

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

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Introduction

The following document provides answers to questions about the New York State Accountability System under the Every Student Succeeds Act (ESSA). In this document, unless stated otherwise, the term “school” refers to public schools registered by the New York State Board of Regents and public charter schools.

Accountability Statuses

1. What are the school accountability statuses under ESSA?

School in Good Standing, Recognition School (a subset of schools in Good Standing), Targeted Support and Improvement (TSI) School, Good Standing: Potential TSI, Comprehensive Support and Improvement (CSI) School, and Good Standing: Potential Target District.

2. What are the district accountability statuses under ESSA?

District in Good Standing, Target District, and Good Standing: Potential Target District.

3. How often are these statuses determined?

Target Districts, Targeted Support and Improvement Schools, and Recognition Schools are identified annually. Comprehensive Support and Improvement designations are made every three years. In the future, TSI schools that consistently fail to show improvement for the subgroup(s) for which the schools were identified as TSI will be designated as CSI schools.

4. What indicators are used to make school and district status determinations?

School and district statuses are determined using indicators of success.

At the elementary/middle (EM) level, these indicators are:

- **Composite Performance:** Annual student performance in English language arts (ELA), math, and science
- **Academic Progress:** Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs) in ELA and math
- **Student Growth:** Student growth on state assessments in ELA and math for students in grades 4-8 compared to students with similar scores in prior years
- **English Language Proficiency (ELP):** Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
- **Chronic Absenteeism:** Percentage of students who are absent 10% or more instructional days

At the secondary (HS) level, these indicators are:

- **Composite Performance:** Annual student performance in English language arts (ELA), math, science, and social studies
- **Academic Progress:** Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs)
- **English Language Proficiency (ELP):** Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSESLAT)
- **Chronic Absenteeism:** Percentage of students who are absent 10% or more instructional days
- **Graduation Rate:** Graduation rates of students four, five, and six years after first entering grade 9 as of August 31 of the preceding reporting year (lagged year data)

- **College, Career, and Civic Readiness (CCCR):** Percentage of students who are leaving high school prepared for college, career, and civic engagement as measured by diplomas, credentials, 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 race/ethnicity, English language proficiency, disability status, or economic status. The accountability subgroups are: All Students, American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, Economically Disadvantaged, English Language Learner (ELL), and Students with Disabilities.

A student will always be classified as belonging to the All Students group and one of the racial/ethnic groups.

In addition, certain students will also be classified as an economically disadvantaged student, an English language learner, and/or a student with a disability.

6. How is a school identified as a Comprehensive Support and Improvement (CSI) School?

A minimum of five percent of elementary/middle schools in the state, which must include at least five percent of elementary/middle schools receiving Title I, Part A funds, AND a minimum of five percent of high schools in the state, which must include at least five percent of high schools receiving Title I, Part A funds, will be identified every three years as in need of comprehensive support and improvement.

CSI identification criteria:

- CSI identifications are based on the performance of all students in the school (i.e., the All Students group only) and are made every three years, beginning with the 2018-19 school year using 2017-18 school year results.¹ CSI identifications will be made again in the 2021-22 school year using 2020-21 school year results.
- Elementary/middle schools are preliminarily identified as CSI if the All Students group meets any of Scenarios 1-5 in the Elementary/Middle School CSI Identification Criteria table below.
- High schools are preliminarily identified as CSI if the All Students group meets any of Scenarios 1-5 in the High School CSI Identification Criteria table below.
- High schools are also preliminarily identified as CSI if their 4-year graduation rate is below 67 percent and their 5-year or 6-year graduation rates are not at or above 67%.
- 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 CSI. Following the review of any appeals, the Commissioner makes final determinations regarding the status of preliminarily identified schools.

¹ An identified school that serves both elementary/middle and high school grades is counted as a high school for this purpose regardless of whether the school has been identified for the performance of its elementary/middle or high school students.

Elementary/Middle School CSI Identification Methods:

- 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.

High School CSI Identification Methods:

- 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

Scenarios	Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
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 Three 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 Three is Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two of the Three are 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.

- 3) TSI high 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.

Note: A school identified for graduation rate (method 1) can also be identified based on levels (method 2).

7. How is a school identified as a Targeted Support and Improvement (TSI) School?

The same method(s) used to identify Comprehensive Support and Improvement (CSI) schools are used to identify TSI schools. However, TSI identifications are based on the performance of subgroups, not the All Students group, and are made annually based on a subgroup's performance in the past two years.

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 Commissioner makes final determinations regarding the status of preliminarily identified schools.

8. How is a school identified as a School in Good Standing?

- 1) A school that is not identified as a TSI or CSI school is automatically in Good Standing. Some schools in Good Standing will be identified as Recognition schools.
- 2) If a school that was in Good Standing in the 2018-19 school year meets the CSI criteria for the All Students group based on 2018-19 school year results, the school remains in Good Standing in the 2019-20 school year. If this school meets the TSI criteria in the 2019-20 school year for any of the same subgroup(s) for which it met the TSI criteria in the 2018-19 school year, the school will be identified as TSI in 2020-21.

9. How is a school identified as a Recognition School?

A school that is in Good Standing and is high-performing or rapidly improving as determined by the Commissioner is designated a Recognition School. To be identified as a Recognition School, a school must meet the following criteria:

- 1) Be in Good Standing in 2019-20 school year;
- 2) Not have performed at Level 1 for the All Students group on any indicator;
- 3) Not have any subgroup that is Good Standing: Potential TSI;
- 4) Have 95 percent of all students participate in the English language arts and mathematics assessments; and
- 5) Achieve any of the combination of levels on indicators as indicated in the tables below.

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	Either Level 4		Level 4	None*		Any One of the Two is Level 4; No indicator is Level 1
3	Either Level 4		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
5	Either Level 4		Level 4	Level 2		Both Level 4

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

High School Recognition Identification Criteria

Scenario	Composite Performance	Graduation Rate	Combined Composite Performance & Graduation Rate	English Language Proficiency	Progress	Chronic Absenteeism	College, Career, & Civic Readiness
1	Both Level 4		Level 4	None* or ≥ Level 2			No indicator is Level 1
2	Either Level 4		Level 4	None*			Any One of Three is Level 4; No indicator is Level 1
3	Either Level 4		Level 4	Level 4			No Indicator is Level 1
4	Either Level 4		Level 4	Level 3			Any One of Three is Level 4; No indicator is Level 1
5	Either Level 4		Level 4	Level 2			Any Two Level 4; No indicator is Level 1

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

If a school serves both elementary/middle and high school levels, it must meet the selection criteria for both grade levels.

10. How is a school subgroup identified as Good Standing: Potential TSI?

If a school’s subgroup (other than the All Students subgroup) was in Good Standing status during the 2018-19 school year and meets one of the Scenarios based on 2018-19 school year data, then the subgroup is identified as Good Standing: Potential TSI.

Conversely, if a subgroup that was in Good Standing: Potential TSI status during the 2018-19 school year based on 2017-18 school year results does not meet any of the Scenarios based on 2018-19 school year data, the subgroup will return to Good Standing for the 2019-20 school year.

11. How is a district subgroup identified as Good Standing: Potential TD?

Below are the two ways that a district’s subgroup may be identified as Good Standing: Potential Target District (GS:PTD)

- If a district’s subgroup (including All Students subgroup) was in Good Standing status during the 2018-19 school year but meets the identification [Scenario](#) based on 2018-19 school year results for that subgroup.
- If a district has a school with a subgroup identified as “Good Standing: Potential TSI for 2019-20.”

