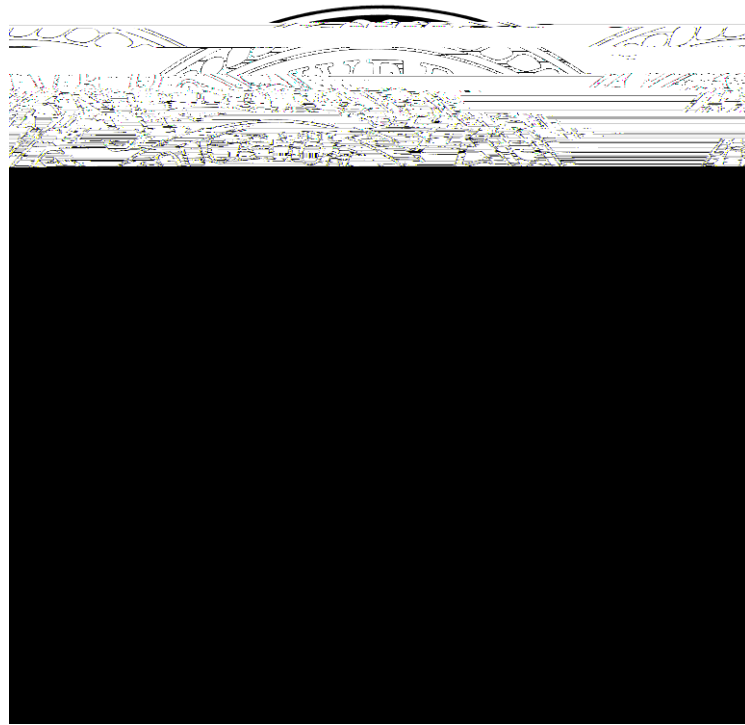


Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results



New York State Education Department

Office of Accountability

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advanced course credits and assessment results, career and technical education certifications, and other achievements

Under ESSA, the New York State accountability system assigned a Level from 1 to 4 to each accountability subgroup for each indicator for which a school or district is accountable based on the subgroups' performance on the indicators, where 1 indicates the lowest performance and 4 indicates the highest performance. These levels are used to determine a school's and a district's accountability status based on the level of performance assigned to subgroups for which the school or district is accountable.

5. What is an accountability subgroup?

An accountability subgroup is a group of students who are assigned to a certain category based on their

- 1) Elementary/middle schools are preliminarily identified as CSI Schools if they demonstrate any combination of levels on indicators in the scenarios listed in the table below.

Elementary/Middle School CSI Identification Criteria

Scenarios	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)		Any Level (None, 1-4)
2	Either Level 1		Level 1	None*		Any One of the Two is Level 1
3	Either Level 1		Level 1	Level 1		Any Level (None, 1-4)
4	Either Level 1		Level 1	Level 2		Any One of the Two is Level 1
5	Either Level 1		Level 1	Level 3 or 4		Both Level 1

Note: The accountability status for schools that do not have a Composite Performance level will be determined using a separate Self-Assessment process.

* "None" means the school does not have sufficient English Language Learners (30 results) to assign an accountability level for the ELP indicator.

- 2) Elementary/middle TSI Schools with chronically low performing subgroups, that have been identified for additional targeted support, and have not shown a specified level of improvement over three years, may also be identified as CSI Schools.

- 1) High schools that have graduation rates for the 4-year graduation rate total cohort that are less than 67% and do not have graduation rates for the 5-year or 6-year graduation rate total cohorts that are at or above 67% are automatically preliminarily identified as CSI Schools.
- 2) High schools are preliminarily identified as CSI Schools if they demonstrate any of the combination of levels on indicators as indicated in the table below.

High School CSI Identification Criteria

TSI identification criteria:

- 1) TSI identifications are based on the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner (ELL), Students with Disabilities (SWD), and Economically Disadvantaged.
- 2) The same [Scenarios](#) that are used to preliminarily identify Comprehensive Support and Improvement Schools are used to preliminarily identify schools as TSI.
- 3) A school was preliminarily identified as TSI in the 2018-19 school year if the school was in Priority School or Focus School accountability status in the 2017-18 school year and if any of the school's accountable subgroups met one of the aforementioned scenarios using 2017-18 school year results.
- 4) If a school was in Good Standing in the 2018-19 school year and if any of the school's accountability subgroups met one of the aforementioned scenarios based on 2018-19 school year results, the school is preliminarily identified as Potential TSI for the 2019-20 school year.
- 5) If a school meets both the CSI criteria for the All Students group and the TSI criteria for any accountability subgroup(s), the school is identified as CSI.
- 6) As with CSIs, districts may petition the Commissioner to not identify a preliminarily identified school if the district believes that there are extenuating or extraordinary circumstances that warrant the school not being identified as a TSI. Following review of any appeals, the circumstances t

