



Our Students. Their Moment.

Accountability Status Removal Strategies

Presented by

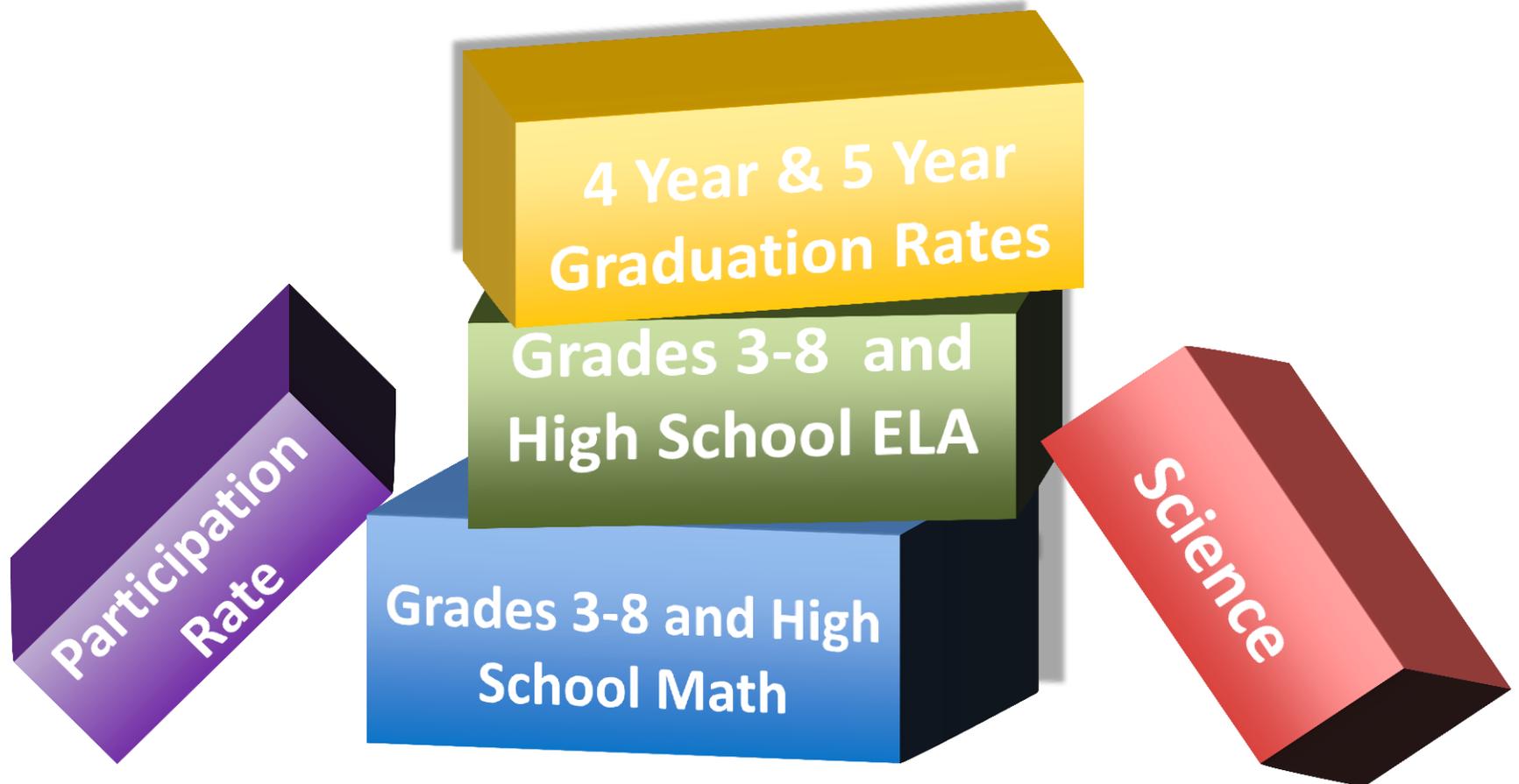
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Office of Accountability

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The NYS Accountability Building Blocks



Accountability Groups

For each accountability measure, New York State reports data on the following “accountability” groups:

- All Students
- American Indian or Alaska Native Students
- Black or African American Students
- Hispanic or Latino Students
- Asian or Native Hawaiian/Other Pacific Islander Students
- White Students
- Multiracial Students
- Students with Disabilities*
- Limited English Proficient (LEP) Students (also known as English Language Learners – ELLs)*
- Economically Disadvantaged Students*



*Students are included in the Students with Disabilities, LEP Students, or Economically Disadvantaged Students group if they were reported to the Department in the Student Information Repository System (SIRS) as being a member of the group at any time during the reporting year.

