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To: District Superintendents, Superintendents of Public Schools, and Principals of Charter Schools

From: Ira Schwartz 

Date: January 2013

Subject: Release of Accountability Determinations Based on 2011–12 School Year Results

The purpose of this memo is to inform the field about the forthcoming release of a number of reports based on the 2011–12 school year results and provide a reminder of several key changes that will be reflected in these reports as a result of New York's approved Elementary and Secondary Education Act (ESEA) waiver. These reports will provide information on Adequate Yearly Progress (AYP) and other accountability determinations that have been made using the revised Annual Measurable Objectives (AMO) and revised methodologies for computing elementary/middle and high school English language arts (ELA) and mathematics Performance Indices (PI), and the four-year and five-year cohort graduation rates and progress targets. These reports will also provide information on the mean Student Growth Percentiles (SGPs) on elementary/middle-level ELA and mathematics measures used for school and district accountability. It is important that your school community be aware of these changes so that they make appropriate inferences when comparing the 2011–12 school year accountability data to that which has been reported for schools and districts in prior years.

On February 4, 2013, the New York State Education Department (SED or "the Department") will release in the Level 2 reporting environment (L2RPT) (see <http://www.p12.nysed.gov/irs/level2reports/home.html>) revised 2011–12 Elementary/Middle-Level Accountability Verification Reports (AVRs). These reports will display certified elementary/middle-level ELA and mathematics assessment results aggregated by the six new performance determinations (i.e., Level 1 on track to proficiency, Level 1 not on track to proficiency, Level 2 on track to proficiency, Level 2 not on track to proficiency, Level 3, and Level 4), per the new ESEA rules, as well as revised PIs using the new ESEA PI formula. High School AVRs displaying aggregated performance level counts based on revised cut points on the Regents English and mathematics assessments, per the new ESEA rules, as well as revised PIs using these cut points are currently available in L2RPT.

This spring the Department will release on the Information and Reporting Services Portal (IRSP) at: <http://www.p12.nysed.gov/irs/irs-portal/> the 2011-12 New York State Accountability Reports showing PIs, AYP, and other accountability data. Please see Attachment A for the revised methodology on computing PIs. Separately, the Department will release the 2011-12 district-, school-, and student-level SGPs to the IRSP. Level 1 and 2 students who are on-track-to-be-proficient will be indicated with a "Yes" in the student-level SGP file.

The AMO targets for 2011–12 onward were reset for ELA, mathematics, and Grades 4 & 8 science. Please note that AMOs that have been established for Grades 4 & 8 science will increment annually. Attachment B provides details on how the AMOs were reset. The AMOs for ELA, mathematics, and Grades 4 & 8 science for both 2011–12 and 2012–13 school years are posted at the SED website: <http://www.p12.nysed.gov/irs/accountability/amos/>.

To meet the federal requirements, starting with the 2011–12 results, schools and districts will be held accountable for the AYP performance of subgroups for graduation rate. Subgroups can meet the AYP requirement either by achieving the graduation rate goal or progress target for either the four-year or five-year cohort. The graduation rate goal is 80 percent for both the four-year and five-year cohorts, and the gap reduction progress target is 10 percent for the four-year cohort and 20 percent for the five-year cohort. Please see Attachment C for details on how the graduation rate AYP will be determined.

Due to changes that have resulted from the ESEA waiver, 2011–12 school year PIs and graduation rates will not be directly comparable to what they would have been using pre-ESEA rules. Because the elementary/middle-level ELA and mathematics PIs now give schools and districts “full credit” for students who are on track to proficiency within three years or by the end of Grade 8, whichever is earlier, in most schools and districts the 2011–12 PI is higher than it would have been had it been computed using pre-ESEA school year rules. Conversely, because the high school ELA and mathematics PI formula now requires a student to have achieved a score at or above 75 in ELA or at or above 80 in mathematics in order for a school or district to receive “full credit” for a student’s performance, many schools and districts will have 2011–12 high school PIs that are lower than would have been reported using pre-ESEA rules. In addition, the cohorts used to determine the four-year and five-year graduation rates now include students who were enrolled for one day, as opposed to five months, in the district or school. Students, who were previously excluded from the cohort because they were not enrolled for five months and who dropped out of school, will now be included in the cohort and counted as a dropout. As such, many schools and districts may find that the graduation rate reported for the 2011–12 school year for accountability purposes is lower than it would have been reported in previous years.

