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**TO:** District Superintendents of Schools Superintendents of Schools  
Alternative Transition Program Administrators  
P-12 Alternative High School Equivalency Preparation Program Administrators  
State Agencies Responsible for Providing Daily Instruction to Residential Students

**FROM:** Office of Student Support Services

**DATE:** June 27, 2024

**SUBJECT:** The 2024-2025 application for the P-12 Alternative High School Programs listed below:

- **Alternative Transition Program (ATP)**
- **Alternative High School Equivalency Preparation (AHSEP) Program**

School districts, Boards of Cooperative Educational Services (BOCES) and State agencies responsible for providing daily instruction to residential students are eligible to apply and obtain approval to operate these programs per Part 100.7(h) and Section 3205(1)(c) of the Education Law.

Please refer to the attachments for program requirements, guidelines related to instruction, testing, and administration, the application, frequently requested information, and statewide accountability as appropriate.

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## ATP & AHSEP Program Details

### ***General Information***

School districts, Boards of Cooperative Educational Services (BOCES) and State agencies responsible for providing daily instruction to residential students that are interested in operating an Alternative Transition Program (ATP) and/or Alternative High School Equivalency Preparation (AHSEP) Program for the 2024-25 school year should complete and return an application by **July 25, 2024**. Approval for the ATP and the AHSEP programs described in this application covers the time period from **July 1, 2024 through June 30, 2025**.

School districts, BOCES, and State agencies responsible for providing daily instruction to residential students may operate one or both programs as appropriate. These programs provide educational services to individuals under twenty-one (21) years of age who are at risk of dropping out of school or have dropped out of school and have not received a high school diploma or its equivalent.

The AHSEP program is not meant to be a preferred means of completing high school or to provide a faster route for high school completion. Preferably, students will enter the AHSEP program during the last year in which their cohort attends high school and exit at or near the same time of the cohort's graduation. The AHSEP program should be geared towards students who will not graduate with their class because of credit deficiency, but who are otherwise capable of completing graduation requirements.

The following guidelines provided by the New York State Education Department (NYSED) are intended to provide instructional and administrative guidance to maintain the highest program quality for the Alternative High School Equivalency Preparation (AHSEP) program.

Agencies must apply each year for approval to operate an ATP and/or AHSEP Program. This application packet contains the following forms:

- **Application Form (Sections I, II and III):** to be completed by all agencies.
- **Form A:** should include ALL locations where the agency operates an alternative high school equivalency preparation program.
- **Form B:** to be completed when seeking a variance to admit a student who does not meet the eligibility criteria to an AHSEP program.
- **Table for Reporting SASS data** on page 23 is to be submitted the first week of October.

### **Eligibility**

#### Eligible Agencies

- School Districts
- BOCES
- State agencies responsible for providing daily instruction to residential students.

The selection process for ATP and AHSEP programs should be communicated and implemented according to the following standards:

- Screening and selection – For students who are still on the day register, screening and selection should involve teachers, administrators, and counselors. Students who have formally dropped out will need approval from school administrators of the local educational agency in order to participate in the program.
- Explanation of the program – For students who are still on the day register, an explanation

of the program should be provided to the student and parent or persons with parental relationship.

- Program Participation Agreement – All programs must obtain written approval by a person in parental relation to the student or by the student as required by Education Law Sections 3212(1) and (4), of each student’s enrollment or transfer, as well as written consent to counseling services, as necessary.

#### Alternative Transition Program (ATP) Participant Eligibility

- Students who have **not** completed the school year in which they turn 16, or 17 where applicable, and are at risk of dropping out of school.
- Students who are still on the day register and have **not** reached the maximum compulsory school attendance age (MCSAA) as the board of education of the school district may require for school attendance pursuant to Education Law [Section 3205\(3\)](#).

#### Alternative High School Equivalency Preparation (AHSEP) Program Participant Eligibility

- Students who have completed the school year in which they turn 16, or such older MCSAA as the board of education of the school district may require for school attendance pursuant to Education Law [Section 3205\(3\)](#), and are at risk of not completing graduation requirements for a high school diploma.
- Students who are at least 18 and under 21 who have met program eligibility requirements and have approval from a school administrator of the local educational agency.
- Students shall not begin instruction that is specifically designed for the alternative testing preparation unless they can perform math and reading at a 9.0 grade level as determined by a standardized achievement test; students who are not performing at the 9<sup>th</sup> grade level should receive intensive remedial instruction.
- VARIANCE: Students who have fewer credits than the formula allows (see page 17 of this application) or have an approved variance (a variance is required only for students who are still on the day register and who yield a positive number after calculating earned credits using the formula on p. 17)

### ***Program Details***

#### Accommodations

- Students with an IEP (Individualized Education Program) must receive services and accommodations specified in their IEP plan during their participation in the AHSEP program.