Conversely, if a subgroup that was in Good Standing: Potential TD status during the 2018-19 school year based on 2017-18 school year results does not meet any of the Scenarios based on 2018-19 school year data, the subgroup will return to Good Standing for the 2019-20 school year.

12. How can a school exit Comprehensive or Targeted Support and Improvement status?

CSI Exit Criteria: To exit CSI status, the All Students group for the grade level(s) for which the school was identified as a CSI school must meet either Scenario 1 or 2 in the CSI Making Progress Criteria table(s) below for two consecutive years AND the school must not be required to implement a Participation Rate Improvement Plan unless the All Students group performs at or above Level 2 on the Weighted Average Achievement indicator (for elementary/middle schools) or the Composite Performance indicator (for high schools). Please Note: If the CSI school has a subgroup in TSI status and if that subgroup did not make two years of progress, then the status of the school will be changed to TSI.

Elementary/Middle School CSI Making Progress Criteria

Scenario	Composite Performance ¹	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both \geq Level 2		\geq Level 2		Any Level (None ² , 1-4)	
2	Both of the following are higher in the current year than in the year of identification: a) Sum of Weighted Average Achievement and Core Subject Performance Levels b) Growth Index		\geq Level 2		Not Level 1	

¹ A school must have a valid current year Composite Performance Level to have a Progress status.

² "None" means the school does not have sufficient records (30 results) to assign an accountability level for the indicator.

High School CSI Making Progress Criteria

Scenario	Composite Performance ¹	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both \geq Level 2		\geq Level 2		Any Level (None ² , 1-4)		
2	Both of the following are higher in the current year than in the year of identification: a) Composite Performance Index b) Unweighted Average 4-Year, 5-Year, 6-Year Graduation Rate		\geq Level 2		Not Level 1		

¹ A school must have a valid current year Composite Performance Level to have a Progress status.

² "None" means the school does not have sufficient records (30 results) to assign an accountability level for the indicator.

A school that is required to implement a participation rate improvement plan for the All Students group may not exit CSI status, unless the All Students group performs at or above Level 2 on the Weighted Average Achievement indicator (for elementary/middle schools) or the Composite Performance indicator (for high schools). For more information on ESSA's 95% participation requirements, please see [Question 47](#).

If, because of improved performance, a school no longer meets the criteria for CSI status when the Department determines accountability statuses every three years, the school will be removed from CSI identification. For example, if a school is identified in the 2018-19 school year as CSI based on 2017-18 school year results, the school could first be exited in the 2020-21 school year if it meets the progress 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, and
- 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.
- 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.

15. How is a district identified as a District in Good Standing?

A district that is not identified as a Target District and has no component schools that are identified as TSI or CSI schools is automatically in Good Standing.

Good Standing District Identification Criteria:

- 1) A district that is not a Target District is automatically in Good Standing.
- 2) A district that was in Good Standing during the 2018-19 school year and in which no school meets the criteria for TSI using 2018-19 school year data will be in Good Standing for the 2019-20 school year.

16. How can a district exit Target District status?

The same methods used to exit schools from TSI status will be used to exit districts from Target District status. A district must for two consecutive years meet the criteria for removal for all subgroups, including the all students group, for which it was identified, and not be identified for the performance of any additional subgroups in order to exit Target District status. Additionally, to exit Target District status a district must have no component schools that are identified as TSI or CSI schools.

17. How is New York City held accountable at the district level?

New York City is not treated as a single school district. Rather the 32 New York City Community School Districts serve as Local Educational Agencies (LEAs) for accountability purposes. The Community School Districts are held accountable for the results of all of their elementary/middle and high schools. Special rules apply for schools in Community School Districts 75 (Special Education Schools) and Community School District 79 (Alternative Schools District).

Indicators Used to Make Accountability Determinations

18. How is a Composite Performance Level determined at the elementary/middle level?

A Composite Performance Level is determined at the elementary/middle level using the following process for each accountability subgroup:

Step 1: Calculate **English, Math and Science Achievement Indices** using the formula and denominator indicated below:

$$\text{Formula} = 100 * \frac{(\text{Level } 2) + 2(\text{Level } 3) + 2.5(\text{Level } 4)}{\text{Denominator}}$$

Denominator = the greater of 1) continuously enrolled students who have valid test scores, OR 2) 95% of continuously enrolled students with or without valid test scores.

Continuously enrolled students are students who are enrolled in a district or a school on BEDS day (typically the first Wednesday in October) and during the test administration period.

Step 2: Calculate a **Combined ELA, Math, and Science Achievement Index** by summing the ELA, Math, and Science numerators and denominators from Step 1, dividing the combined numerator by the combined denominator, and multiplying that result by 100.

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	100	90	95	20	20	30	20	130	95	137
Math	102	100	97	10	30	40	20	160	100	160
Science	100	90	95	20	20	30	20	130	95	137
Weighted Average Achievement Index	302	280	287	50	70	100	60	420	290	145

Calculate a weighted average of the ELA, Math, and Science Achievement Indices using the following steps:

- 1) Sum the ELA, Math Science Achievement Indices numerators
- 2) Sum the ELA, Math and Science Indices denominators
- 3) Divide the resulting numerator by the resulting denominator
- 4) Multiply that result by 100

Compute only for [subgroups with 30 or more](#) student results.

$$\text{Numerator: } ELA[(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)] + \\ Math[(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)] + \\ Science[(Level\ 2) + 2(Level\ 3) + 2.5(Level\ 4)]$$

Denominator: ELA (greater of continuously enrolled tested and 95% of continuously enrolled) + Math (greater of continuously enrolled tested and 95% of continuously enrolled) + Science (greater of continuously enrolled tested and 95% of continuously enrolled)

$$\text{Weighted Average Achievement Index: } 100 * \frac{\text{Numerator}}{\text{Denominator}}$$

Step 3: Rank order schools by their Weighted Average Achievement Index from Step 2. The higher the rank, the better the performance. In the example in Step 4, the Weighted Average Index is 145. In the sample below, we call this school "School T." If New York State (NYS) had 20 schools, Schools A through T, with Weighted Average Indices ranging from 25 to 240, School T would be ranked 13, as indicated in the example below.

