

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Office of Audit Services

Hempstead Demonstrable Indicator Verification Review

We have completed the Demonstrable Improvement Indicator Verification Review of the 2016-17 performance accuracy for indicator codes 65, 66, 68, and 94 at Hempstead High School (School). Our review found that all demonstrable improvement indicator performances are at or above the 2016-17 progress target.

The Demonstrable Improvement Indicators are described below:

- Code 65 is a Demonstrable Improvement Indicator that measures the percent of students who first entered 9th grade in the 2016-17 school year and who earned five or more credits in the 2016-17 school year.
- Code 66 is a Demonstrable Improvement Indicator that measures the percent of students who first entered 9th grade in the 2015-16 school year and who earned five or more credits in the 2016-17 school year.
- Code 68 is a Demonstrable Improvement Indicator that measures the percent of students who first entered 9th grade in the 2014-15 school year and who earned five or more credits in the 2016-17 school year.
- Code 94 is the Demonstrable Improvement Indicator that uses a rubric to measure whether the school provides the opportunity for students to participate in 200 Hours of quality Extended Day Learning Time, and satisfactorily meets the programming requirements.

In addition to the progress target, we took into consideration the School’s self-reported performance. We found that our actual results did not equal and in some cases were lower than the self-reported data, specifically indicator codes 66 and 68. However, time did not allow for the review team to ascertain why such a large discrepancy existed between the School’s self-reported performance for indicator codes 66 and 68 and the review team’s calculated performance.

Summarized Results and Methodology

Our review yielded the following results under the 2016-17 NYSED Performance Review column:

Indicator Code	Description	2016-17 Progress Target	2016-17 District Reported Performance	2016-17 NYSED Review Performance
65	2016-17: 2016 Total Cohort with 5 or more credits (N = 631)	40%	42%	40%
66	2016-17: 2015 Total Cohort with 5 or more credits (N=584)	46%	78%	54%
68	2016-17: 2014 Total Cohort with 5 or more credits (N=532)	44%	90%	57%
94	Providing 200 Hours of quality Extended Day Learning Time (ELT)	Y	Y	Y

To determine whether the School met its progress targets, we obtained student cohort data from the State Education Department's (Department) Information and Reporting Services Office (IRS) and student transcripts and ELT attendance records from School administrators. Using the IRS information, we documented the number of 2016-17 course credits earned for each student, as reported by the School. We used the student transcripts and ELT documentation to verify the data the School reported to IRS.

In computing performance, we first used each student's freshman status (identified on their transcript provided by the School) and ensured they were assigned to the correct cohort. For each of these cohorts, we took the number of students that were enrolled in classes at the School during 2016-17 and received 5 or more credits and divided it by the number of students in the cohort. In all instances, the percentage of students receiving 5 or more credits during 2016-17 exceeded the progress target.

In addition, we reviewed ELT attendance records for the high school's Saturday and Tiger Academies. The Academies provide students with additional instruction in the areas of English Language Arts, History, Information Technology, Math and Science. Our review of the attendance records showed that the student instruction hours met the 200-hour requirement.

Observations During Review

We encountered the following issues during the review:

- Student information reported on transcripts did not match the cohort to which the student was assigned in SED's records.
- Cohort assignment could not be determined based on transcripts data
- Course information was missing from some transcripts
- Some transcripts for students who were reported as members of a cohort showed them as not attending during the 2016-17 school year or were blank

If you have any questions or require additional information, please contact me.

Respectfully submitted by Andrew Fischler

c: Sharon Cates-Williams, Kim Wilkins, Thalia Melendez, Mary Moore