#### Attendance

- The ATP offers at least **27.5 program hours per week** to meet the full-time attendance requirement, and the AHSEP program offers at least **15 program hours per week**.
- For students who are still on the day register, entry and exit policies for the AHSEP program must conform to State compulsory attendance law.
- Instruction is provided annually for sufficient hours to meet the goals included in individual student plans to achieve proficiency in subject matter and increase the likelihood of exam readiness; for accountability purposes, student enrollment hours must be recorded, and 150 hours of instructional time is the minimum hours permitted for program review.

## ***Instructional Guidelines***

### ***Counseling and Support Services***

Academic counseling is required before students enter the program and should continue during participation in the program. The decision to participate in the AHSEP program is a serious one. Therefore, counseling and frequent evaluations and the appropriate referrals to services should be provided to both students and parents or persons with parental relationships. The decision to enroll in the AHSEP program should not be automatic or solely based on records or written criteria. **Student motivation and needs are critical factors to consider.**

- Students should have access to counselors dedicated to the program or have ready access to the counseling staff of the high school.
- Pre-entry counseling should involve an administrator, teacher and an advisor or school counselor as well as the student and parent or persons with parental relationship.
- Pre-entry counseling should include discussions of the available alternative education options to the student and detailed written explanation of the requirements and expectations of the AHSEP program.
- Academic, personal, and career guidance counseling should be provided, as needed, during the program.
- Counseling sessions with individual students should be scheduled on a regular basis during the program. Counselors should maintain counseling records comparable to those maintained in the general high school counseling setting.

### ***Substantive Instruction***

The instructional components of the AHSEP program must include academic instruction at the **high school level**. It should include contextualized workforce development activities that are designed to reinforce or develop job related skills, test taking strategies, study skills and blended learning including communication skills, technology competency, and career/college readiness that will prepare students to be successful on the GED<sup>®</sup> Test.

- Substantive instruction should offer a full range of courses that are aligned to the NYS Standards measured by the GED<sup>®</sup> Test content in mathematics, writing, social studies, reading and science.
- Content material is designed, prepared, and supplemented by the teacher and is aligned and tailored to the needs of the students; standardized instructional materials from publishers including GED<sup>®</sup> Test preparation instructional materials from publishers, and other secondary instructional materials from school publishers and developers, or by some combination of the above materials should be utilized.
- Instructional contents of the AHSEP must be sufficiently comprehensive in scope, intensity, and duration to ensure that participating students have a fair opportunity to raise their academic skills to the level necessary to earn a diploma in a reasonable period of time. Appropriate curriculum materials must be provided in adequate quantities and made available to students as needed. Given the particular needs and experiences of the at-risk population, instructional strategies that focus on individual student pacing should be used. These include low teacher to student ratios, multi-media (text, computer, and/or video) and teaching methods that optimize student interaction.
- Workforce development activities are provided to build on the knowledge, skills, and abilities in preparation to obtain and retain employability. Examples include instruction in job-related skills such as job search skills, completing an employment application form, writing a cover letter, and job interview opportunities; life skills education such as check writing, bank statement reconciliation conducting job searches through variety of medium such as print and web-based; reading a bus/train schedule are also suggested.

- Instruction that is limited only to routine timed practice test items is not considered substantive and is a disservice to the students.
- Students that have received credit for having taken and passing one or more New York State Regent examination(s) shall not be given additional test assessment or instruction in the corresponding subtest area of the high school equivalency examination.

### Instructional resources and Teacher requirements

- To provide instruction in an AHSEP Program, the classroom teacher must possess a secondary teacher certification for the core content subjects being taught as governed by [Commissioner’s regulation Part 80](#). If the class contains special education students, the content teacher must have access to a special education teacher. Special Education certification is only required if all students in the class are classified students with disabilities.
- Students should participate in academic instruction and/or vocational training for **15 hours each week**. A minimum of 1-hour vocational training per week should be included. Instructional delivery should use a variety of approaches. These include, but are not limited to, small-group, one-on-one and self- paced instruction, computer-based, instructor-led, peer grouping and different combinations are often appropriate. Use of different instructional media (computer, video, print, practical exercises) that enhances student interactions, “hands-on” experience and frequent feedback should be utilized.
- A lower student/teacher ratio than a regular high school educational program is appropriate. A student/teacher ratio of **15:1** or lower is encouraged.
- Instructional resources and facilities should be comparable to those used in regular high school programs. Classroom(s) space should be sufficient for the number of students participating in the AHSEP program and should permit different kinds of instructional activities without causing undue disturbances to others. Classroom amenities (lighting, heating, furniture) should be comparable to regular school classrooms. Adequate supplies of textbooks, practice materials, computers, shop/craft equipment, educational software and media should be available for students' use as needed.

