Example 4

The student's initial enrollment as a 9th grader is in School A, the student's last enrollment is in School B, the last enrollment is less than 5 months, and the previous enrollment in School B is also less than 5 months, so the student is excluded from School A's and School B's total cohort. This student is counted in the statewide total cohort.

School	Beginning Enrollment Date	Ending Enrollment Date
School A	9/1/03	6/30/04
School B	7/1/04	9/30/04
School A	10/1/04	5/30/07
School B	5/31/07	6/30/07

School A and School B are in different districts. If they were in the same district, the student would be in the district's total cohort.

2003 Graduation-Rate (Total) Cohort Definition Five-Month Rule

Students are included in the district and school cohorts if their last enrollment record as of June 30, 2007 reported a minimum enrollment of five months in that district or school. To determine if a student belongs in a total cohort based on this five-month enrollment criterion, determine where the student was last enrolled. Identify the Reason for Beginning Enrollment date and, if applicable, the Reason for Ending Enrollment date for the last enrollment record.

- If the student's last enrollment record was in a school in your district and the time between the Reason for Beginning Enrollment date and the Reason for Ending Enrollment date (or June 30, if there is no Reason for Ending Enrollment date) is more than five months, the student is part of both the school and the district total cohort.

2003 Graduation-Rate (Total) Cohort Definition Five-Month Rule (Continued)

- If the student's last enrollment record was in a school in your district and the time between the Reason for Beginning Enrollment date and the Reason for Ending Enrollment date (or June 30, if there is no Reason for Ending Enrollment date) is less than five months, but the student was previously enrolled in the same school for five months or longer, the student is part of both the school and district total cohorts.
- If the student's last enrollment record was in a school in your district (or out-of-district placement) and the time between the Reason for Beginning Enrollment date and the Reason for Ending Enrollment date (or June 30, if there is no Reason for Ending Enrollment date) is less than five months, and the student was previously enrolled in a different school in your district (or out-of-district placement) for five months or longer, the student is part of the district total cohort but is not part of any school total cohort.

2003 Graduation-Rate (Total) Cohort Definition Five-Month Rule Statewide Total Cohort

- If the student's last enrollment record was in a school in your district (or out-of-district placement) and the time between the Reason for Beginning Enrollment date and the Reason for Ending Enrollment date (or June 30, if there is no Reason for Ending Enrollment date) is less than five months, but the student had no previous enrollment record in a school in your district (or out-of-district placement), the student is part of the **statewide total cohort** only.

Accountability for Limited English Proficient Students

Limited English Proficient (LEP) Students

- The New York State English as a Second Language Achievement Test (NYSESLAT) was introduced in 2002–03.
- All LEP students in grade K–12 must take the NYSESLAT annually.
- LEP students in grades 3 through 8 enrolled in U.S. schools (not including Puerto Rico) for less than one year are not required to take the NYSTP ELA assessment in that year.
- LEP students in grades 3 through 8 who did not take the ELA assessment and were enrolled in U.S. schools (not including Puerto Rico) for less than one year and have, valid scores on the NYSESLAT Reading/Writing and Speaking/Listening components will meet the ELA participation requirement.
- NYSESLAT performance levels will not be used in calculating the Performance Index. LEP students meeting the criteria to use the NYSESLAT in lieu of the ELA will not be included in the Performance Index calculation.
- Districts receiving Title III funding must identify each participating student in the State Repository System.

Accountability for Students with Disabilities

New York State Alternate Assessment (NYSAA)

- NYSAA performance levels are counted the same as general assessment (NYSTP, Regents, etc.) levels when determining PIs for English, mathematics, and science.
- NCLB regulations allow a maximum of one percent of scores used in calculating the PI for each accountability measure for a **district** to be based on proficient and advanced proficient scores on the NYSAA, unless district has a wavier to exceed the one percent.
- To meet this requirement, districts that have more than one percent of their continuously enrolled tested students performing at Levels 3 and 4 on the NYSAA must have some of these students counted at Level 2 when determining PIs. Districts must report the performance levels as received by the students. NYSED will make the adjustments for PI calculations only.

Testing Ungraded Students with Disabilities

- The CSE must determine that a student meets the criteria specified by the office of Vocational and Educational Services for Individuals with Disabilities (VESID).
- Students must be administered the correct test for their age, as specified in the SIRS Manual at <http://www.emsc.nysed.gov/irts/SIRS/home.shtml> .