Later this school year, the Department will use the data in the accountability reports to identify the 2013–14 Local Assistance Plan (LAP) and Reward Schools. Additionally, the data will be used to make determinations about whether Focus Districts, and Focus and Priority Schools have made the first year of the two years required progress necessary for removal from that designation pursuant to New York’s approved ESEA waiver.

More information on the provisions of NY’s ESEA approved Flexibility Waiver can be found at: <http://www.p12.nysed.gov/accountability/ESEAMemos.html>.

Revisions to Commissioner’s Regulations pertaining to the ESEA Flexibility Waiver were adopted by the Board of Regents at their November 2012 meeting and can be found at: <http://www.regents.nysed.gov/meetings/2012Meetings/November2012/1112monthmat.html#P12>

Additional information on these topics can also be found in New York's full waiver request at: <http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html>. Webinars that provide details on the various provisions of the ESEA Waiver can be found at: <http://www.p12.nysed.gov/accountability/Webinars.html>.

Questions concerning the information contained in the memo may be directed to: accountinfo@mail.nysed.gov

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ATTACHMENT A

Revised Methodology for the Calculation of the Performance Index (PI)

Elementary/Middle Level

At the elementary/middle level, the methodology used to calculate the PI has been modified to include students showing adequate growth towards proficiency as proficient students. The PI is a value from 0 to 200 that is assigned to an accountability group, indicating how that group has performed on the required 2011–12 State test (or an approved alternative) in ELA, mathematics, and/or science. Student scores on these tests are converted into four performance levels, from Level 1 to Level 4. Additionally for ELA and math, the SGP methodology is used for students in Grades 4 – 8 to measure student growth and to determine whether Level 1 and Level 2 students are on track to proficiency in three years or by Grade 8, whichever comes first.

Grades 3 – 8 PI for ELA and math is calculated using the following formula:

Count of continuously enrolled (Level 2 not on-track-to-be-proficient students + Level 1 on-track-to-be-proficient students + Level 1 on-track-to-be-proficient students + Level 2 on-track-to-be-proficient students + Level 2 on-track-to-be-proficient students + Level 3 students + Level 3 students + Level 4 students + Level 4 students)/Count of continuously enrolled tested students*100

Example:

School A has 100 continuously enrolled Grades 3 – 8 ELA students who have been tested. Of these, 15 are Level 1 not on-track-to-be-proficient, 5 are Level 1 on-track-to-be-proficient, 20 are Level 2 not on-track-to-be-proficient, 10 are Level 2 on-track-to-be-proficient, 35 are Level 3, and 15 are Level 4 students. The calculation for PI will be:

$$(20 + 5 + 5 + 10 + 10 + 35 + 35 + 15 + 15)/100*100 = 150$$

Using the 2010–11 methodology the school would have had a PI of 130. The old formula to calculate PI is ((Level 2 + Level 3 + Level 4 + Level 3 + Level 4)/Tested)*100

$$(30 + 35 + 15 + 35 + 15)/100*100 = 130$$

Thus, the inclusion of on track to proficient students in this example raised the PI from 130 to 150.

Please Note: The formula for calculating PI for Grades 4 & 8 Science remains the same as in prior years and has not changed as a result of the ESEA Waiver.

Secondary Level

The cut points for determining performance levels for ELA and math Regents examinations have been revised as follows:

	HS ELA		HS Math	
	New Cut Score	Old Cut Score	New Cut Score	Old Cut Score
Level 1	0 - 64	0 - 54	0 - 64	0 - 54
Level 2	65 - 74	55 - 64	65 - 79	55 - 64
Level 3	75 - 89	65 - 84	80 - 89	65 - 84
Level 4	90 - 100	85 - 100	90 - 100	85 - 100

Example:

Let us assume School B had 100 students in its 2008 cohort and all of them had the same score in Regents ELA and mathematics.

20 students had scores ranging 30 to 50,
 10 had scores ranging from 55 to 64,
 15 had scores ranging from 70 to 74,
 20 had scores ranging from 75 to 79,
 5 had scores ranging from 80 to 84,
 25 had scores ranging from 85 to 89, and
 5 had scores ranging from 90 to 100.

