## 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 TASC and/or 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 TASC and/or 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 TASC and/or GED® Test as well as advanced a literacy level, they should only be reported as passing the TASC and/or 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 TASC and/or 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 TASC and/or 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

*TASC and/or GED® Test Success Rate* – The Group 1 performance measure is obtained by dividing the number of students who passed the TASC and/or 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 TASC and/or 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 TASC and/or 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

|  |  |
| --- | --- |
| Agency Name |  |
| Site Name |  |
| NYSED Program Code (5 digit) |  |
| Agency Contact Name |  |
| Agency Contact Phone Number |  |
| Agency Contact E-mail |  |

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)](https://govt.westlaw.com/nycrr/Document/I3652900bc22211ddb29d8bee567fca9f?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)) 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 TASC and/or 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