Example of Elementary/Middle-Level Weighted Average Achievement Index Ranking

School	Weighted Average Achievement Index	Rank
School J	25	1
School A	55	2
School F	70	3
School S	85	4
School D	92	5
School N	100	6
School G	110	7
School B	115	8
School Q	119	9
School C	125	10
School R	135	11
School I	140	12

School	Weighted Average Achievement Index	Rank
School T	145	13
School O	166	14
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 50%	2
50.1 to 75%	3
Greater than 75%	4

**Example of Elementary/Middle-Level
Weighted Average Achievement Level**

School	Rank	Rank Range	Weighted Average Index Level
School J	1	10% or Less	1
School A	2	10% or Less	1
School F	3	10.1 to 50%	2
School S	4	10.1 to 50%	2
School D	5	10.1 to 50%	2
School N	6	10.1 to 50%	2
School G	7	10.1 to 50%	2
School B	8	10.1 to 50%	2
School Q	9	10.1 to 50%	2
School C	10	10.1 to 50%	2
School R	11	50.1 to 75%	3
School I	12	50.1 to 75%	3
School T	13	50.1 to 75%	3
School O	14	50.1 to 75%	3
School E	15	50.1 to 75%	3
School K	16	Greater than 75%	4
School L	17	Greater than 75%	4
School H	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Step 5: Calculate an elementary/middle-level **Core Subject Index** for ELA, Math, and Science using the following steps:

- 1) Sum the numerators and denominators
- 2) Divide the summed numerator by the summed denominator
- 3) Multiply the result by 100 to create a Core Subject Index

N-Size Special Rule:

If Weighted Average n-size is ≥ 30 (over 2 years) and Core Subject n-size < 30 (over 2 years), a Core Subject Performance Index is calculated for subgroups with n of 15 or more where the n size for the Core Subject calculation is at least 50% of the n size for the Weighted Average calculation.

$$\text{Index Formula: } 100 * \frac{(\text{Level 2}) + 2(\text{Level 3}) + 2.5(\text{Level 4})}{\text{Denominator}}$$

Denominator: continuously enrolled students who have valid test scores

Example of Elementary/Middle-Level Core Subject Index

Subject	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
ELA	95	25	20	30	20	130	95	137
Math	100	10	30	40	20	160	100	160
Science	40	0	10	14	16	78	40	195
Core Subject Index	235	35	60	84	56	368	235	157

Step 6: Rank order schools by their Core Subject Index from Step 5. In the example in Step 5, the Core Subject Index is 157. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Core Subject Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

Example of Elementary/Middle-Level Core Subject Index Ranking

School	Core Subject Index	Rank
School J	28	1
School S	86	2
School D	99	3
School F	110	4
School G	110	5
School B	115	6
School A	125	7
School C	140	8
School R	140	9
School T	157	10
School N	160	11
School O	168	12
School I	170	13
School L	188	14
School Q	190	15
School K	190	16
School H	215	17
School E	220	18
School M	240	19
School P	240	20

Step 7: 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 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2 for the Core Subject Index, as indicated below.

Core Subject Level Assignment

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle-Level Core Subject Index Level

School	Rank	Rank Range	Core Subject Level
School J	1	10% or Less	1
School S	2	10% or Less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
School C	8	10.1 to 50%	2
School R	9	10.1 to 50%	2
School T	10	10.1 to 50%	2
School N	11	50.1 to 75%	3
School O	12	50.1 to 75%	3
School I	13	50.1 to 75%	3
School L	14	50.1 to 75%	3
School Q	16	50.1 to 75%	3
School K	15	Greater than 75%	4
School H	17	Greater than 75%	4
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Step 8: Sum the Weighted Average Achievement Index Level from Step 4 and the Core Subject Index Level from Step 7 for a Combined Level from 2 to 8.

Example of Elementary/Middle-Level Combined Levels

School	Weighted Average Index Level	Core Subject Level	Combined Level
School J	1	1	2
School S	2	1	3
School A	1	2	3
School F	2	2	4
School D	2	2	4
School G	2	2	4
School B	2	2	4
School C	2	2	4
School N	2	3	5
School K	4	4	8
School R	3	2	5
School T	3	2	5
School Q	2	3	5
School I	3	3	6
School O	3	3	6
School L	4	3	7
School E	3	4	7
School H	4	4	8

School	Weighted Average Index Level	Core Subject Level	Combined Level
School K	4	4	8
School M	4	4	8
School P	4	4	8

Step 9: Rank schools by their Combined Level. For schools with the same Combined Level, rank schools within that Level using the higher of the Weighted Average Achievement Index Rank and the Core Subject Index Rank to determine the **Final Rank**.

Example of Elementary/Middle-Level Final Rank Ranking

School	Weighted Average Index Rank	Core Subject Rank	Higher Rank	Combined Level	Final Rank
School J	1	1	1	2	1
School S	4	2	4	3	2
School A	2	7	7	3	3
School F	3	4	4	4	4
School D	5	3	5	4	5
School G	7	5	7	4	6
School B	8	6	8	4	7
School C	10	8	10	4	8
School N	6	11	11	5	9
School R	11	9	11	5	10
School T	13	10	13	5	11
School Q	9	15	15	5	12
School I	12	13	13	6	13
School O	14	12	14	6	14
School L	17	14	17	7	15
School E	15	18	18	7	16
School K	16	16	16	8	17
School H	18	17	18	8	18
School M	19	19	19	8	19
School P	20	20	20	8	20

Step 10: Use the Final Rank and the table below to determine the **Composite Performance Index Level**. In the case of Sample School T, the Composite Level is 3.

Composite Performance Index Level Assignment

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Elementary/Middle-Level Composite Performance Index Level

School	Final Rank	Composite Level
School J	1	1
School S	2	1
School A	3	2
School F	4	2
School D	5	2
School G	6	2
School B	7	2
School C	8	2

School	Final Rank	Composite Level
School N	9	2
School R	10	2
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.
- Schools/districts accountable for the All Students group will be rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the students with disabilities, English language learner, and economically disadvantaged groups. However, ranking for racial/ethnic groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file. The highest rank for the group included in the file is the one that is used to determine outcomes for racial/ethnic groups as a whole.
- If an accountability group is assigned a Weighted Average Achievement Level but not a Core Subject Performance Level, then the school’s Weighted Average Achievement Level is used as the group’s Composite Performance Level.
- Composite Performance levels for groups in schools that serve only Grades Kindergarten, 1 and/or 2 are determined using “Feeder/eater” back mapping rules (see [Question 50](#)).

19. What tests are used to determine Elementary/Middle-Level Composite Performance Indices?

At the elementary/middle level, the following exams are used for determining Composite Performance Indices:

- the New York State Testing Program (NYSTP) assessments in ELA and math in Grades 3-8;
- the New York State Alternative Assessment (NYSAA) in ELA and math when the student is age equivalent to Grades 3-8 and the NYSAA in science when the student is age equivalent to Grades 4 and 8, if the student’s Committee on Special Education (CSE) determines that the student is eligible to take the NYSAA in lieu of the NYSTP;
- the Grade 4 Elementary-Level Science Test;
- the Grade 8 Intermediate-Level Science Test;
- a Regents mathematics exam in lieu of the NYSTP assessment in Grades 7 and 8; and
- a Regents science exam in lieu of the Grade 8 Intermediate-Level Science Test.

If more than one exam is taken in the same grade/subject in the same reporting year, the following hierarchy is used to determine which results will be used when calculating the Composite Performance Index:

- **ELA:** 1) NYSTP, 2) NYSAA
- **Math:** 1) NYSTP, 2) Regents in Lieu of NYSTP, 3) NYSAA
- **Science:** 1) Grades 4 & 8 Science Test taken in current year, 2) NYSAA, 3) Regents in Lieu of Grade 8 Science, 4) Grade 8 Science Test taken in previous year as 7th grader

20. How are student results on Regents exams converted to high school accountability levels?

Please see [Question 45](#) regarding how scores of students on Regents exams are converted to accountability levels.