The Performance Index using the new and old cut scores will be:

	HS ELA		HS Math	
	Count of students in each performance Level using			
	New Cut Score	Old Cut Score	New Cut Score	Old Cut Score
Level 1	30	20	30	20
Level 2	15	10	35	10
Level 3	50	40	30	40
Level 4	5	30	5	30
PI	125	150	105	150

The formula to calculate high school PI remains the same as follows: $((\text{Level 2} + \text{Level 3} + \text{Level 4} + \text{Level 3} + \text{Level 4}) / \text{Cohort}) * 100$

In this example, the PI for High School ELA is reduced from 150 to 125 and in high school mathematics from 150 to 105. Please note that under the new computation methodology, schools and districts receive “no credit” in the PI for students who score either 55 – 64 on a Regents exam or pass a Regents Competency Test.

ATTACHMENT B

How New York State Reset the Annual Measurable Objectives (AMO)

The New York State Education Department (SED) followed the federal guidelines on setting AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. SED had to use the 2010–11 school year as the baseline year to set the AMOs.

The 2010–11 school year performance for Grades 3 – 8 English language arts (ELA) and mathematics were adjusted to reflect the incorporation of student growth (i.e., a student in Grades 4 – 7 is on track to become proficient within three years or by Grade 8, whichever is earlier) into the Performance Index (PI), and the baseline for 2010–11 school year performance for high school ELA and mathematics were adjusted to reflect the use of the higher aspirational performance measures on Regents examinations as the cut scores for proficiency.

After the revised baselines were calculated for Grades 3 – 8 and high school ELA and math, New York State set the AMOs for these measures and Grades 4 and 8 science to increase in annual equal increments toward the goal of reducing by half, within six years, the gap between the PI for the “all students” group and each subgroup in 2010–11 and a PI of 200, which indicates that all students are at or above proficiency.

New York’s annual AMOs up to the year 2016–17 for Grades 3 – 8 ELA, Grades 3 – 8 math, high school ELA, high school math, and Grades 4 and 8 science can be found in the ESEA Waiver at:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMOs for both 2011–12 and 2012–13 school years are posted at the SED website: <http://www.p12.nysed.gov/irs/accountability/amos/>.

ATTACHMENT C

Four-Year and Extended Five-Year Cohort Graduation Rates and AYP

As required by USDE, beginning with the 2011–12 school year results (2007 four-year and 2006 five-year cohorts) SED has implemented changes in defining the cohorts. These rules also apply to how the graduation rate is computed for schools and LEAs. The changes are:

1. Students who have been enrolled in a particular school or LEA even for a single day will be counted in the cohort for school and district accountability.
2. Incarcerated youth will not be counted as transfers, unless they are in programs that lead to regular high school diplomas.
3. Ungraded students with disabilities will be entered into a cohort based upon when they first entered a 9th grade program, as all other students are entered.

Beginning with the 2011–12 results, schools and districts can use the four-year graduation rate and the five-year extended graduation rate in combination to make AYP determinations for an accountability group in four ways:

its four-year graduation rate cohort meets or exceeds the graduation goal; or
its four-year graduation rate cohort meets or exceeds the four-year progress target;

or

its five-year extended graduation rate cohort meets or exceeds the graduation goal; or
its five-year extended graduation rate cohort meets or exceeds the five-year progress target.

For example, a school's Hispanic student subgroup has a 2006 four-year graduation rate of 60% and 2005 five-year graduation rate of 65%. The gap reduction progress target for the four-year cohort is 10%; therefore, the gap reduction goal for the 2007 four-year cohort for the Hispanic student subgroup will be 62%: $((80\% - 60\%) \times 10\%) + 60\% = 62\%$. The gap reduction requirement for the five-year cohort is 20%; therefore, the 2006 five-year progress target will be 68%: $((80\% - 65\%) \times 20\%) + 65\% = 68\%$. In this case, the school can make AYP for the Hispanic student subgroup if the 2007 four-year graduation rate is at or above 62% or the 2006 five-year graduation rate is at or above 68%. A school can make AYP if some groups meet the four-year graduation rate goal or progress targets while other groups meet the five-year extended graduation rate goal or progress targets.