Elementary/Middle School Recognition Identification Criteria

Scenario	Composite Performance	Growth	Combined Composite Performance & Growth	English Language Proficiency	Progress	Chronic Absenteeism
1	Both Level 4		Level 4	None* or Level 2	No indicator is Level 1	
2			Level 4	None*	Any One of the Two is Level 4; No indicator is Level 1	
3			Level 4	Level 4	No indicator is Level 1	
4	Either Level 4		Level 4	Level 3	Any One of the Two is Level 4; No Indicator is Level 1	

criteria based on 2018-19 and 2019-20 school year results. The school could next be exited if it is not identified when a new list of schools is generated based on 2020-21 school year results.

TSI Exit Criteria: To exit TSI status, for all subgroups/indicators for which the school was identified, the subgroup(s) must for two consecutive years not meet any of the scenarios that can cause a subgroup to be identified as TSI and no subgroup in the school can be newly identified as a TSI during that two year period. A school that is required to implement a participation rate improvement plan for an identified subgroup group may not exit TSI status unless the subgroups for which the school is identified perform at or above Level 2 on the Weighted Average Achievement indicator for elementary/middle schools or the Composite Performance indicator for high schools.

13. How is a district identified as a Target District?

The same method used to identify CSI Schools and TSI Schools is used to identify Target Districts based on all accountability subgroups at the district level, including the All Students group. In addition, if a district has one or more schools that are TSI or CSI, the district is considered a Target District.

Target District Identification Criteria:

Using 2017-18 school year data:

- 1) Initial Identification: A district that was in Focus status during the 2017-18 school year and for which any of the district's accountability subgroups met the criteria for CSI or TSI identification using 2017-18 school year data was preliminarily identified as a Target District for that subgroup for the 2018-19 school year. In addition, the district was identified as a Target District for any of the subgroups for which a school in the district was identified as a CSI or TSI.

Using 2018-19 school year data:

- 1) Component School Is TSI or CSI: A district that had at least one school identified as CSI or TSI in the 2019-20 school year using 2018-19 school year data was preliminarily identified a Target District for the subgroup(s) for which the school(s) were identified.
- 2) Met CSI/TSI Same Subgroups Two Consecutive Years: A district was preliminarily identified as a Target District for identified subgroup(s) for the 2019-20 school year if the district was in "Good Standing: Potential Target District" status during the 2018-19 school year because at least one subgroup at the district level met the CSI/TSI identification criteria using 2017-18 school year data, and met the CSI/TSI identification criteria for one or more of the same subgroups using 2018-19 school year data.

14. How is a district identified as a Good Standing: Potential Target District?

A district is Good Standing: Potential Target District for the 2019-20 school year if the district:

- 1) was in Good Standing status during the 2018-19 school year,
- 2) met the criteria for CSI or TSI identification for any accountability subgroup(s) for the first time based on 2018-19 school year data, and
- 3) includes a school identified as "Good Standing: Potential TSI for 2019-20." A district that meets the above criteria and meets the criteria for CSI or TSI identification for one or more of the same accountability subgroup(s) based on 2019-20 school year data becomes a preliminarily identified Target District for the identified subgroup(s) for the 2020-21 school year.

As with CSIs and TSIs, districts may petition the Commissioner to not identify a preliminarily identified district if the district believes that there are extenuating or extraordinary circumstances that warrant the district not being identified as a TD. Following review of any appeals, the Commissioner makes a final determination regarding the status of preliminarily identified districts.

Example of Elementary/Middle-Level Achievement Index

Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	95% of Continuously Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
ELA Math	100	90	95	20	20	30	20	130	95	137

School	Weighted Average Achievement Index	Rank
School E	180	15
School K	181	16
School L	188	17
School H	209	18
School M	235	19
School P	240	20

Step 4: Assign a Level based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 50.1 to 75% range compared to the other 19 schools, so School T would receive a Level 3, as indicated below.