### **GED® Test**

- Age eligibility requirements for testing must comply with the mandatory age requirements established by your local board of education. AHSEP programs require that students meet the compulsory age to enroll in the program for those between age 16 and 18 who are on the day register and data tracking via SIRS.
- Students must demonstrate readiness for passing the GED® Test by taking the GED Ready® practice test or a comparable examination prior to being referred for testing. [Sample tests for the GED® Test](#) can be found online.
- Students who successfully pass the GED® Test will be awarded a New York State High School Equivalency Diploma.
- Access to the GED® Test is limited to NYSED-trained GED® Test Coordinators. At no time should teachers or students have access to the tests. A test that is lost or compromised can destroy the validity of the GED® Test throughout the jurisdiction and nation.
- Information on the [GED® Test for test takers and test centers](#) can be found online.
- For updates, you can access the website for the [New York State High School Equivalency Office](#).
- For students who have taken and passed one or more of the New York State Regent examinations, they should be assisted in completing a [R application](#).

## ***Graduation***

Students who satisfy all program requirements should be given official school recognition of their achievement. Their successful attainment should be celebrated by participating in the regular high school graduation ceremony, a ceremony for AHSEP program participants, or some other fitting ceremony. When possible, graduation ceremonies for AHSEP program graduates should be at or near the same time as the regular high school graduation ceremony.

## Student Information Repository System (SIRS)

The following information regarding the reporting of students in the AHSEP program has been provided by the [Information and Reporting Services \(IRS\)](#) team's Student Information Repository System; information for questions regarding the reporting of students who have transferred into the AHSEP program can be found on the SIRS website.

### ***5654 Enrollment***

- Students who are admitted into the AHSEP program are considered transfers after a 5654 enrollment is opened.
- For the AHSEP cohort and annual reporting, students who have transferred into an AHSEP program are considered dropouts unless the school district opens a 5654 enrollment for the student. Such students are also considered dropouts if, after a 5654 enrollment has been established, students subsequently drop out or fail the GED<sup>®</sup> Test. Students who remain enrolled in the program (with an open 5654 enrollment) or have obtained a New York State High School Equivalency diploma are **not** considered dropouts.

### ***Non-completers***

- Students who are enrolled in “Other” GED<sup>®</sup> Test preparation programs that are not approved by the Department or are enrolled in an Adult Education Programs and Policy Office preparation program are considered dropouts and must not be included in this application.
- For annual reporting, non-completers are a combination of dropouts and students who have transferred into an approved P-12 Alternative GED<sup>®</sup> Test preparation program (whether or not they receive a New York State High School Equivalency diploma).

### ***Graduation Rate Cohort***

- For graduation-rate cohort reporting according to the Every Student Succeeds Act (ESSA), students who have transferred into an AHSEP program are not excluded from this cohort.

### ***ELA and Math Cohort***

- For English Language Arts (ELA) and math accountability cohort reporting, students who have appropriately transferred into an AHSEP program and remained enrolled or have received a New York State High School Equivalency diploma are removed from the cohort.



## Guidelines for Program Administration

*The AHSEP program is integrated into the structure of the New York State Education Department to ensure effective management planning and oversight. Collaboration with NYSED staff ensures that instructional concerns and GED® Test testing requirements are addressed in an efficient manner. NYSED staff coordinate the annual requirement to collect information and data about the implementation of the program from local school systems.*

***Administration Guideline 1. Planning and oversight of the implementation of the AHSEP program is the responsibility of the New York State Education Department.***

The AHSEP program consists of an instructional and testing component. The testing component is the responsibility of the Office of Adult Career and Continuing Education Services (ACCES), and the instructional component is the responsibility of the Office of Student Support Services (SSS). The ACCES High School Equivalency (HSE) Office has primary responsibility for the testing component of the GED® Test that is administered to all qualified candidates, including AHSEP students.

SSS has responsibility for ensuring that the AHSEP programs academic/or vocational instruction is consistent with New York State Education Department regulations, policies, and program guidelines. This responsibility includes being the interface between NYSED and the AHSEP programs. The SSS role includes distribution of relevant program materials, explanation of the program, providing application assistance for AHSEP programs, and assisting in implementing programs. SSS will:

- distribute materials explaining the AHSEP program, guidelines and application procedures to eligible entities;
- communicate with AHSEP staff about program expectations and requirements;
- receive, review and approve applications from local entities to implement AHSEP programs and clarify requirements and offer technical assistance as needed;
- provide guidance and support to AHSEP staff pertaining to instructional practices, curriculum materials, and state education requirements;
- monitor AHSEP program implementation via written or oral communication and site visits;
- help staff within AHSEP programs plan and complete their data collection for the program;
- develop Department criteria, application procedures and related materials for agencies to request permission to implement AHSEP programs; and
- develop State AHSEP program monitoring and data collection plans.