Performance Index (PI)



For each school and district, NYSED calculates a Performance Index value for all the accountable subgroups (30 or more tested students) for all the accountability measures at the elementary/middle and secondary levels.

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State assessment (or approved alternative) in English language arts, mathematics, or science.

Performance Index: 3-8 ELA & Mathematics

PI calculation in elementary/middle-level ELA and mathematics is done using six classifications of student achievement:

Level 1 On Track = Well Below Proficient, but On Track to Proficient

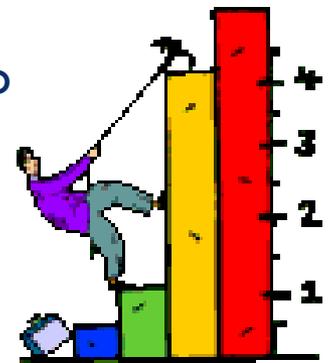
Level 1 Not On Track = Well Below Proficient and NOT On Track to Proficient

Level 2 On Track = Below Proficient, but On Track to Proficient

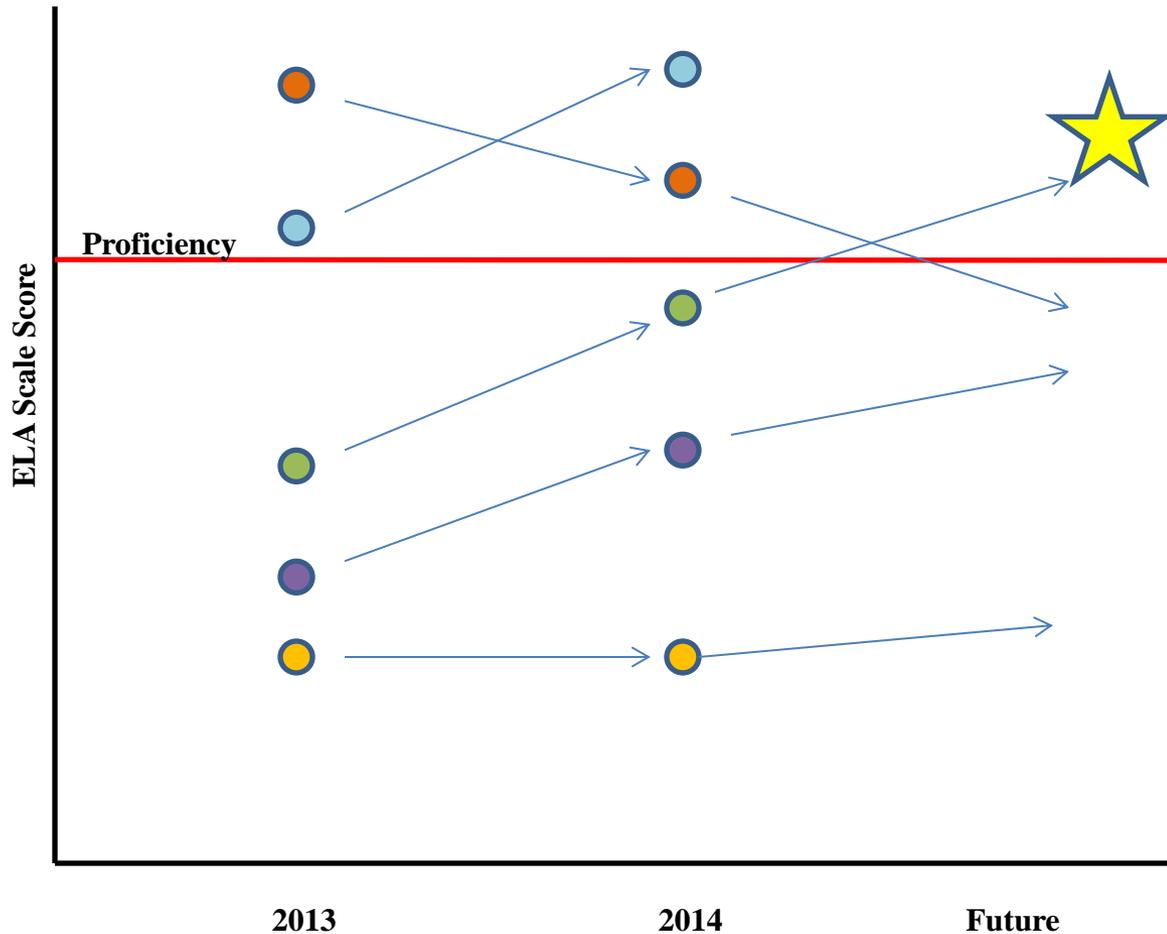
Level 2 Not On Track = Below Proficient and NOT On Track to Proficient