Weighted Average
Achievement Level Assignment

Rank	Level
10% or Less	1
10.1 to 10.11	2
10.11 to 10.12	3
10.12 to 10.13	4
10.13 to 10.14	5

School	Final Rank	Composite Level
School T	11	3
School Q	12	3
School I	13	3
School O	14	3
School L	15	3
School E	16	4
School K	17	4
School H	18	4
School M	19	4
School P	20	4

Notes:

- Schools and districts will be rank ordered separately.
-

Each year for five years, the MIP "progress points" (End Goal minus B

Met Long-Term Goal ≥ 85 and < 90
 Met Exceed Long-Term Goal ≥ 90

Graduate Rate Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Met Exceed Long-Term Goal
Did not meet MIP	1*	N/A	N/A
Met lower MIP	2**	3	4
Met higher MIP	3	4	4

In the case in the example above for 2018-19, the State's Long-Term Goal is 85, the State's MIP is 82.8, and the School MIP is 58.5.

* If the school's 2018-19 graduation rate is 55, the school's 2018-19 Graduation Rate Level is 1, because 55 is less than the State's Long-Term Goal of 85 (Did Not Meet Long-

27. How is Accelerated Growth determined for Graduation Rate?

A school that meets the lower of the School/District MIP or the State MIP and increases its graduation rate by an amount that is three or more times the lower MIP increase meets the criteria for Accelerated Growth and is assigned a Level 3.

Example:

2017-18 School MIP = 61.4

2018-19 School MIP = 62.8

Year's increase in School MIP = $62.8 - 61.4 = 1.4$

2017-18 State MIP = 82.3

2018-19 State MIP = 82.8

Year's increase in State MIP = $82.8 - 82.3 = 0.5$

2017-18 School 4-year graduation rate = 58.5

2018-19 School 4-year graduation rate = 63.0

Year's increase in school graduation rate: $63.0 - 58.5 = 4.5$

The school did not meet the higher MIP, which was the State MIP of 82.8. However, its 2018-19 graduation rate (63.0) is equal to or greater than the lower MIP, which was the School MIP of 62.8. The school graduation rate also increased by an amount that is three or more times the lower MIP increase. That is, the increase in the graduation rate from 2017-18 (58.5) to 2018-19 (63.0) was 4.5 points. The lower MIP increase is the increase from the 2017-18 State MIP (82.3) to the 2018-19 State MIP (82.8), which is 0.5 points. If you multiply 0.5 by 3, you get 1.5 (three times the lower MIP increase). Since 4.5 (the school's graduation rate increase) is greater than or equal to 1.5 (three times the lower MIP increase, i.e., State MIP increase), the school met the criteria for Accelerated Growth, and its Level is 3, instead of 2.

28. How is the Combined Composite Performance and Growth Level determined?

A Combined Composite Performance and Growth Level at the elementary/middle level for each accountability subgroup is determined using the steps below. If a school has enough students to calculate Composite Performance but not enough to calculate Growth, the Combined Composite Performance and Growth Level will be the same as the Composite Performance Level. If a school does not have a Composite

29. How is the Combined Composite Performance and Graduation Rate Level determined?

A Combined Composite Performance and Graduation Rate Level at the high school level for each accountability subgroup is determined using the steps below. If a school has enough students to calculate Composite Performance but not enough to calculate Graduation Rate, the Combined Composite Performance and Graduation Rate Level will be the same as the Composite Performance Level. If a school has enough students to calculate Graduation Rate but not enough to calculate Composite Performance, status will be determined using [self-assessment](#).

Step 1. Calculate a Graduation Rate rank. The rounded average of 4-year, 5-year, and 6-year graduation rate levels for all schools are determined. For example, if the average is $(1+2+2)/3 = 1.67$; it is rounded up to 2. However, if the average is $(2+2+3)/3 = 2.33$; then it is rounded down to 2. This is sorted in ascending order with 1 at the top and 4 at the bottom. The unweighted average of 4-year, 5-year, and 6-year graduation rates are determined. For each rounded average graduation rate level, the unweighted average of 4-year, 5-year, and 6-year graduation rates are sorted in ascending order. A rank is determined for each school in the state.

Example of Graduation Rate Ranks Determination

School	Graduation Rate Level (Rounded Average of 4-year, 5-year, and 6-year graduation rate levels)	Unweighted average of 4-year, 5-year, and 6-year graduation rates	Graduation Rate Rank
School J	1	40	1
School A	1	45	2
School S	2	35	3
School F	2	38	4
School D	2	41	5
School N	2	57	6
School B	2	68	7
School Q	2	71	8
School O	2	74	9
School L	2	79	10
School I	3	44	11
School C	3	56	12
School G	3	72	13
School R	3	88	14
School H	3	91	15

Step 3. Rank order schools by the sum of their Composite Performance Rank and Graduation Rate Rank from Step 2. In the example in Step 2, the sum of the Composite Performance Rank and the Graduation Rate Rank is 20.