***Administrative Guideline 2. The New York State Education Department will annually collect data and information from all AHSEP programs and GED® Test centers.***

The New York State Education Department collects and publishes GED® Test information and data, as it deems appropriate. In addition, all approved high school equivalency diploma programs for eligible students under the age of 21 will provide information required by the System of Accountability for Student Success (SASS). Based on this information, the performance of programs will be rated as "meeting state standards," "below state standards," or "far-below state standards" in reference to provided state reference points.

**Application to Operate an  
Alternative Transition Program (ATP)  
and/or  
Alternative High School Equivalency Preparation Program (AHSEP)**

**Please submit this completed application by July 25, 2024**

**Mail to:**

**New York State Education Department  
89 Washington Avenue  
Room 318-M EB  
Albany, New York 12234**

**For assistance, contact  
in the Office of Student Support Services  
at [AltEd@nysed.gov](mailto:AltEd@nysed.gov)  
or via phone at (518)486-6090.**

## Application

### Instructions for Completing the ATP and AHSEP 2024-2025 Application

#### Section I

Please provide all the information requested in Section I of the application. If you are a new agency applying for approval for the first time in 2024-2025, your program preparation code will be assigned at the time your program is approved. Notification of approved programs and codes are posted on the Office of Student Support Services web site at <http://www.p12.nysed.gov/sss/ssae/AltEd>. Agencies applying to continue an existing program should include their program code.

#### Section II

Complete this section if your agency operated one or more program(s) during school year 2023-2024.

1. Enter the combined total of students enrolled in the AHSEP program between July 1, 2023, and June 30, 2024.
2. Enter the number of students enrolled with disabilities.
3. Enter the number of students who returned to secondary programs.
4. Enter the number of students in the AHSEP program who **passed the GED<sup>®</sup> Test on the first attempt, resulting in the awarding of an HSE diploma**. ATP students are not eligible to sit for the GED<sup>®</sup> Test until they are beyond the maximum compulsory school age for their district; they should not be included in this count.
5. Enter the number of students in the AHSEP program who **failed the GED<sup>®</sup> Test on the first attempt, HSE diploma not awarded**.
6. Enter the number of students who **passed the GED<sup>®</sup> Test after failing it the first time they tested**. Do not duplicate those counted in number 4.
7. Enter the number of students in the AHSEP program awaiting results of the GED<sup>®</sup> Test.
8. Enter the number of students who are returning to AHSEP in the 2024-2025 school year.
9. Enter the number of students who dropped out of the program prior to completion.
10. Enter the number of students who were removed from the group during the year for other reasons not listed, i.e., students who were transferred to another high school diploma or equivalency program.
11. For programs operating sites in county jails or State agencies responsible for providing daily instruction to residential students, identify the number of students who were attending programs at the time of **release**. Students in county jails or State agencies responsible for providing daily instruction to residential students who stopped attending programs for reasons other than being released should be counted as dropouts.

#### Section III

The Statement of General Assurances requires an original signature from the Superintendent or Chief Administrative Officer. By signing, the Superintendent or Chief Administrative Office provides assurance that the program(s) comply with [8 NYCRR §100.7](#).

#### Form A

This form should include **ALL** sites where the agency will operate the program. Go to page 16 for AHSEP *Form A*.

***Form B***

This form should only be completed when seeking a variance to admit a student who does not meet the eligibility criteria to an AHSEP program. Go to Page 17 for the AHSEP Form B.

**2024-2025 School Year**  
(Check the program(s) for which the agency is applying)

Application to Operate an Alternative Transition Program (ATP)   
and/or  
Alternative High School Equivalency Preparation Program (AHSEP)

**SECTION I: School District/BOCES/State Agency information**

Name of Agency:

Name of Superintendent/District Superintendent/ Chief Administrative Officer:

Agency Address

ATP/AHSEP Administrator: E-mail address:

Administrator Address: (if different from above)

Telephone Number:	Fax Number:	Program Code:
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Number of sites program will operate \_\_\_\_\_. Attach **Form A** to this application with a list of each site(s) that will operate.

**SECTION II: Student Data (related to previous year's program)** \*Values below must be calculated manually

Total Number of Students 2023-2024	ATP	AHSEP
1. Enrolled in program		
2. Number of enrolled students identified as having a disability		
3. Returned to secondary program		
4. <b>Passed</b> the GED® Test <b>on the first attempt</b> , resulting in the awarding of a HSE diploma.	N/A	
5. <b>Failed</b> the GED® Test <b>on the first attempt</b> , HSE diploma not awarded	N/A	
6. Passed the GED® Test <b>after</b> failing. Do <b>NOT</b> duplicate those counted in number 4, only those who eventually passed ALL parts of the GED® Test	N/A	
7. Awaiting results of the GED® Test	N/A	
8. Returning to AHSEP program in 2024-2025	N/A	
9. Dropped out of the program prior to completion	N/A	
10. Removed from group during the year for other reasons not listed, i.e., students who were transferred to another high school diploma or high school equivalency program.		
11. Jail programs or State agencies responsible for providing daily instruction to residential students only should identify students who were attending programs up to their release date.	N/A	

## *Statement of General Assurances*

### **Alternative High School Equivalency Preparation Program and Alternative Transition Program**

The Superintendent or Chief Administrative Officer of the applying agency certifies that the officer signing the application is officially empowered to act on behalf of the agency.