Level 3 = Proficient

Level 4 = Excels in Standards



On Track to Proficiency



The student represented by a green dot has shown sufficient growth from 2012-13 to 2013-14 to be on a trajectory (represented by the star) to become proficient within three years if the student continues to make such gains in future years.

Calculating Performance Index: 3-8 ELA & Mathematics

PI = Number of continuously enrolled tested students scoring at

Level 1 On Track + Level 1 On Track
+ Level 2 On Track + Level 2 On Track
+ Level 2 NOT On Track
+ Level 3 + Level 3
+ Level 4 + Level 4

divided by number of continuously enrolled tested students $\times 100$



Performance Index: 3-8 ELA & Mathematics Example

Grade	Student Count	Count of students performing at level:					
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4
5	35	2	10	3	4	10	6
6	42	1	3	4	10	14	10
7	30	1	5	3	7	10	4
Total	107	4	18	10	21	34	20

$$PI = [(4+4+10+10+21+34+34+20+20) \div 107] \times 100 = 147$$

Performance Index Quiz: 3-8 ELA for School A

Grades	Student Count	Count of students performing at level:					
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4
7 - 8	94	1	10	3	20	35	25

What is the PI for the School?

Performance Index Quiz: 3-8 ELA for School A

Grades	Student Count	Count of students performing at level:					
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4
7 - 8	94	1	10	3	20	35	25

What is the PI for the School?

$$PI = [(1+1+3+3+20+35+35+25+25) \div 94] \times 100 = 157$$

Making PI Targets Quiz

School B is a Priority School and is required to have a 2014-15 PI of at least 56 to be removed from Priority Status.

Year	Student Count	Count of students performing at level:						PI
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4	
2013-14	100	1	66	2	21	6	4	47
2014-15	100	?	?	?	?	?	?	56

Enter a combination of numbers in the 2014-15 row such that the school will achieve a PI of 56 and make the progress target.

Making PI Targets Quiz Answer 1

School B is a Priority School and is required to have a 2014-15 PI of at least 56 to be removed from Priority Status.

Year	Student Count	Count of students performing at level:						PI
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4	
2013-14	100	1	66	2	21	6	4	47
2014-15	100	1	61	7	21	6	4	56

One combination by which the school can achieve the required PI is by moving 5 students from Level 1 Not on Track to Level 2 on Track.

$$PI = [(1+1+7+7+21+6+6+4+4) \div 100] \times 100 = 57$$

Making PI Targets Quiz Answer 2

School B is a Priority School and is required to have a 2014-15 PI of at least 56 to be removed from Priority Status.

Year	Student Count	Count of students performing at level:						PI
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4	
2013-14	100	1	66	2	21	6	4	47
2014-15	100	1	57	2	30	6	4	56

Another combination by which the school can achieve the required PI is by moving 9 students from Level 1 Not on Track to Level 2 Not on Track.

$$PI = [(1+1+2+2+30+6+6+4+4) \div 100] \times 100 = 56$$

Making PI Targets Quiz Answer 3

School B is a Priority School and is required to have a 2014-15 PI of at least 56 to be removed from Priority Status.