21. How is a Composite Performance Level determined at the secondary level?

A Composite Performance Level at the secondary level is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate **English, Math, Science, and Social Studies Indices** using the formula and denominator indicated below:

$$\text{Formula} = 100 * \frac{(\text{Level } 2) + 2(\text{Level } 3) + 2.5(\text{Level } 4)}{\text{Denominator}}$$

Denominator: four-year cohort as of June 30 (students who entered Grade 9 in the same year and were enrolled in the school/district/state on June 30th four years later):

Example of Secondary-Level ELA and Math Indices

Subject	# of Students in Cohort	# L1	# L2	# L3	# L4	Numerator	Denominator	Index
ELA	100	10	20	30	40	180	100	180
Math	100	10	30	40	20	160	100	160
Science	100	40	30	20	10	95	100	95
Social Studies	100	25	25	25	25	138	100	138

Step 2: Using the Indices from Step 1 calculate a **Composite Performance Index** using the following formula:

$$\text{Composite Performance Index Formula: } \frac{3(\text{Secondary-Level ELA PI}) + 3(\text{Secondary-Level Math PI}) + 2(\text{Secondary-Level Science PI}) + (\text{Secondary-Level Social Studies PI})}{9}$$

Example of Secondary-Level Composite Performance Index

Subject	PI	Weight	Weighted Value	Composite Performance Index
ELA	180	3	(180 × 3) = 540	1,348 ÷ 9 = 149.8
Math	160	3	(160 × 3) = 480	
Science	95	2	(95 × 2) = 190	
Social Studies	138	1	(138 × 1) = 138	
		Denominator = 9	Numerator = 1348	150

If a school does not have sufficient results to compute a Performance Index for one or more of the subjects, the denominator is the sum of the weights for the subjects for which a Performance Index was computed. For example, the denominator would be 8 if the school had a Performance Index computed for ELA, math, and science, but not social studies.

Step 3: Rank schools based on their Composite Performance Index from Step 4. In the example in Step 1, the Composite Performance Index is 150. In the sample below, we call this school "School T." If NYS had

20 schools, Schools A through T, with Composite Performance Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

Example of Secondary-Level Composite Performance Index Ranking

School	Composite Performance Index	Rank
School J	28	1
School S	86	2
School D	99	3
School F	110	4
School G	110	5
School B	115	6
School A	125	7
School C	140	8
School R	140	9
School T	150	10
School N	160	11
School O	168	12
School I	170	13
School L	188	14
School Q	190	16
School K	190	15
School H	215	17
School E	220	18
School M	240	19
School P	240	20

Step 4: Assign a **Composite Performance Achievement 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 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2, as indicated below.

Composite Performance Achievement Level Assignment

Rank	Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Example of Secondary-Level Composite Performance Achievement Level

School	Rank	Rank Range	Composite Performance Achievement Level
School J	1	10% or Less	1
School S	2	10% or Less	1
School D	3	10.1 to 50%	2
School F	4	10.1 to 50%	2
School G	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School A	7	10.1 to 50%	2
School C	8	10.1 to 50%	2
School R	9	10.1 to 50%	2

School	Rank	Rank Range	Composite Performance Achievement Level
School T	10	10.1 to 50%	2
School N	11	50.1 to 75%	3
School O	12	50.1 to 75%	3
School I	13	50.1 to 75%	3
School L	14	50.1 to 75%	3
School K	15	50.1 to 75%	3
School Q	16	Greater than 75%	4
School H	17	Greater than 75%	4
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	20	Greater than 75%	4

Notes:

- Schools are rank ordered with all other schools. Districts are rank ordered with all other districts.
- Schools/districts accountable for the All Students group are rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the students with disabilities, English language learner, and economically disadvantaged groups. However, ranking for racial/ethnic groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file. The highest rank for the group included in the file is the one that is used to determine outcomes for racial/ethnic groups as a whole.

22. What tests are used to determine Secondary-Level Composite Performance Indices?

At the secondary level, the following exams are used for determining Composite Performance Indices:

- Regents exams in English, math, science, and social studies;
- Approved alternatives to Regents exams in English, math, science, and social studies;
- The New York State Alternate Assessment (NYSAA) in ELA, math, and science at the secondary level, if the student’s Committee on Special Education (CSE) determines that the student is eligible to take the NYSAA in lieu of a Regents exam.

If more than one exam is taken in the same subject, the following hierarchy is used to determine which results will be used when calculating the Composite Performance Index:

- 1) Accountability Level 3 or 4 on a Regents examination;
- 2) Passing score on an alternative to a Regents examination;
- 3) Accountability Level 2 on a Regents examination;
- 4) New York State Alternate Assessment Level 2, 3, or 4 (NYSAA is used only if it is the only assessment taken);
- 5) Accountability Level 1 on any exam used for accountability. If the student takes any combination of Regents, Alternative to Regents, and NYSAA and receives a Level 1 on all assessments taken, the assessment used is the first in the list (Regents, Alternative to Regents, NYSAA).

If the student takes multiple Regents exams in the same subject, the exam for which the student receives the highest accountability performance level is used. If the student receives the same accountability performance level on multiple exams, the exam for which the student receives the highest numeric score is used. Students who do not take an exam in a subject while a member of the accountability cohort are included in the denominator when computing the Performance Index in a subject.

Passing scores for approved alternatives to Regents examinations are available in the *School Administrator’s Manual, Secondary Level Examinations* at <http://www.p12.nysed.gov/assessment/manuals/home.html>.

23. How is a Student Growth Level determined?

A Student Growth Level is determined for Grades 4-8 English language arts (ELA) and mathematics for each accountability subgroup. Only students who are continuously enrolled and who took the test in the previous grade level in the prior school year and the next sequential grade level in the current school year are included. For example, for current year Grade 4 students, only students who took Grade 3 ELA in the prior year and Grade 4 ELA in the current year will be counted in the growth calculation in the current year. Current year Grade 3 students will not be included in the growth calculation because there is no Grade 2 ELA or math assessment from which growth can be determined.

Individual student growth is determined by comparing the score the student received in the current year to the scores of other students in the current year with similar scores in prior years. The **Student Growth Percentile (SGP)** indicates how that student compared to other students.

Three years of ELA and three years of math SGPs are summed and then divided by the number of results to create the mean growth percentile (MGP), which is the **Growth Index**.

A **Growth Level** is then determined using the table below.

Growth Index	Growth Level
45% or less	1
45.1 to 50%	2
50.1 to 54%	3
Greater than 54%	4

Note: The Commissioner may assign a level 1 to a subgroup whose MGP is below a percentage established by the Commissioner, and the Commissioner may assign a Level 2 to a subgroup whose MGP is at or above a percentage established by the Commissioner. The Commissioner did not use this authority in assigning growth levels to 2018-19 school year results. See the *Monograph: Measuring Student Growth For Institutional Accountability in New York* at <http://www.nysed.gov/essa/information-educators-and-schools>.

24. What tests are used to determine Student Growth?

The New York State Testing Program (NYSTP) assessments in ELA and math in Grades 3-8 are used to determine Student Growth. Students who take Regents examinations in lieu of the Grade 7 or the Grade 8 NYSTP in math and students who take the New York State Alternate Assessment (NYSAA) in lieu of the Grades 3-8 NYSTP ELA and math assessments are not included in the student growth indicator.