Example Benchmarks for a School with 10 ELL Students

Student	NYSESLAT Level in Initial Year of ELL Identification	Number of Years in ELL Status	Probability
1	Entering	2	0.76
2	Entering	2	0.76
3	Entering	2	0.76
4	Entering	2	0.76
5	Entering	2	0.76
6	Entering	2	0.76
7	Entering	3	0.62
8	Entering	3	0.62
9	Entering	3	0.62
10	Entering	3	0.62
Sum of Probabilities			7.04
Benchmark = $7.04 \div 10 = 0.704 = 70.4\%$			

Step 3: Determine the Progress Rate.

- 1) Identify all continuously enrolled ELL students who have been tested on the NYSESLAT in the current reporting year.
- 2) Determine students' ELP level in the initial year of ELL identification.
- 3) Determine students' ELP level *and* ELP level quartile in the current reporting year and previous reporting year (current year minus 1).
- 4) Calculate students' progress between the initial year to the current year and the previous year and the current year.
- 5) Using Methods 1, 2, and 3 described below, determine if a student made sufficient progress.
- 6) Calculate the

9	Entering	3	0.62	No
10	Entering	3	0.62	No
			$7.04/10 = .70$ or 70%	$5/10 = .50$ or 50%

Step 4: Determine the Success Ratio by dividing the Progress Rate by the Benchmark, which is the average probability of making progress for the subgroup. In the example above, the Benchmark is 70% and the Progress Rate is 50%. Therefore, the Success Ratio = $50\% \div 70\% = 0.70$.

Step 5: Determine the ELP Level using the computed Success Ratio and the table below. In the case of our sample, the Success Ratio is 0.70, so the ELP Level is 2.

ELP Level Assignment

Success Ratio	ELP Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Notes on Students in Year 1: Methods 2 and 3 do not measure the progress of students in their first year of ELL identification,

identification who did not score Commanding are excluded from the calculation. Therefore, the number of students included in the calculation is 8.

Note: The Commissioner may assign a subgroup whose Success Ratio is above a percentage established by the Commissioner as Level 1, and the Commissioner may assign a Level 2 to a subgroup whose Success Ratio is at or below a percentage established by the Commissioner. The Commissioner did not use this authority in assigning ELP Levels to 2018-19 school year results.

31.

200 - 96.6 = 103 792 30.144 Tm0 g0 G -0.00972 Tc(37)JTJETQq0.00000912 0 612 792 reTBT(TJ())JTJETQq0.000009

33. How is Accelerated Growth determined for the Progress Indicator?

A school/district that meets the lower of the School/District MIP or the State MIP and increases its PI by an amount that is three or more times the lower MIP increase will meet the criteria for Accelerated Growth and is assigned a Level 3.

Example:

2017-18 School ELA MIP = 142.4

2018-19 School ELA MIP = 144.8

2018-19 State MIP = 14.6

Year's decrease in State MIP: $15.0 - 14.6 = 0.4$

2017-18 School Chronic Absenteeism = 22.0

2018-19 School Chronic Absenteeism = 21.2

Decrease in school's Chronic Absenteeism: $22.0 - 21.2 = 0.8$

The school's Chronic Absenteeism rate (21.2) did not meet its 2018-19 MIP of 18.8 or the 2018-19 State MIP of 14.6. However, its decrease in Chronic Absenteeism (0.8) is equal to or greater than the larger of the two MIP decreases (0.6). Therefore, the school met the criteria for Safe Harbor, and its Level is 2, instead of 1.

36. How is Accelerated Growth determined for Chronic Absenteeism?

A school/district that meets the higher of the School/District MIP or State MIP and decreases its Chronic Absenteeism by an amount that is three or more times the lower MIP decrease meets the criteria for Accelerated Growth and is assigned a Level 3.

Example:

2017-18 School MIP = 9.8

Equivalency (HSE) diploma in the reporting year are included in the numerator but not the denominator.