For the Alternative Transition Program (ATP), the following program approval requirements will be met:

1. Students in ATP are either 16 or 17 years old and are still on the day register and have not reached maximum compulsory school attendance age. **[Part 100.7(h)(2)(iii)]**
2. ATP offers at least 27.5 program hours per week to meet the full-time attendance requirement. **[Part 100.7(h)(3)(iii)]**

For the Alternative High School Equivalency Preparation Program (AHSEP), the following program approval requirements will be met:

1. Students in an AHSEP program are at least 16 years of age and have completed the school year in which they turned 16 or 17, the maximum compulsory age established by the local board of education. **[Part 100.7(h)(2)(i)]**
2. The AHSEP program offers each student **15 program** hours per week. **[Part 100.7(h)(3)(ii)]**
3. To be eligible for the AHSEP program, students on the day register aged 16 or 17 must have less than 12½ percent of the required units of credit set by the school district for a local diploma multiplied by the number of years the student has been in grades 9 through 12, or an Application for Variance (**Form B, p.17**) requesting a waiver of the academic eligibility requirements will be submitted and approved prior to the 16 or 17 year old student entering the AHSEP program. Students who are at least age 18 and under 21 do not require a variance to enter the AHSEP. **[Part(s) 100.7(h)(2)(i)]**
4. The AHSEP program operates for at least 150 hours during the school year. **[Part 100.7(h)(4)(x)]**
5. Students enrolled or placed in an alternative high school equivalency preparation or alternative transition program shall be given academic achievement tests or assessments approved by the commissioner in reading and mathematics to determine each student's approximate skill level and shall not begin instruction specifically designed to prepare for the high school equivalency unless or until each student reads and performs math at a 9.0 grade equivalent or greater as demonstrated on ongoing academic achievement tests or assessments approved by the commissioner and administered at required intervals to determine status and progress. **[Part 100.7(h)(4)(i)]**
6. Students with reading or mathematics levels below grade 9.0 on a standardized reading or mathematics test receive at least 12 hours of the minimum 15 hours per week of instruction in reading, mathematics, oral and written communication, and life skills. **[Part(s) 100.7(h)(3)(ii)(b); 100.7(h)(3)(c)(1)]**
7. Students with reading and mathematics levels at grade 9.0 or above on the standardized test shall receive at least nine hours of the minimum 15 hours per week of instruction in preparation for the GED® Test. **[Part 100.7(h)(3)(ii)(a)]**
8. English Language Learners and other students with language acquisition needs are given academic achievement tests or assessments specifically designed for such students or other tests or assessments as approved by the commissioner prior to placement in an appropriate

level of the instructional program. English Language Learners and other students with language acquisition needs are provided at a minimum, English as a New Language instruction and other appropriate instruction, such a bilingual instruction as well as instruction in listening, speaking and writing, as appropriate. [Part 100.7 (4)(xi)(xii)]

9. Students with disabilities who are enrolled in ATP or who have transferred into AHSEP programs receive special education programs and services, including supplementary aids as specified on their individualized education programs (IEPs) during instructional preparation. Authorized GED® Test testing accommodations for students should be sought directly from the GED® Test Testing Office.

**[Part 100.7(4)(xiii)]**

10. The class register does not exceed 20 students. 15:1 ratio is recommended. **[Part 100.7(h)(4)(ix)]**
11. Documentation setting forth the name of each student transferred or placed into an approved alternative high school equivalency preparation or alternative transition program from a regular high school program or otherwise enrolled or placed shall be maintained by the program and be available to the Department. Documentation detailing the academic intervention services, remedial instruction, counseling, and support services that were provided to each student prior to transferring or being placed into the program shall also be maintained and available to the Department. **[Part(s) 100.7(3)(vi)(vii)]**
12. A Department approved workforce preparation component is provided to all students. **[Part 100.7(3)(ii)(c)(2)]**
13. Professional staff assigned to the program receive appropriate staff development. **[Part 100.7(4)(xv)]**  
*Administrator and teacher qualifications will be governed by Part 80 of the Codes, Rules and Regulations of the State of New York.*
14. Students who have taken and passed one or more New York State Regents examination(s) are assisted to complete and send the application for the New York State High School Equivalency Credit for Regents Examination Scores ([R Application](#)) to the Department High School Equivalency Office. Students that have received credit for having taken and passed one or more New York Regents examination(s) shall not be given additional test assessment or instruction in the corresponding subtest area of the high school equivalency examination. **[Part(s) 100.7(h)(4)(iv)(v)]**
15. The facilities used to provide instruction for AHSEP programs will be covered by fire and liability insurance. All applicable State or local fire and safety standards are met. The heating, lighting and ventilation of instructional facilities will be conducive to learning.