25. How is a Graduation Rate Level determined?

Graduation Rate Levels are determined using “cohorts” of students who enter Grade 9 in the same school year or, for ungraded students with disabilities, attained the age of 17 in that same school year. On June 30th four, five, and six years after the students enter Grade 9 or turn 17, the students are considered part of the **4-Year Graduation Rate Total Cohort**, the **5-Year Graduation Rate Total Cohort**, and the **6-Year Graduation Rate Total Cohort**, respectively. On August 31st four, five, and six years after the students enter Grade 9 or turn 17, the State identifies students in the 4-year, 5-year, and 6-year graduation rate

total cohorts who earned a Regents or local diploma. These students are counted as “graduates” when determining graduation rate. Dropouts are included in the graduation rate calculation as non-completers. Students who transfer to another school, are incarcerated, leave the country, or die are excluded.

The graduation rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned a local or Regents diploma by August 31 by the number of students in the cohort as of June 30. Because August graduation data are not available typically until October, which is two months into the school year, graduation rate accountability data are lagged by one year. For example, for 2018-19 school year results used to determine the accountability status of schools for the 2019-20 school year:

- The 4-year graduation rate will be based on students enrolled on June 30, 2018 who entered Grade 9 in the 2014-15 school year (the 2014 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2018.
- The 5-year graduation rate will be based on students enrolled on June 30, 2018 who entered Grade 9 in the 2013-14 school year (the 2013 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2018.
- The 6-year graduation rate will be based on students enrolled on June 30, 2018 who entered Grade 9 in the 2012-13 school year (the 2012 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2018.

Districts will be given the opportunity to use the most current year (non-lagged) graduation rate data to appeal an accountability or progress determination.

The graduation rate **End Goal** for each subgroup is 95% for the 4-year cohort, 96% for the 5-year cohort, and 97% for the 6-year cohort.

For 2017-18 school year results, the previous year’s graduation rate was used as a **Baseline** to calculate the long-term goals and Measures of Interim Progress (MIPs). For 2018-19 school year results, 2016-17 Baselines were used for most schools/districts. Some schools/districts or subgroups will use 2017-18 Baselines due to appeals, reconfigurations, or subgroups becoming accountable.

A **Long-Term Goal** is the amount of progress, based on the State’s Baseline that the State expects to make towards achieving the State’s End Goal over the next five years. Initially, this 2021-22 school year Long-Term goal was determined by subtracting the State’s Baseline from the end goal, multiplying the result by 0.20, and adding that result to the State’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

For example, if the State’s 4-year graduation rate total cohort baseline is 81.8:

$$95 - 81.8 = 13.2$$

$$13.2 \times 0.20 = 2.64 = 2.6$$

$$81.8 + 2.6 = 84.4$$

$$\text{State Long-Term Goal for 2021-22} = 84.4$$

State Long-Term Goal for 2022-23 = 84.4 + 0.6 (rounded) = 85. 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 83.9.

A **Measure of Interim Progress (MIP)** is determined at both the state level and the school/district level.

- The State MIP is calculated by subtracting the State Baseline from the State’s End Goal, multiplying the result by 0.20, dividing that result by 5 to get the “progress points,” and then adding that result to the State Baseline.
- The School/District MIP is calculated by subtracting the School/District Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5 to get the “progress points,” and then adding that result to the School/District Baseline.

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.

For example, if the 2016-17 State Baseline for the 4-year graduation rate total cohort is 81.8:

$$95 - 81.8 = 13.2$$

$$13.2 \times 0.20 = 2.64$$

$$2.64 \div 5 = 0.528 = 0.5$$

$$81.8 + 0.5 = 82.3$$

2017-18 State MIP = 82.3

2018-19 State MIP = 82.8

2019-20 State MIP = 83.3

2020-21 State MIP = 83.8

2021-22 State MIP = 84.4

If a school’s 2016-17 4-year graduation rate total cohort baseline is 55.3:

$$95 - 55.3 = 39.7$$

$$39.7 \times 0.20 = 7.94$$

$$7.94 \div 5 = 1.588 = 1.6$$

$$55.3 + 1.6 = 56.9$$

2017-18 School MIP = 56.9

2018-19 School MIP = 58.5

2019-20 School MIP = 60.1

2020-21 School MIP = 61.7

2021-22 School MIP = 63.3

Schools are then assigned a **Graduation Rate Level** from 1 to 4 for each cohort (4-year, 5-year, and 6-year) based on whether they met the State’s Long-Term Goal, the State’s MIP or the School/District’s MIP. The Graduation Rate Levels for the 4-year, 5-year, and 6-year graduation rate cohorts are averaged and rounded (up for 0.5 and higher and down for 0.49 and lower) to determine a final Graduation Rate Level for the school. For example, if the average of 4-year, 5-year, and 6-year graduation rate levels 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.

- **Did not meet MIP:** The school 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 “Exceeded Long-Term Goal.”
- **Exceeded 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 to be considered to have “Exceeded Long-Term Goal.”

For example, if the End Goal is 95 and the Long-Term Goal is 85:

$$95 - 85 = 10$$

$$10 \div 2 = 5$$

$$85 + 5 = 90$$

90 = cut point for Exceeded Long-Term Goal

Did Not Meet Long-Term Goal < 90

Met Long-Term Goal ≥ 85 and < 90

Exceeded Long-Term Goal ≥ 90

Graduate Rate Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded 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-Term Goal), less than the State MIP of 82.8, and less than the School MIP of 58.5 (Did not meet MIP).

** If the school's 2018-19 graduation rate is 59, the school's 2018-19 graduation rate Level is 2, because 59 is less than the State Long-Term Goal of 85 (Did Not Meet Long-Term Goal), less than the State MIP of 82.8, but greater than or equal to the school MIP of 58.5 (Met lower MIP).

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

26. How is Safe Harbor determined for Graduation Rate?

A school that does not meet the lower of the school/district's MIP or State's MIP but increases its graduation rate by an amount that is equal to or greater than both MIP increases (school/district and State) will meet the criteria for Safe Harbor and be assigned a Level 2.

Example:

2017-18 School MIP = 56.9

2018-19 School MIP = 58.5

Year's increase required in School's MIP: $58.5 - 56.9 = 1.6$

2017-18 State MIP = 82.3

2018-19 State MIP = 82.8

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

2017-18 School 4-year graduation rate = 50.0

2018-19 School 4-year graduation rate = 52.0

Year's increase in graduation rate: $52.0 - 50.0 = 2.0$

The school graduation rate (52.0) did not meet its 2018-19 MIP of 58.5 or the 2018-19 State MIP of 82.8. However, the school's increase in graduation rate (2.0) is equal to or greater than the higher of the two MIP increases (School's MIP increase of 1.6). Therefore, the school met the criteria for Safe Harbor and its Level is 2, instead of 1.

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 = 60.0

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 (60) to 2018-19 (63.0) was 3.0 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 3.0 (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 Performance Level, then the school's accountability status will be determined using the [self-assessment](#) process.

Step 1. Calculate the sum of the Composite Performance rank and the Growth rank.

Formula = (Composite Rank) + (Growth Rank)

**Example of Elementary/Middle-Level
Combined Composite Performance and Growth Index**

Indicator	Level	Rank
Composite Performance	2	6
Growth	3	13

Step 2. Rank order schools by the sum of their Composite Performance Rank and Growth Rank from Step 1. In the example in Step 1, the sum of the Composite Performance Rank and Growth Rank is 19. In the sample below, we call this school “School G.” If NYS had 20 schools, Schools A through T, with Composite Ranks and Growth Ranks ranging from 1 to 20, School G would be ranked 9, as indicated in the example below.