Year	Student Count	Count of students performing at level:						PI
		Level 1 on Track	Level 1 Not on Track	Level 2 on Track	Level 2 Not on Track	Level 3	Level 4	
2013-14	100	1	66	2	21	6	4	47
2014-15	100	1	66	2	12	15	4	56

A third combination by which the school can achieve the required PI is by moving 9 students from Level 2 Not on Track to Level 3.

$$PI = [(1+1+2+2+12+15+15+4+4) \div 100] \times 100 = 56$$

Graduation Rate: 4 Year and 5 Year Cohort

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

For example:

Graduation-rate total cohort members = 178

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

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

Accountability Cohort

Accountability Cohort: At the secondary level, the cohort used to determine if a school or district met its performance criterion in ELA and mathematics is referred to as an accountability cohort.

The 2010 school accountability cohort consists of all students who first entered grade 9 anywhere in the 2010–11 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2010–11 school year, who were enrolled on October 2, 2013 (BEDS day) and did not transfer to another district's or school's diploma granting program.



Performance Index: HS ELA & Mathematics

Student performance in secondary-level ELA and mathematics is also determined using a **Performance Index (PI)** calculation. This calculation uses the following levels of student achievement:

Common Core Regents Exam				Old Regents Exam (2005 Learning Standards)			
Regents Scores for ELA	Regents Scores for Algebra I	Performance Levels	Credit	Regents Scores for ELA	Regents Scores for Math	Performance Levels	Credit
85 – 100	85 – 100	Level 5	Full	90 – 100	90 – 100	Level 4	Full
79 – 84	74 – 84	Level 4	Full	75 – 89	80 – 89	Level 3	Full
65 – 78	65 – 73	Level 3	Partial	65 – 74	65 – 79	Level 2	Partial
55 – 64	55 – 64	Level 2	None	55 – 64	55 – 64	Level 1	None
0 – 54	0 – 54	Level 1	None	0 – 54	0 – 54	Level 1	None

$$\text{PI} = \left[(\text{number of continuously enrolled tested students scoring at Level 2} + \text{Level 3} + \text{Level 3} + \text{Level 4} + \text{Level 4}) \div \text{number of continuously enrolled tested students} \right] \times 100$$

Note: The five performance levels in Common Core Regents Exam will be converted to four levels for PI calculation.

Graduation Rates – Priority & Focus Schools

- One of the criteria for identification of a Priority School is 4 year cohort graduation rate less than 60 percent for three years in a row.
- Focus Districts and Focus Schools are identified for having the 4 year cohort graduation rate at or below the cut points given below:

Group	4 Year Grad Rate (at or below)
Am. Indian	54
Asian	54
Black	54
Hispanic	54
White	54
Multiracial	54
Students with Disabilities	26
Limited English Proficient	28
Low-Income	56

Participation Rate



Elementary-Middle Level ELA & Mathematics

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.

Secondary Level ELA & Mathematics

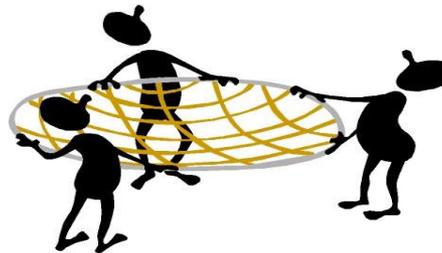
For an accountability group with 40 or more 12th graders to meet the participation criterion in **English language arts (ELA)** or **mathematics**, 95 percent of the 12th graders must have valid scores on Regents examinations (or approved alternatives), Regents competency tests (or approved alternatives),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

“Safety Net” for Groups That Fail the Participation Criterion

If the participation rate of an accountability group with 40 or more students 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.

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%



Removal from Priority Status





How to make Progress: Priority Schools

School is determined as making progress if it meets one of the following:

- School has a combined PI in ELA and mathematics for the all students group exceeding the thresholds for identification as a Priority School by at least ten index points; Elementary/Middle PI of 55.5 and Secondary PI of 116.
- For high schools, the 4-year or 5-year graduation rate must equal at least 70 percent, and the all student group PI must be above the cut point.
- The school meets any of the progress filters, such as:
 - ✓ The gap in PI reduced by at least 10 percent.
 - ✓ The gap in 4-year or 5-year graduation rate is reduced by at least 10 percent.
 - ✓ Two year combined ELA and mathematics Student Growth Percentile (SGP) is above 50 percent.
 - ✓ Majority of subgroups have SGP above the State average.