Accountability for Schools with Special Circumstances

Small Districts and Schools

- If an elementary or middle school does not test 30 continuously enrolled students in ELA or mathematics in the current year, the scores of continuously enrolled students tested in the current and the prior year are combined to determine the PI.
- If a high school does not have 30 students in its current year accountability cohort, the current year's and previous year's accountability cohorts are combined to determine the PI.
- If a school still does not have 30 students on which to base a decision, the school is subject to special procedures for determining AYP.
- If the “All Students” group includes at least 30 students in the current year, results for the current year and the previous year will NOT be combined for the other accountability groups. This is true even if there are fewer than 30 tested students in the other accountability groups.

Small Districts and Schools (continued)

- For accountability groups that include 30 students in the current year but did not include 30 students in the previous year, the scores of continuously enrolled tested students in that group in the previous two years are combined to determine the current year's safe harbor and progress targets.
- For accountability groups that do not include 30 current year cohort members, the cohorts for the previous two years are combined to determine the current year's safe harbor and progress targets.
- If, after combining two years of data, the group still does not have 30 students on which to determine qualification for safe harbor based on science or graduation rate, the school or group is given credit for having made safe harbor if it made its ELA or math target.

Accountability for Schools That Serve Only Students Below Grade 3

- Schools that serve only students below grade 3 and, consequently, do not participate in State assessments are called “feeder” schools.
- Accountability decisions for feeder schools that serve grade 1 and/or grade 2 are based either
 - 1) on the performance of schools with grade 3 in the same district, or
 - 2) on a procedure called “backmapping.”

Accountability for Feeder Schools That Do Not Submit Data for Backmapping

Feeder schools that are required to do backmapping are those whose highest grade is grade 1 or grade 2 (schools with grades 1, 2, 1–2, K–1, or K–2 only). These schools are required to submit data to the Department through the Student Information Repository System (SIRS). If they do not submit data to the Department through SIRS, they are considered **not** to have made AYP.

Accountability for Feeder Schools in Districts Where All Elementary Schools Make AYP

If all district elementary schools with grade 3 enrollment make AYP in ELA or math, the feeder schools in the district are considered to have made AYP in the subject(s). This only applies if the feeder schools submit data to the Department through the Student Information Repository System (SIRS). If feeder schools do not submit data to the Department, they are considered ***not*** to have made AYP.

Accountability for Feeder Schools in Districts Where Some Elementary Schools Do Not Make AYP: Backmapping

- Feeder schools with grades 1 and/or 2 are accountable for the performance of their former students when these students take the grade 3 assessments in another school within the district. Feeder schools are responsible for the performance of students who were continuously enrolled in the feeder school's highest grade (grade 1 or 2). The students' grade 3 repository records must identify the feeder school attended by the student in the Service Provider field. To determine if the feeder school made AYP, the ELA and math PIs of students enrolled in the feeder school are calculated and compared with the Effective AMOs and/or Safe Harbor Targets.
- For schools serving only kindergarten, special evaluation processes are used to determine AYP.

Accountability for Schools with Enrollments Only in Grades 9, 10, and/or 11

Since these schools do not have a grade 12, assessment and graduation-rate data for cohort members after four years of high school cannot be collected. As such, judgments as to whether the school made AYP must be made using special procedures.

- 1) If all schools in the district with grade 12 enrollment make AYP in ELA, math, or graduation rate, the schools with enrollment only in grades 9, 10, and/or 11 are considered to have made AYP.
- 2) If one or more schools in the district with grade 12 enrollment do not make AYP in ELA, math, or graduation rate, the schools with enrollment only in grades 9, 10, and/or 11 are subject to special evaluation procedures to determine AYP.

Whom to Contact for Further Information

- The New York State Report Card, contact the School Report Card Coordinator at **rptcard@mail.nysed.gov**
- New York State assessments, go to the Office of State Assessment web site at **www.emsc.nysed.gov/osa**
- Federal No Child Left Behind legislation, go to the United States Department of Education web site at **www.ed.gov**
- Data collection and reporting for New York State, go to the Information and Reporting Services web site at **www.emsc.nysed.gov/irts** or contact the office at **(518) 474-7965**
- Accountability, contact Ira Schwartz at **ischwart@mail.nysed.gov** or **(718) 722-2796**