CCCR Index:

$$175 - 126.2 = 48.8$$

$$48.8 \times 0.20 = 9.76$$

$$9.76 \div 5 = 1.95 = 2.0$$

$$126.2 + 2.0 = 128.2$$

$$2017-18 \text{ State MIP} = 128.2$$

$$2018-19 \text{ State MIP} = 130.2$$

$$2019-20 \text{ State MIP} = 132.2$$

$$2020-21 \text{ State MIP} = 134.2$$

$$2021-22 \text{ State MIP} = 136.0$$

If a School Baseline CCCR Index was 110:

$$175 - 110 = 65$$

$$65 \times 0.20 = 13.0$$

$$13.0 \div 5 = 2.6$$

$$110 + 2.6 = 112.6$$

$$2017-18 \text{ School MIP} = 112.6$$

$$2018-19 \text{ School MIP} = 115.2$$

$$2019-20 \text{ School MIP} = 117.8$$

$$2020-21 \text{ School MIP} = 120.4$$

$$2021-22 \text{ School MIP} = 123.0$$

For example, if the State's Baseline CCCR Index is 126.2:

$$175.0 - 126.2 = 48.8$$

$$48.8 \times 0.20 = 9.76$$

$$126.2 + 9.76 = 135.96 = 136.0$$

$$\text{State Long-Term Goal for 2021-22} = 136.0$$

$$\text{State Long-Term Goal for 2022-23} = 136.0 + 1.8 \text{ (rounded)} = 137.8. \text{ Determinations regarding whether a school's or a district's all students group met or exceeded the State Long-Term Goal using 2018-19 school year accountability results were based upon the 2022-23 State Long-Term Goal of 137.8.}$$

Schools/Districts are then assigned a CCCR Level from 1 to 4 based on whether they met the State Long-Term Goal and whether they met the State MIP or the School/District MIP.

- Did not meet MIP: The school/district met neither the State MIP nor the School/District MIP.
- Met lower MIP: The school/district met the lower but not the higher of the State MIP or the School/District MIP.
- Met higher MIP: The school/district met the higher of the State MIP and the School/District MIP.
- Did Not Meet Long-Term Goal: The outcome is less than the Long-Term Goal.
- Met Long-Term Goal: The outcome is greater than or equal to the Long-Term Goal but less than the cut point for "Met Exceed Long-Term Goal."
- Met Exceed Long-Term Goal: Determined by subtracting the Long-Term Goal from the End Goal, dividing by 2, and then adding the result to the Long-Term Goal. The outcome must be at or above that resulting number.

For example, if the End Goal is 175.0 and the Long-Term Goal is 137.8:

$$175 - 137.8 = 37.2$$

$$37.2 \div 2 = 18.6$$

$$18.6 + 137.8 = 156.4$$

Cut point for Met Exceed Long-Term Goal = 156.4

Did Not Meet Long-Term Goal < 137.8

Met Long-Term Goal \geq 137.8 but < 156.4

Met Exceed Long-Term Goal \geq 156.4

CCCR Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Met Exceed Long-Term Goal
Did not meet MIP	1		

Each year for five years, the MIP “progress points” (End Goal minus Baseline times 0.20 divided by 5) are added to the original Baseline.

Indicators that use these MIPs and goals are Elementary/Middle-Level Progress; High School Progress; Graduation Rate; Elementary/Middle-Level Chronic Absenteeism; High School Chronic Absenteeism; and Collect, Career, and Civic Readiness.

More information on the methodology for determining Long-Term Goals and MIPs is available in the [October 23, 2018 memo](#), “Every Student Succeeds Act (ESSA) Accountability Status CE