Removal Requirement 1: Make Two Consecutive Years of Progress



To recap, progress can be made either by:

- having the all students group's combined ELA and mathematics PI or graduation rate 10 points above the cut point of identification, or
- by meeting the progress filters, which are based on year to year gains, student growth, and subgroup performance.

Removal Requirement 2: Meet Minimum Standards

- For Elementary/Middle level, the all students group combined ELA & mathematics PI must be above 45.5 in the second year; for Secondary level the PI must be above 106.
- The school's 4 year graduation rate must be 60 percent or higher.
- In the prior year, the school's 4 year or 5 year graduation rate must be 60 percent or higher.
- Meet participation requirements for ELA and Mathematics for both years.

Progress Filter: Gap Reduction Calculation

Priority Schools can make progress by reducing the gap by 10 percent or more from the prior year.

Example:

School A is a high school with the 2012-13 all students group combined ELA and Mathematics PI of 114. The school did not make the removal target of 116 (cut point of $106 + 10$).

The school's 2011-12 PI was 95. The gap in PI for 2011-12 is 105 ($200 - 95 = 105$) and 10 percent of the gap is 10.5. To make progress the school has to reduce the gap by at least 10.5 points. Since School A reduced the gap by 19 points ($114 - 95 = 19$), the school made progress in 2012-13.

Gap Reduction Calculation Quiz

2012-13

School A, an elementary/middle school had a combined ELA & mathematics PI of 34 and met the SGP progress filter and participation rates.

2013-14

The combined ELA & Mathematics PI is 51, which is below the removal target of 55.5. The school met the participation rates for ELA and mathematics. The Superintendent thinks the school made enough progress with its students and should be allowed to come off the Priority List.

1. Calculate the gap that needs to be reduced by the school to meet the progress filter.
2. Do you agree with the Superintendent?



Gap Reduction Calculation Quiz Answer

2012-13 gap = $200 - 34 = 166$

10% of gap = 16.6

2013-14 PI target with gap reduction added = $34 + 16.6 = 50.6$

Actual 2013-14 PI = 51

School met the gap reduction target and additionally the 2013-14 PI is above the cut point of 45.5.

We agree with the Superintendent's thinking that the school made enough progress to be taken off Priority List.



Progress Filter: Student Growth Percentile(SGP)

Priority Schools can also make progress by meeting one of the following SGP progress filters:

1. Combined two year all students group SGP above 50

Example: For a school with elementary-middle grades, the 2011-12 combined ELA and mathematics SGP was 48 and the 2012-13 combined ELA and mathematics SGP was 54. The combined two year SGP for the school is 51 (unweighted average of $48 + 54$); therefore, the school made progress.

2. Majority of subgroups' SGP is above the State average

Example: If a school has three accountable subgroups (other than the all students group) and if two of the subgroups' SGP is above the State average, then the school makes progress.

Priority Schools Quiz: Made Progress With...

	Type	2013-14 PI	% Gap Reduction in PI from 2012-13	Two Year SGP	Majority of subgroups' SGP above State avg	2009 4 Year Grad Rate	% Gap Reduction for Grad Rate from 2012-13	2008 5 Year Grad Rate	Made Progress with...
School A	EM	57	8%	49	All Student = Yes, Black = No, LEP = No, ED = Yes	NA	NA	NA	
School B	EM	50	4%	51	All Student = Yes, SWD = Yes, LEP = No, ED = No	NA	NA	NA	
School C	EM	48	11%	47	All Student = Yes, Black = Yes, LEP = Yes, ED = No	NA	NA	NA	
School D	EM	54	7%	49	All Student = Yes, SWD = Yes, LEP = No, ED = No	NA	NA	NA	
School E	HS	114	9%	NA	NA	70	5%	69	
School F	HS	110	13%	NA	NA	65	4%	67	
School G	HS	115	2%	NA	NA	68	2%	72	

Priority Schools Quiz: Made Progress With...