**Example of Elementary/Middle-Level
Combined Composite Performance and Growth Ranking**

School	Composite Performance Rank	Growth Rank	Sum of Ranks	Rank
School J	1	2	3	1
School A	3	1	4	2
School S	2	4	6	3
School D	5	3	8	4
School F	4	8	12	5
School B	7	5	12	5
School N	9	6	15	7
School Q	12	6	18	8
School G	6	13	19	9
School C	8	12	20	10
School R	10	14	24	11
School I	13	11	24	11
School O	14	10	24	11
School L	15	9	24	11
School T	11	17	28	15
School E	16	16	32	16
School H	18	15	33	17
School K	17	17	34	18
School P	20	17	37	19
School M	19	20	39	20

Step 3. Assign a **Level** based on the school’s rank from Step 2 and the table below. In the case of School G, the rank is within the 10.1% to 50% range compared to the other 19 schools, so School G would receive a Level 2, as indicated below.

**Combined Composite Performance
and Growth Level Assignment**

Rank Based on Combined Indicator Rankings	Combined Index Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

**Example of Elementary/Middle-Level
Combined Composite Performance & Growth Level**

School	Rank	Rank Range	Weighted Combined Composite Performance & Growth Level
School J	1	10% or Less	1
School A	2	10% of Less	1
School S	3	10.1 to 50%	2
School D	4	10.1 to 50%	2
School F	5	10.1 to 50%	2
School B	5	10.1 to 50%	2
School N	7	10.1 to 50%	2
School Q	8	10.1 to 50%	2
School G	9	10.1 to 50%	2
School C	10	10.1 to 50%	2
School R	11	50.1 to 75%	3
School I	11	50.1 to 75%	3
School O	11	50.1 to 75%	3
School L	11	50.1 to 75%	3
School T	15	50.1 to 75%	3
School E	16	Greater than 75%	4
School H	17	Greater than 75%	4
School K	18	Greater than 75%	4
School P	19	Greater than 75%	4
School M	20	Greater than 75%	4

Step 4. Sum the Composite Performance Level and the Growth Level, calculate the average, and round the result down. If the unweighted average of the Composite Performance Level and the Growth Level rounded down is greater than the Level resulting from the table above, the unweighted average of the Composite Performance Level and Student Growth Level rounded down shall be assigned as the Combined Composite Performance and Growth Level. In the example, School G is Level 4 for Composite Performance and Level 2 for Student Growth. School G is assigned a Level 3 even though School G's rank based on Combined Performance and Student Growth is not at the 50th percentile or higher.

**Example of Elementary/Middle-Level
Combined Composite Performance & Growth Level Assignment**

School	Composite Performance Level	Growth Level	Weighted Combined Composite Performance & Growth Level	Unweighted Combined Composite Performance & Growth Level	Combined Composite Performance & Growth Level
School J	1	1	1	1	1
School A	2	1	1	1	1
School S	1	2	2	1	2
School D	2	2	2	2	2
School F	2	2	2	2	2
School B	2	2	2	2	2
School N	2	2	2	2	2
School Q	3	2	2	2	2
School G	4	2	2	3	3
School C	2	3	2	2	2
School R	2	3	3	2	3
School I	3	3	3	3	3

School	Composite Performance Level	Growth Level	Weighted Combined Composite Performance & Growth Level	Unweighted Combined Composite Performance & Growth Level	Combined Composite Performance & Growth Level
School O	3	2	3	3	3
School L	3	2	3	3	3
School T	3	4	3	3	3
School E	4	4	4	4	4
School H	4	3	4	4	4
School K	4	4	4	4	4
School P	4	4	4	4	4
School M	4	4	4	4	4

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
School E	4	89	16

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 T	4	91	17
School K	4	95	18
School P	4	97	19
School M	4	100	20

Step 2. Sum the Composite Performance rank and the Graduation Rate rank.

**Example of Combined Composite Performance
and Graduation Rate Summed Ranks**

Indicator	Level	Rank
Composite Performance	2	8
Graduation Rate	3	12

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 27. In the sample below, we call this school “School C.” If NYS had 20 schools, Schools A through T, with Composite Ranks and Graduation Rate Ranks ranging from 1 to 20, School C would be ranked 9, as indicated in the example below.

**Example of Combined Composite Performance
and Graduation Rate Ranking**

School	Composite Performance Rank	Graduation Rate Rank	Sum of Ranks	Rank
School J	35	60	95	1
School J	1	1	2	1
School S	2	3	5	2
School D	3	5	8	3
School F	4	4	8	3
School A	7	2	9	5
School B	6	7	13	6
School N	11	6	17	7
School G	5	13	18	8
School C	8	12	20	9
School O	12	9	21	10
School R	9	14	23	11
School I	13	11	24	12
School L	14	10	24	12
School Q	16	8	24	12
School T	10	17	27	15
School H	17	15	32	16
School K	15	18	33	17
School E	18	16	34	18
School M	19	20	39	19

Step 4. Assign a **Level** based on where the school fell in the rank and the table below. In the case of School C, the rank is within the 10.1% to 50% range compared to the other 19 schools, so School C would receive a Level 2, as indicated below.

**Combined Composite Performance
and Graduation Rate Level Assignment**

Rank Based on Combined Indicator Rankings	Combined Index Level
10% or less	1
10.1% to 50%	2
50.1 to 75%	3
Greater than 75%	4

**Example of High School-Level
Combined Composite Performance & Graduation Rate Level**

School	Rank	Rank Range	Weighted Combined Composite Performance & Graduation Rate Level
School J	1	10% or Less	1
School S	2	10% of Less	1
School D	3	10.1 to 50%	2
School F	3	10.1 to 50%	2
School A	5	10.1 to 50%	2
School B	6	10.1 to 50%	2
School N	7	10.1 to 50%	2
School G	8	10.1 to 50%	2
School C	9	10.1 to 50%	2
School O	10	10.1 to 50%	2
School R	11	50.1 to 75%	3
School I	12	50.1 to 75%	3
School L	12	50.1 to 75%	3
School Q	12	50.1 to 75%	3
School T	15	50.1 to 75%	3
School H	16	Greater than 75%	4
School K	17	Greater than 75%	4
School E	18	Greater than 75%	4
School M	19	Greater than 75%	4
School P	19	Greater than 75%	4

Step 5 Sum the **Composite Performance Level** and the unweighted Graduation Rate Level. Divide by two and round down. If this unweighted average result is greater than the Level resulting from the table above, the unweighted average result will be the Level used for the Combined Composite Performance and Graduation Rate Indicator. In the example, School C is Level 4 for Composite Performance and Level 2 for Graduation Rate. School C is assigned a Level 3 even though School C's rank based on Combined Performance and Graduation Rate is not at the 50th percentile or higher.