Number of Records Required for a School/District to be Accountable for a Subgroup	
Application	<p>Single-Year: If the student cohort for a subgroup in the current year is ≥ 30, those students are included in the Core Subject Index for that subgroup.</p> <p>Two-Year Combined: If the number is <30 for any subject, the number of students in that subject Student Cohort for the prior reporting year are summed and added to the sum for the current reporting year for that subject. If the resulting sum ≥ 30, an Index is calculated for those students for that subject. If the 2-year combined sum of students is still <30, no Index is calculated for that subject for the subgroup and the school/district is not accountable for that subgroup.</p> <p>Cohort Used: The resulting single year or two-year combined student cohorts for all three subjects for that subgroup are summed. The resulting single year or two-year combined student cohorts for all three subjects are summed. If the sum of the ELA, Math, and Science Student Cohort is ≥ 15 AND $\geq 50\%$ of the Weighted Academic Achievement student cohort, then a Core Subject Index is determined for the subgroup. If the sum of the ELA, Math, and Science Student Cohort is ≥ 15 AND $\geq 50\%$ of the Weighted Academic Achievement student cohort, then the school/district is accountable for the Core Subject for that subgroup.</p> <p>Former ELLs: For the ELL subgroup, former ELLs are added to the number of students in the ELL subgroup in the current year if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.</p> <p>Former Students with Disabilities: For the Students with Disabilities subgroup, former Students with Disabilities are added to the Students with Disabilities subgroup in the current year if the number of Students with Disabilities in the current year is ≥ 15.</p>
Indicator	E/M Growth
Student Cohort	Current year and the prior two years of results for continuously enrolled tested students in Grades 4-8 ELA and Grades 4-8 Math
N-Size	30. The number of students with Student Growth Percentiles (SGP) in ELA and Math in the current reporting year and prior two years are summed.
Application	For student growth, current year and the prior two years of results for continuously enrolled tested students are always used. If the current year and prior two years of results combined for a subgroup are < 30 , the school is not accountable for Growth for that subgroup and no student growth level is assigned to the subgroup.
Indicator	High School (HS) Composite Performance
Student Cohort	4-Year Accountability Cohort as of June 30 th of the current reporting year in ELA, Math, Science, and Social Studies
N-Size	30. The number of students in the ELA, Math, Science, and Social Studies "Student Cohorts" in the current reporting year are summed within each subject.
Application	<p>Single-Year: If the student cohort a subgroup in the current year is ≥ 30, those students are included in the HS Composite Performance Index for that subgroup.</p> <p>Two-</p>

Number of Records Required for a School/District to be Accountable for a Subgroup

still <30, no E/M Progress Index is calculated for the subgroup, and the school/district is not accountable for that subgroup.

Baseline: The same rules are applied to the baseline calculation.

HS Indicators: Students whose last enrollment record indicated that the student was

Assessment	Level	2018-19 Score
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- the majority of students, upon their first enrollment in the high school, had previously attended Grade nine or higher in another high school; or
- the majority of students attained age 16 or higher in the year in which the students first entered Grade 9; or
- more than 50 percent of currently enrolled students are English language learners who have attended school in the 50 United States (excluding Puerto Rico) and the District of Columbia for less than three years.

For districts and charters that have committed to develop and implement a plan to improve outcomes for youth placed at-risk, transfer high schools may participate in an automatic appeals process. If the school meets the condition established for an automatic appeal, the school may be removed from potential identification as a CSI and/or TSI School. If the school is not removed from such consideration, the district or charter school may appeal the school's preliminary designation.

49. How is accountability status determined for Self-Assessment Schools?

- The Five-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded

Making Progress: Target Districts, CSI Schools, and TSI Schools are required to make annual progress. A CSI or TSI School that makes annual progress for two consecutive years is eligible for removal. However, if a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the subgroup(s) for which the school is identified is performing at Level 1 on the Weighted Average Achievement indicator (for elementary-middle schools) or the Composite Performance indicator (for high schools). For a Target District to be removed from status, the district must make annual progress for two consecutive years, and all CSI Schools and TSI Schools also should be removed from status. See [Question 12](#) for information on the criteria for making progress for CSI and TSI Schools and [Question 16](#) for Making Progress for Target Districts.

Medically Excused: Students with a significant medical emergency during both the regular and makeup examination period for which a school district has documentation from a medical practitioner that a student is so incapacitated as to be unable to participate in the State assessment given during that examination period. These students are excluded from the elementary/middle-level Composite Performance, Growth, and Progress indicator calculations.

MGP: Mean Student Growth Percentile, which is the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment and compares each student's performance to that of similarly achieving students.

MIP: Measure of Interim Progress for each accountability indicator for which a State Baseline has been established.

Multiracial: A student reported as belonging to more than one racial/ethnic group.

NYSAA: New York State Alternate Assessment. An assessment recommended by the committee on special education for students with severe disabilities as defined in section 100.1(t)(2)(iv) of this Part. These tests may be taken in lieu of a required State assessment.

Out-of-School Suspensions: Out-of-school suspension rate is calculated by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school by the number of students enrolled on BEDS day of that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Recognition School: A school in Good Standing that has been recognized by the Commissioner for high performance.

Regents Alternative Examination: Department-approved alternative examination to a Regents examination.

Safe Harbor: An accountability group that does not meet the lower of the school MIP or State MIP but increases its index or rate by an amount that is equal to or greater than both MIP increases (school and State) meets