	Type	2013-14 PI	% Gap Reduction in PI from 2012-13	Two Year SGP	Majority of subgroups' SGP above State avg	2009 4 Year Grad Rate	% Gap Reduction for Grad Rate from 2012-13	2008 5 Year Grad Rate	Made Progress with...
School A	EM	57	8%	49	All Student = Yes, Black = No, LEP = No, ED = Yes	NA	NA	NA	PI
School B	EM	50	4%	51	All Student = Yes, SWD = Yes, LEP = No, ED = No	NA	NA	NA	Two Years SGP
School C	EM	48	11%	47	All Student = Yes, Black = Yes, LEP = Yes, ED = No	NA	NA	NA	Gap & Majority groups SGP
School D	EM	54	7%	49	All Student = Yes, SWD = Yes, LEP = No	NA	NA	NA	Did not make progress. All Students is not a subgroup
School E	HS	114	9%	NA	NA	70	5%	69	Grad Rate
School F	HS	110	13%	NA	NA	65	4%	67	Gap
School G	HS	115	2%	NA	NA	68	2%	72	5 Yr Grad Rate

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Removal from Focus Status



Focus Districts/Schools: Identified Groups vs Non-Identified Groups

Focus Districts

Subgroups for the ELA, mathematics and graduation rate measures in a district that were at or below the cut point of identification (with 2010-11 results) are the identified groups. Subgroups that were above the cut point of identification are the non identified groups.

Focus Schools

The same subgroups will be the identified subgroups for the Focus Schools in the Focus District. All other groups will be the non identified subgroups.

Focus District: Identified Subgroups Example

	EM and HS Combined ELA & mathematics PI Cut Points									4 Year Graduation Rate Cut Points								
	70	112	112	112	112	112	77	122	112	26	54	54	54	54	54	28	56	54
	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac
District A	72			125	110	135	80	123		29			53	55	70	35	58	
District B	80				120	150	71	120		30			60	56		30	54	

District A is identified for the Hispanic subgroup for PI and for the Black group for graduation rate.

District B is identified for the LEP and Economically Disadvantaged (ED) subgroups for PI and again for the ED group for graduation rate.

How to Make Progress: Focus Districts

Progress can be made either by:

- having the identified group's PI or graduation rate 10 points or more above the cut points of identification, or
- by meeting the progress filters.

All non-identified subgroups must be above the cut points of identification, or meet progress filters.



Focus District Removal Requirements

1. Make two consecutive years of progress.
2. Meet minimum requirements.
 - For both Elementary/Middle and Secondary levels the identified subgroups PI and/or graduation rate must be above the cut points of identification.
 - In the prior year, the district's 4 year or 5 year graduation rate must be above the cut points of identification.

Meet participation requirements for ELA and Mathematics for both years.

For a Focus District to be removed from status, the district and all Focus Schools and Priority Schools must be eligible for removal.

How to Make Progress: Focus Schools

To make progress:

- The school must have a combined PI in ELA and mathematics for the identified subgroup(s) exceeding the identification thresholds by at least ten index points, or
- The 4-year or 5-year graduation rate for the identified group(s) must exceed the identification threshold by at least ten index points, or
- The school must meet any of the progress filters, such as:
 - ✓ the 4-year or 5-year graduation rate above the State average
 - ✓ the gap in PI reduced by at least 10 percent
 - ✓ the gap in 4-year graduation rate reduced by at least 10 percent
 - ✓ two year combined ELA and mathematics SGP above State average
- All the non-identified subgroups must be above the cut points of identification, or meet progress filters.

Note: Schools without any identified subgroups will be required to show increases in their Performance Index and graduation rate. If there is a decrease it should be within the Confidence Interval range for PI and within 10 percent for graduation rate.

Focus School Removal Requirements

1. Make two consecutive years of progress.
2. Meet minimum requirements.
 - In the first year, the school must have its 4-year or 5-year graduation rates above the cut point of identification.
 - In the second year, the school must have its 4-year graduation rate above the cut point for identification.
 - In the second year, the school's combined ELA and mathematics PI must be above the cut point for identification.

The school must meet the participation rate requirement in ELA and mathematics for all groups for which it is accountable for both years.

Focus School Making Progress Quiz

The district and the school is identified for the Limited English Proficient subgroup's ELA and math performance. The school made progress in 2012-13, met the minimum graduation rate and the participation rate requirements. Did the school make progress based on 2013-14 results?

