



Ira Schwartz, Assistant Commissioner  
Office of Accountability  
55 Hanson Place, Room 400  
Brooklyn, New York 11217  
Tel: (718) 722-2796 / Fax: (718) 722-4559

**To:** Superintendents of School Districts

**From:** Ira Schwartz, Assistant Commissioner of Accountability *Ira Schwartz*

**Date:** July 2016

**Subject:** Accountability System for Schools with Alternative Cohorts

Section 100.18(j)(2)(iv) of Commissioner's Regulations allows schools in which more than half the students enrolled have previously been enrolled in another high school or in which more than half the enrollment is receiving special education services to voluntarily submit the performance of an alternative high school cohort. The alternative cohort in any given year shall consist of students enrolled in the high school on the first Wednesday of October three years previously who were still enrolled in the school on the first Wednesday of October two years previously. For Alternative Cohort Schools, the "number of students required to take courses" is the number of students enrolled on BEDS day in an ELA or math course required for graduation, excluding students who:

- transferred to another school or enroll in an approved GED program as of last day of the school year and remain enrolled or received a GED;
- have left the country;
- became incarcerated and continue to receive instruction that leads to a high school diploma;
- are deceased.

This memo is to inform you that Local Educational Agencies (LEA) with schools that wish to participate in the 2012 alternative cohort should contact the New York State Education Department (NYSED) for approval to use the alternative cohort performance along with the regular cohort for accountability purposes. For the alternative cohort Adequate Yearly Progress (AYP) results to be considered, the school needs to make alternative cohort AYP for all subgroups in both English language arts (ELA) and mathematics.

Schools submitting Regents Exam data for students, who took both the old Regents Exam (based on the 2005 Learning Standards) and the Common Core Regents Exam, must use scores that give the students a higher accountability level. The table to convert Regents Exam scores into the respective accountability levels is given below:

Assessments	Accountability Level/Score
Regents Examinations in Comprehensive English	Acc. Level 4 (90–100) Acc. Level 3 (75–89) Acc. Level 2 (65–74) Acc. Level 1 (0–64)
Regents Common Core Examinations in English	Acc. Level 4 (85–100) Acc. Level 3 (79–84) Acc. Level 2 (65–78) Acc. Level 1 (0–64)
Regents Examinations in Mathematics	Acc. Level 4 (90–100) Acc. Level 3 (80–89) Acc. Level 2 (65–79) Acc. Level 1 (0–64)
Regents Common Core Algebra I, August 2015 and January 2016	Acc. Level 4 (85–100) Acc. Level 3 (74–84) Acc. Level 2 (65–73) Acc. Level 1 (0–64)
Regents Common Core Algebra I, June 2016	Acc. Level 4 (85–100) Acc. Level 3 (80–84) Acc. Level 2 (65–79) Acc. Level 1 (0–64)
Regents Common Core Algebra II	Acc. Level 4 (85–100) Acc. Level 3 (78–84) Acc. Level 2 (65–77) Acc. Level 1 (0–64)
Regents Common Core Geometry	Acc. Level 4 (85–100) Acc. Level 3 (80–84) Acc. Level 2 (65–79) Acc. Level 1 (0–64)

Source: Student Information Repository System Manual Version 11.33

<http://www.p12.nysed.gov/irs/sirs/>

The alternate cohort data submission guidelines are available on the following NYSED website: [http://www.p12.nysed.gov/accountability/APA/Forms/Forms\\_home.html](http://www.p12.nysed.gov/accountability/APA/Forms/Forms_home.html). The data submission deadline is **Friday, October 7, 2016**. If you have any questions, please send them to [selfassessment@nysed.gov](mailto:selfassessment@nysed.gov) or call us at 718-722-4553. We look forward to continuing to work with you in developing appropriate measures that hold districts and schools accountable for educational results.

cc: Lisa Long  
Carolyn Bulson  
Shibu Joseph  
Paulette Coppin