**Example of High School-Level
Combined Composite Performance & Graduation Rate Level Assignment**

School	Composite Performance Level	Graduation Rate Level	Combined Composite Performance & Graduation Rate Level (Based upon Ranks)	Unweighted Combined Composite Performance & Graduation Rate Level	Combined Composite Performance & Graduation Rate Level
School J	1	1	1	1	1
School S	1	2	1	1	1

School	Composite Performance Level	Graduation Rate Level	Combined Composite Performance & Graduation Rate Level (Based upon Ranks)	Unweighted Combined Composite Performance & Graduation Rate Level	Combined Composite Performance & Graduation Rate Level
School D	2	2	2	2	2
School F	2	2	2	2	2
School A	2	1	2	1	2
School B	2	2	2	2	2
School N	3	2	2	2	2
School G	2	3	2	2	2
School C	4	2	2	3	3
School O	3	2	2	2	2
School R	2	3	3	2	3
School I	3	3	3	3	3
School L	3	2	3	2	3
School Q	4	2	3	3	3
School T	2	4	3	3	3
School H	4	3	4	3	4
School K	3	4	4	3	4
School E	4	4	4	4	4
School M	4	4	4	4	4
School P	4	4	4	4	4

30. How is an English Language Proficiency (ELP) Level determined?

All students identified as English Language Learners (ELLs) must take the New York State English as a Second Language Achievement Test (NYSESLAT) until they demonstrate English proficiency. Scale scores on the NYSESLAT are converted to five performance levels: *Entering, Emerging, Transitioning, Expanding, and Commanding*. One way in which students can exit ELL status is to achieve an overall scale score in the Commanding range, which shows that they have demonstrated English proficiency.

For each accountability subgroup, an **ELP Level** is determined by calculating a **Benchmark**, a **Progress Rate**, and a **Success Ratio**. A **Benchmark** is the probability that ELL students tested on the NYSESLAT will demonstrate Sufficient Progress. **Progress Rate** is the actual percentage of students demonstrating Sufficient Progress. The **Success Ratio** is determined by dividing the **Progress Rate** by the **Benchmark**.

Step 1: Calculate the statewide probability of a student making progress based on the ELP level determined using the NYSESLAT in the initial year of ELL identification and the number of years the student has been in ELL status.

Probability that ELL Students Tested on the NYSESLAT Demonstrate Sufficient Progress²

NYSESLAT Level in Initial Year of ELL Identification	Number of Years in ELL Status	Probability
Entering	2	0.76
	3	0.62
	4	0.44
	5	0.39
Emerging	2	0.58
	3	0.49
	4	0.42
Transitioning	2	0.54
	3	0.42
Expanding	2	0.25
Commanding	1	1.00 ³

Step 2: Calculate the **Benchmark** by summing the probabilities of making progress for all continuously enrolled (students enrolled on BEDS day—typically the first Wednesday of October—and during the test administration period) ELL students tested on the NYSESLAT and dividing by the number of continuously enrolled ELL students tested on the NYSESLAT.

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 ÷ 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.

² While probabilities are calculated for all ELL students regardless of the number of years in ELL status, this table presents probabilities for those years over which a student would be expected to become English proficient.

³ Students who score Commanding in Year 1 immediately qualify to exit ELL status. The 1.00 probability reflects the 100% likelihood of students who score Commanding in Year 1 to exit ELL status. For more information about the rules applied to these students, see the notes on Students in Year 1.

- 5) Using Methods 1, 2, and 3 described below, determine if a student made sufficient progress.
- 6) Calculate the **Progress Rate** by summing the number of continuously enrolled students who made sufficient progress and dividing the result by the number of continuously enrolled tested students.

ELP level quartiles (from step #3 above) are derived using a criterion-referenced approach within each NYSESLAT scale score range. Quartiles are not norm-referenced (i.e., based on the distribution of students within an ELP level). Quartiles are based on the applicable year in which the student took the NYSESLAT. The table below details the NYSESLAT scaled score ranges for each ELP level and for each ELP level quartile for students taking the 2018-19 NYSESLAT in Grade 9.⁴ The range/size of each quartile within each ELP level (e.g., Level 1: Entering) is equal.

	Entering	Emerging	Transitioning	Expanding	Commanding
Full Range	120–175	176–220	221–262	263–317	318–360
Quartile 1	120-133	176-186	221-230	263-276	N/A
Quartile 2	134-147	187-197	231-241	277-289	
Quartile 3	148-161	198-208	242-251	290-303	
Quartile 4	162-175	209-220	252-262	304-317	

For students scoring ELP Level Commanding, quartiles do not apply. Students scoring Commanding automatically make sufficient progress, as they meet the threshold to exit ELL.

ELL students tested on the NYSESLAT may demonstrate sufficient progress toward English proficiency using one of three methods.

Method 1: Exit ELL status. Students can exit ELL status by:

- 1) Scoring Commanding on the NYSESLAT (regardless of the quartile) in the current year⁵; or
- 2) Scoring Expanding on the NYSESLAT (regardless of the quartile); AND
 - For Grades 3-8, scoring 3 or above on the New York State Testing Program (NYSTP) English Language Arts (ELA) assessment; or
 - For Grades 9-12, scoring 65 or above on the Regents Exam in English.

Method 2: Meet annual ELL progress target. This method examines the student’s ELP level as determined by the NYSESLAT in the initial year of ELL identification and the number of years the student has been in ELL status, and then uses the matrix below to determine if the student has met the progress targets between the current reporting year and the previous reporting year (current year minus one).

⁴ NYSED annually publishes NYSESLAT scale score ranges for determining English Language Proficiency Levels. The most recent 2018-19 report is available at: <http://www.p12.nysed.gov/assessment/nyseslat/2019/nyseslat-conversioncharts19.pdf>.

⁵ Students who exit ELL status in their initial year of ELL identification count as 1.25 (ELP Level 4 cut point) in the numerator and 1 in the denominator for purposes of calculating aggregated school-level progress rates. See Students in Year 1 section for additional details.

Progress Target Matrix for ELL Students

	Annual Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
ELP Level Earned in the Initial Year of ELL Identification	2 Years	3 Years	4 Years	5 Years
Entering	1.25 progress points	1 progress point	1 progress point	0.75 progress points
Emerging	1.25 progress points	1 progress point	0.75 progress points	Off-Track ELL Status
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding			

One quartile of progress counts as 0.25 progress points.

Off-Track ELL Student: A student is off-track under the following conditions:

- 1) The student has achieved an initial ELP Level of “Entering” and has maintained ELL status for more than 5 years.
- 2) The student has achieved an initial ELP Level of “Emerging” and has maintained ELL status for more than 4 years.
- 3) The student has achieved an initial ELP Level of “Transitioning” and has maintained ELL status for more than 3 years.
- 4) The student has achieved an initial ELP Level of “Expanding” and has maintained ELL status for more than 2 years.

Long-Term ELL Student: Any student identified as ELL for 6 or more years would be classified as a Long-Term ELL student. These students are required to meet annual progress requirement of 0.75 points. A student who is Long-Term is also Off-Track.

Initial year ELP performance levels are not disaggregated into ELP level quartiles. Instead, for calculation purposes, a student is assigned to the 1st Quartile within the level the student achieves. Example 1 below details annual progress applicable to a student in their 2nd year of identification as an ELL. Thus, the initial year and prior year ELP performance levels represent the same data point. Current year ELP performance level quartile is then used to determine annual progress.

**Example 1: Student in 2nd Year of Identification as ELL
Initial ELP Performance Level of Emerging**

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial					X												
Current										X							

1.25 quartiles = 1.25 progress points.

In the above Example 1, the student scored Emerging in the initial year. In the second year, the student scored Quartile 2 of Transitioning. This represents 1.25 progress points. Based on the Progress Targets Matrix, a student in their 2nd year of ELL identification whose initial level was Emerging is expected to make 1.25 progress points of progress. Thus, the student in Example 1 made sufficient progress using Method 2.