I have completed this application accurately to the best of my knowledge and have read and understood the entire Statement of General Assurances.	
<b>Signature of Superintendent or Chief Administrative Officer (original):</b>	<b>Date:</b>
<b>Print or Type Name:</b>	
<b>Agency Address:</b>	
<b>Telephone Number:</b>	<b>Email address:</b>

*Form A*

**Alternative High School Equivalency Preparation Program (AHSEP)  
2024-2025 school year**

Name of Agency:

Program Code:

Operational Site Information: List below each site where your program will operate.

Site/Agency	Address	Site Administrator
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**Form B**  
 New York State Education Department  
 Student Support Services  
 Room 318-M, Education Building  
 Albany, NY 12234

**Application for Variance of Admission Requirements  
 Alternative High School Equivalency Preparation Program (AHSEP)**

<b>SECTION I: Agency Information</b>			
Name of School District Currently Enrolled In:		On day register?:	
		Yes	<input type="checkbox"/>
			<input type="checkbox"/>
Address: City		State	Zip Code
Contact Person Name and E-mail address:		Telephone Number:	
Student Name (please print):	Date of Birth:	Age:	Current Grade Designation:
Name of District/BOCES/State Agency Operating AHSEP Program:		Home District Compulsory Age:	
		16	<input type="checkbox"/>
		or	17
			<input type="checkbox"/>
When will Student be entering the AHSEP Program:			
Current Year:	<input type="checkbox"/>	Summer School:	<input type="checkbox"/>
		Next School Year:	<input type="checkbox"/>

*\*Student must complete the school year in which they reach the home district's compulsory age of education to be eligible for the AHSEP. A variance is not needed for students 18 or older. School year is from July 1, 2023 – June 30, 2024.*

**SECTION II:** Please complete for student who has been enrolled in 9-12 for one year or more.

- A. Enter number of credits required for graduation \_\_\_\_\_
- B. Multiply the number in "A" by 0.125 \_\_\_\_\_
- C. Enter the number of complete years the student has been in grades 9-12 \_\_\_\_\_
- D. B x C results are calculated here \_\_\_\_\_
- E. Enter the total number of credits earned by the student \_\_\_\_\_
- F. Subtract D from E (+, -, or 0) \_\_\_\_\_

*If the number on line II-F is negative or zero, the student meets AHSEP admission requirements, and no variance is required. If the number is positive, complete the rest of this form and submit it for approval.*

**SECTION III:**

Does the student possess reading skills of at least a 9<sup>th</sup> grade level?

A. Yes  No

Does the student possess math skills of at least a 9<sup>th</sup> grade level?

B. Yes  No

If no is selected for either A or B, students should not begin instruction that is specifically designed for the alternative testing preparation unless they can perform math and reading at a 9.0 grade level as determined by a standardized achievement test; students who are not performing at the 9.0 grade level should receive intensive remedial instruction.

C. Yes  No  Have academic intervention services been provided? If yes, please describe.

D. Yes  No  Have options for programs leading to a local high school diploma been explained to the student and the person in parental relation?

E. Indicate below why the variance is requested. Include any extenuating circumstances that have contributed to the student's lack of academic progress and explain why this is the best educational option for the student.

F. Yes\*\*  No  Has the student taken any Regents Examinations and passed?

\*\*If yes, please ensure that you submit the [R Application](#) per the instructions given at the [HSE R-Application Instructions](#) page.

I hereby request a variance to the eligibility requirements for this student for admission into the AHSEP program for the reasons indicated above.

\_\_\_\_\_  
Original Signature of Superintendent or Chief Administrative Officer Date

\_\_\_\_\_  
Printed Name and Title

Although I agree with this request, I understand that my son or daughter may return to school at any time before he or she becomes 21 years of age to pursue a local school diploma.

\_\_\_\_\_  
Original Signature of Parental Relation Date

\_\_\_\_\_  
Print Name

I wish to enroll in the AHSEP to prepare for completion of the GED® Test; I understand that if I am not performing math and reading at the 9.0 grade level, I will not receive instruction specifically designed for alternative testing preparation but will rather be referred to an intensive remedial instructional program.

\_\_\_\_\_  
Original Signature of Student Date

Approved by:	Date:

## System of Accountability for Student Success (SASS) Reporting

**Accountability and data reporting is based on program information during the prior school year.**

System of Accountability for Student Success (SASS) for Alternative High School Equivalency Preparation (AHSEP): The performance of the AHSEP program for students under 21 years of age is included in the System of Accountability for Student Success (SASS). The Department will aggregate site enrollment and calculate the performance results for each group.