	2013-14								
	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac
HS ELA & Math PI	71			115	113		80	123	
4 Yr Grad Rate							40		
5 Yr Grad Rate							45		
2 Year combined SGP							51		
PI Gap Reduced by							20		

4 Yr Grad Rate State avg. for the LEP group is 46.

5 Yr Grad Rate State avg. for the LEP group is 59.

2 year combined SGP State avg. for the LEP group is 52.9.

2012-13 PI for the LEP group was 60.

HS Combined ELA & mathematics PI Cut Points for Identification									
SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Race	
70	112	112	112	112	112	77	122	112	

Focus School Making Progress Quiz Answers

The district and the school is identified for the Limited English Proficient subgroup. The school made progress in 2012-13, met the minimum graduation rate requirement and the participation rate requirement.

For 2013-14:

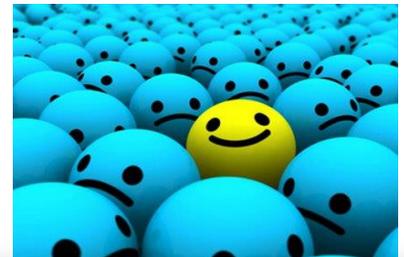
1. No, the group did not meet the cut point + 10 target of 87.
2. No, the 4 year graduation rate of 40 is below the State average of 46.
3. No, the 5 year graduation rate of 45 is below the State average of 59.
4. No, the two year combined SGP of 51 is below the State average of 52.9.
5. Yes, the gap reduction of 20 points meets the 10% gap reduction progress filter.

$$10\% \text{ of } (200 - 2012-13 \text{ PI}) = .10 (200-60) = 14$$

Therefore, the group is credited with making progress in 2013-14.

Focus School Progress: Unique Situations

- District or Schools do not have the accountability subgroup(s) that was the cause for identification.
- District has the identified subgroup but the school does not have 30 or more students for that subgroup.
- School had the identified accountability group for one year but not the second year.
- District selected schools that already have PIs and graduation rates higher than the cut point + 10 targets at the time of identification.
- Elementary-middle schools in Focus Districts identified for graduation rate.
- School has no subgroup PI data but it has subgroup graduation rate data.
- K–2 schools with no State assessment data.
- Merged or Grade re-configuration schools.



Focus School Progress: Unique Situations

Examples

1. School does not have the subgroups the district was identified for.

	EM and HS Combined ELA & mathematics PI Cut Points									4 Year Graduation Rate Cut Points								
	70	112	112	112	112	112	77	122	112	26	54	54	54	54	54	28	56	54
	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac
District identified for	Yes						Yes	Yes						Yes				
School 2012-13 PI				114	115	120							58		75			

2. Schools 2010-11 PIs and graduation rates were already higher than the cut point + 10 targets during identification.

	EM and HS Combined ELA & mathematics PI Cut Points									4 Year Graduation Rate Cut Points								
	70	112	112	112	112	112	77	122	112	26	54	54	54	54	54	28	56	54
	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac
District identified for	Yes						Yes	Yes						Yes				
School 2010-11 PI				124	123	150	90	133					68	70	85			
School 2013-14 PI				127	125	165	91	135					70	72	90			

Focus District Progress Categories

Category	The District has met the criteria for Removal	The District's Focus and Priority Schools Have Met the Criteria for Removal	Result
1	Yes	All	The District and all its schools may be removed from accountability status, upon petition by the district.
2	Yes	Some	The District remains a Focus District. The District may petition to remove from Priority or Focus School designation any schools that meet the criteria for removal.
3	Yes	None	The District remains a Focus Districts and all identified schools retain their Priority or Focus School designation.
4	No	All	The District remains a Focus District. The District may petition to remove any Priority School and all but one Focus School from Focus designation.
5	No	Some	The District remains a Focus District. The District may petition to remove all Priority Schools that have met the criteria for removal. The District may petition to remove any Focus Schools that have met the criteria for removal. However, for each Focus School that is removed, the District must identify a new school to replace that school as a Focus School. Furthermore, the District does not need to replace a school if removing the school would result in the district still having the minimum required number of Focus Schools designated, or if there are no Good Standing or Local Assistance Plan school in the District that meet the criteria for removal from Focus School identification.
6	No	None	The District remains a Focus District and all identified schools retain their Priority or Focus School designation.