Program operators are reminded that pursuant to Commissioner's regulations [§100.2\(p\)\(17\)\(iv\)](#), the Commissioner may also place under high school equivalency review any program for which a district or BOCES or eligible entity fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the State high school equivalency program. Any program identified as under high school equivalency review status is required to submit a corrective action plan in order to continue its operation of that program.

The System of Accountability for Student Success (SASS) requires agencies that operate AHSEP programs to report data regarding the performance of the program. To help you report all required information, please refer to the bulleted information and related topics as follows:

- Information related to the grouping system, including students who should be excluded
- Definitions of both instructional hour and enrollment
- Program reporting requirements for agencies with multiple sites
- Statewide Performance Measurement Standards
- SASS Table used for reporting accountability data

### ***Grouping students***

Group 1	All students who have been enrolled in the program during the program year, July 1-June 30, have tested at reading and math levels 9.0 or higher on tests approved by the Commissioner and have received at least 150 hours of instruction.
Group 2	All students who have been enrolled in the program during the program year, July 1-June 30, have tested at reading or math levels 8.9 or lower on tests approved by the Commissioner and have received at least 150 hours of instruction.
Group 3	All students who have been enrolled in the program during the program year, July 1-June 30, have tested at reading or math levels at any level on tests approved by the Commissioner and have received at least 12 hours, but fewer than 150 hours of instruction.

Students should **no longer be counted** in any group if they:

- transfer to a Regents or local high school diploma or a different approved high school equivalency program; or
- are placed in a juvenile or adult correctional facility, are institutionalized; and/or are deceased.

### ***Instructional Hour & Post-testing intervals 150 program hours***

For the purpose of computing the actual instructional time dedicated to teaching in alternative education programs, an instructional hour must meet the following criteria:

- Sixty minutes of instruction in a content area that prepares students for the GED® Test, offered by a certified teacher. This is governed by Part 80, requirements for teachers, certificates and teaching practice in a P-12 setting.
- Contextualized workforce development activities that are designed to reinforce or develop skills, strategies and blended learning that includes communication skills, technology competency and career/college readiness skills that will prepare students to be successful on the GED® Test should be included.
- Instructional time begins when a student enters an AHSEP program. Instructional time in this program is cumulative and should include all the instructional time received by a student in a program, even if they have left active enrollment and returned to the same program during the same year. This calculation applies only for students who remain within the same program.
- For students who have received fewer than 150 hours of instruction during the program year but continue their enrollment in the same program for another year, the credited instructional hours should be added to the current instructional hours.
- Students are counted as a new student if they have received at least 150 hours of instruction and have been post-tested during their first program year.
- An AHSEP program administrator is responsible for calculating the instructional hours provided to the student. Cumulative program hours are not transferred from one AHSEP program to another.

### ***Enrollment***

- Students will be regarded as enrolled unless they provide notice that they are no longer attending the program.
- Students who have accumulated unexcused absences for 20 consecutive program days (holidays, weekend days, and other non-program days are not counted) will be regarded as no longer enrolled in the program retroactive to the first day of the 20 unexcused absences.
- When students have three or more consecutive unexcused absences on the last day of the school year (June 30th), those absences will be counted toward the 20 consecutive days (see above) when the next program year (i.e., semester, summer session, etc.) begins. If students do not attend the program at the beginning of the next session and their continued unexcused absences bring them to the 20 consecutive days of absence, they will no longer be enrolled in the program.
- Students whose attendance is extremely inconsistent and who have not accumulated 20 consecutive program days (holidays, weekend days, and other non-school days are not counted) of unexcused absences, will be regarded as enrolled and part of the program year group.

### ***Program Reporting for Agencies with Multiple Sites***

Districts that operate programs at multiple sites will submit separate SASS reports for each site. In sites where there are **fewer than 20 students** enrolled in either Group 1, Group 2, or Group 3, results will be evaluated over two program years. The district should report the information and NYSED will report the results as "Pending Data" for the site or group.

## ***Statewide Accountability Data***

### ***Performance Measurement Standards***

- Meet State Standards - Programs will be determined to meet State standards if they meet or exceed all statewide reference points established for each group of students.
- Below State Standards - Programs will be determined to be below State standards if they do not meet statewide reference points for any of the groupings of students.
- Far Below State Standards - Programs that are furthest removed from meeting statewide reference points for the groupings of students that they are measuring. The cutoff point for furthest removed from meeting State standards will be determined by the Commissioner based on a review of data.

Programs that are designated as "Far Below State Standards" will be given two years to improve their performance.

### ***Measure of Success Statewide Reference Points (SRP)***

The following reference point has been established for each of the performance measures. The ultimate goal of the program is to continue to increase student performance in each of the performance measure.

- *Group 1 – Measure 1 – GED® Test Success Rate – 56 percent*
- *Group 2 – Measure 2 – Student Success Rate – 64 percent*
- *Group 3 – Measure 3 – Dropout Rate – 31 percent*

NOTE: Dropout rates are better if they are lower. Therefore, for this measure, programs with a higher dropout rate are not meeting the statewide reference point and have not met the State standard.

*\*Statewide Performance Measurement Standards are based on the SASS data. This criteria for accountability may be revised. As information becomes available, you will be informed via email or posting on the SSS website.*

## ***Instructions for Completing SASS Table***

### ***Group 1 Students ONLY***

**Group 1** - Report by literacy level, at point of entry to the program, all students who tested at 9.0 level or higher in reading and mathematics and received at least 150 hours of instruction during the year. Use the lower level of mathematics or reading literacy if students test at different levels. Report the number of students without disabilities separate from students with disabilities. Record the number of students in **Group 1** with disabilities and without disabilities who passed the GED® Test during the school year.

### ***Group 2 Students ONLY***

**Group 2** - Report by literacy level, at point of entry to the program, all students who tested at 8.9 level or lower in reading or mathematics and received at least 150 hours of instruction during the year. Record the number of students in **Group 2** with disabilities and without disabilities who passed the GED® Test or advanced a literacy level during the school year.

*Advanced Literacy Level* - Record the number of students who advanced a literacy level or more during the year. Literacy levels are 0.0-1.9, 2.0-3.9, 4.0-5.9, 6.0-8.9, 9.0-10.9, 11 plus. If a student tested at different literacy levels in mathematics and reading, the lowest level score should be used as the base level to determine if the student advanced a literacy level. Students who passed the GED® Test as well as advanced a literacy level, they should only be reported as passing the GED® Test.

### ***Group 3 Students ONLY***

- Report by literacy level, at point of entry to the program, all students who received 12 or more hours and less than 150 hours of instruction during the year.
- Record the number of students in the total enrollment who passed the GED® Test during the school year.
- **For Group 3 students ONLY:** Record the number of students who Remained in Program – Record the number of students who continue to be enrolled for the next school year.
- **For Group 3 students ONLY:** Record the number of students who Dropped out – Record the number of students who did not pass the GED® Test and did not remain in the program. For example, students who left the program are considered dropouts. For jail and/State agencies programs only, students who were enrolled in the educational program but were not actively engaged on their discharge date should be counted as dropouts.

### ***Program Performance***

*GED® Test Success Rate* – The Group 1 performance measure is obtained by dividing the number of students who passed the GED® Test and are eligible for a NYS high school equivalency diploma by the total enrollment in the group. **This will be computed by NYSED.**

*Student Success Rate* – The Group 2 performance measure is obtained by dividing the number of students in the group passing the GED® Test and are eligible for a NYS high school equivalency diploma or advancing a literacy level by the total enrollment in the group. Students who pass the test and advance a literacy level should only be reported as passing the GED® Test. **This will be computed by NYSED.**

*Dropout Rate* – **The Group 3 performance measure is obtained by dividing the number of students recorded in the dropout column by the total enrollment in the group.** This will be computed by NYSED.

Table for Reporting SASS Data

<b>Agency Name</b>	
<b>Site Name</b>	
<b>NYSED Program Code (5 digit)</b>	
<b>Agency Contact Name</b>	
<b>Agency Contact Phone Number</b>	
<b>Agency Contact E-mail</b>	

The table below has been provided for reporting SASS data. Make additional copies of the table when reporting for multiple sites. Tables should be *submitted during the first week of October subsequent to the conclusion of the program year*. Please note that the data must be reported separately for students with disabilities, using the right-hand column under each group. The table should be completed for each site in the district, BOCES or eligible state agency that has a program regardless of the number of students.

Pursuant to Commissioner’s regulations [§100.2\(p\)\(17\)\(iv\)](#) the Commissioner may also place under high school equivalency review any program for which a district or BOCES or eligible entity fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the high school equivalency program. Programs identified as under high school equivalency review status are required to submit a corrective action plan.

The data below is for the AHSEP program operated in the 2023-2024 school year.

**Program Enrollment by Group  
July 1, 2023-June 30, 2024**

Refer to page 22 for the instructions before completing the SASS Table to avoid inaccurate results.

Literacy Level	Group 1		Group 2		Group 3	
	Student without Disability	Student with Disability	Student without Disability	Student with Disability	Student without Disability	Student with Disability
0.0-1.9						
2.0-3.9						
4.0-5.9						
6.0-8.9						
9.0-10.9						
11 plus						
Passed the GED® Test (HSE diploma awarded)						
Advanced Literacy Level						
Remained in Program						
Dropout**						

NYSED will calculate GED® Test Success, Student Success and Dropout Rates based on the data submitted.

\*\* The following statement applies only to jail and State agencies responsible for providing instruction to residential students: Students who were actively engaged in the educational program at their discharge date should not be counted as dropouts.