Focus District Progress Category Quiz

Which category do these Focus Districts belong to?

	The District has met the criteria for Removal	All Focus & Priority Schools have met the criteria for Removal	Progress Category
District E	No	None	
District A	Yes	None	
District F	No	All	
District B	Yes	All	
District C	No	Some	
District D	Yes	Some	

Focus District Progress Category Quiz

Which category do these Focus Districts belong to?

	The District has met the criteria for Removal	All Focus & Priority Schools have met the criteria for Removal	Progress Category
District E	No	None	6
District A	Yes	None	3
District F	No	All	4
District B	Yes	All	1
District C	No	Some	5
District D	Yes	Some	2

Focus School Removal vs Replacement

Focus Schools that make two consecutive years of progress, meet the minimum requirements for removal and the participation rate requirements are eligible for removal, if:

- the district is eligible for removal.
- the district is not eligible for removal but the district elects to identify a lower performing school as Focus.
- the district is not eligible for removal but the district has at least one other Focus School in the district and there are no other good standing or LAP schools in the district that are below the Focus removal criteria.
- The district is not eligible for removal but the district voluntarily identified additional schools as Focus and removal of this school will not place the district below its mandated number of Focus Schools.

Focus Replacement Schools



The school that will replace a Focus School that has been removed must meet the following requirements:

- The school must be a good standing or Local Assistance Plan school.
- The school's PI and/or graduation rate must be lower than the cut point + 10 points for the subgroup for which the district was identified, unless the district requests permission from SED to identify a school that does not meet this criteria.
- The school must not meet any of the progress filters that are applicable to Focus Schools, unless the district requests permission from SED to identify a school that does not meet this criteria.

Focus School Replacement Example

District A is Focus District that did not meet the removal criteria. However, all its Focus Schools met the removal criteria. The final status of the schools for 2014-15 will be:

School	Originally Identified by	Met Removal Criteria	Good Standing/LAP School Met Replacement School Criteria	2014-15 Status
Focus School A	SED	Yes	NA	Good Standing
Focus School B	SED	Yes	NA	Good Standing
Focus School C	District	Yes	NA	Good Standing
Good Standing School D	NA	NA	Yes	Focus School
Good Standing School E	NA	NA	Yes	Good Standing
LAP School F	NA	NA	No	LAP

Focus School Replacement: What would you do?

The Focus School in your district is eligible for removal and could be replaced. You have two replacement schools to choose from. What would you do and why?

	HS Combined ELA & Mathematics PI								
	SWD	Am Ind	Asian	Black	Hisp	White	LEP	ED	Mix Rac
Cut Point	70	112	112	112	112	112	77	122	112
Cut Point + 10	80	122	122	122	122	122	87	132	122
PI for Focus School eligible for removal (met progress filters)	75			118	116		87	130	
PI for Replacement School 1	70		150	135	100		50	140	
PI for Replacement School 2	68			115	113		80	122	

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Thoughts for the Future



What Happens after the 2014-15 Results?

The current Priority School, Focus District, and Focus School identification cycle sunsets at the end of the 2014-15 school year.

- Districts and schools will be removed from status based on making progress and meeting the minimum requirements on the 2013-14 and 2014-15 results.
- No new lists will be created based on the 2014-15 results.
- It is being proposed that districts/schools that make progress with the 2014-15 results will get credit whenever the new list is created.



Reminders

- Making progress is always better than making no progress at all.
- Being above the minimums (or cut points) is always better than not being above the minimums. There is a better chance for the district/school not to be identified again should the new cut points remain close to the existing cut points.
- There are multiple ways to make progress.



Participant's Reflection



- The one thing you didn't understand before, that you understand now.
- The one piece of information you most want to share with your colleagues.
- The one change you will consider making in terms of your 2014-15 goals based on this presentation.

Disclaimer

In the event that the information in this presentation is contrary to the existing New York State Commissioner's Regulations, the regulations will prevail.





Our Students. Their Moment.

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