In Example 2 below, the student’s annual progress is 0.75 progress points, which is the progress shown between the current year and previous year. Based on the Progress Targets Matrix, a student in the 4th

year of ELL identification whose initial level was Emerging is expected to make 0.75 progress points of progress. Thus, the student in Example 2 made sufficient progress using Method 2.

Example 2: Student in 4th Year of ELL Identification

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Initial					X												
Year 2 of 4										X							
Previous Year												X					
Current Year															X		

For students whose combination of initial ELL level and years in ELL status exceed the number of years in the Progress Target Matrix, annual ELL progress is met if a student achieves the progress point(s) in the table below.

Expected Progress for Off-Track ELL

NYSESLAT Level Earned in the Initial Year of ELL Identification	Progress Target from Previous Year to Current Year for Students in ELL Status Who Exceeded Years in the Progress Target Matrix
Entering	0.75 progress points
Emerging	
Transitioning	
Expanding	

Method 3: Meet the criteria for Safe Harbor. This method compares a student’s performance in the current reporting year to the student’s performance overall from the initial year of ELL identification. This examines the totality of progress made while identified as ELL.

Example 3 below shows the Safe Harbor Target for a student whose initial year performance level was **Entering**. In this example, Safe Harbor criteria is met using the following process:

- In Year 2 of ELL status, the student must make 1.25 progress points from initial year to current year. This represents progress made over **1 year**.
- In Year 3 of ELL status, the student must make 2.25 progress points from initial year to current year. This represents progress made over **2 years**.
- In Year 4 of ELL status, the student must make 3.25 progress points from initial year to current year. This represents progress made over **3 years**.
- In Year 5 of ELL status, the student must score Commanding. This represents progress made over **4 years**.

Example 3: Safe Harbor Targets for Students Scoring Entering in Initial Year of ELL Identification

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding	
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		N/A
Initial	X																	
Year 2		1.25 progress points required				X												
Year 3		2.25 progress points required in Year 2 & 3 combined								X								
Year 4		3.25 progress points required in Year 2 & 3 & 4 combined												X				
Year 5		Required to score Commanding																X

Example 4 below shows the Safe Harbor Target for a student scoring **Transitioning** in the student’s initial year of ELL identification. In the student’s 2nd year of identification, the annual and cumulative required progress points are the same. This is true for all students regardless of their initial ELP level. In this example, in year 3 the student must make 1 progress point from initial year to current year, which equates to a score of Commanding for this student.

Example 4: Safe Harbor Targets for Students Scoring Transitioning in Initial Year of ELL Identification

Year of ELL Status	Entering Quartiles				Emerging Quartiles				Transitioning Quartiles				Expanding Quartiles				Commanding
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	N/A
Initial									X								
Year 2										1 progress point req'd	X						
Year 3										2 progress points required in Year 2 & 3 combined				X			
Year 4	N/A																
Year 5	N/A																

Note that the cumulative progress points required to meet Safe Harbor are based on the initial ELP performance level and corresponding annual required progress as detailed in the Progress Targets Matrix. The Progress Targets Matrix is shown in the table below with samples of both required annual (Method 2) and safe harbor targets (Method 3) by initial ELP level and year identified as ELL.

Progress Target Matrix with Method 2 and Method 3 Targets for ELL Students

ELP Level Earned in the Initial Year of ELL Identification	Annual (Method 2) and Safe Harbor (Method 3) Targets by # of Years Identified as ELL							
	Year 2		Year 3		Year 4		Year 5	
	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)	Required Annual Progress (Method 2)	Required Safe Harbor Progress (Method 3)
Entering	1.25	1.25	1	2.25	1	3.25	0.75	Commanding Req'd
Emerging	1.25	1.25	1	2.25	0.75	Commanding Req'd		
Transitioning	1	1	1	Commanding Req'd				
Expanding	Commanding Req'd							

Students Missing Data: Methods 1, 2, and 3 require the following information to determine progress: (a) student’s initial ELP level, (b) student’s previous year ELP level, and (c) student’s current year ELP level.

ELP Levels Required to Make Determinations for Each Method

	Year 1			Years 2-4			Years 5 or more		
	Current Year Level	Prior Year Level	Initial Year Level	Current Year Level	Prior Year Level	Initial Year Level	Current Year Level	Prior Year Level	Initial Year Level
Exit ELL Status (Method 1)	✓			✓			✓		
Annual Progress (Method 2)	Not applicable			✓	✓	✓	✓	✓	
Safe Harbor Progress (Method 3)	Not applicable			✓		✓	Not applicable		

In order to include as many students as possible in the school-level calculations, the following business rules apply:

- 1) Student must have a current year ELP level for a progress determination to be made using either Method 1, 2 or 3.

- 2) For a student identified as ELL for two or more years and who is only missing a previous year ELP level, Methods 1 and 3 are used to determine ELP progress.⁶

Example: Student A has an initial Level of Emerging, and does not have a Level for Year 2, but does for Year 3. Method 2 yearly progress points cannot be determined because the student does not have a previous year Level. However, Student A may be determined to have made progress using either Method 1 (Exit ELL Status) or Method 3 (Safe Harbor).

- 3) For a student identified as ELL for two or more years and who is only missing an initial year ELP level, Method 1. For a student identified for five or more years and who is missing an initial ELP level, Method 2 may be determined.

Example: Student B has been identified as an ELL for 5 years. The student is missing an initial year level but was identified as Transitioning in the previous year. Student B may make progress if the student achieves 0.75 progress points. By contract, if Student B was identified as ELL for two to four years, Method 2 would not apply.

Determine the **Progress Rate** by summing the number of continuously enrolled students who made Sufficient Progress and dividing by the number of continuously enrolled tested students. In the example below, 0.5 (or 50%) represents the Progress Rate for this sample of students, as 5 out of 10 made sufficient progress.

Example of Progress Rate Calculation

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Probability of Making Progress	Made Sufficient Progress?
1	Entering	2	0.76	Yes
2	Entering	2	0.76	Yes
3	Entering	2	0.76	Yes
4	Entering	2	0.76	Yes
5	Entering	2	0.76	No
6	Entering	2	0.76	No
7	Entering	3	0.62	Yes
8	Entering	3	0.62	No
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.

⁶ Students in Year 1 of ELL Identification will not have a previous year level. See Students in Year 1 for additional details.

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, as there is no way to determine progress. Method 1 does include students in their first year of identification, but only if the students exit ELL status in Year 1.

Students who exit ELL status in their initial year of ELL identification count as 1.25 (Level 4 cut point) in the numerator and 1 in the denominator for purposes of calculating aggregated school-level progress rates. Weighted progress is the progress rate that accounts for this adjustment.

The table below replicates the sample table from above but replaces four students who are in their first year of identification. Two of four of these students score Commanding, meeting the criteria to exit ELL status. Note the impact on the Progress Rate. In the example below, the two students who exit ELL status in their 1st year makes the Progress Rate to become 0.56 (4.50/8, where 4.50 is the Weighted Progress and 8 is the number of continuously enrolled students).

Example of Year 1 ELL Students

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Benchmark: Probability of Meeting Progress	Made Sufficient Progress?	Weighted Progress [Weights for students making progress]
1	Entering	2	0.76	YES	1
2	Entering	2	0.76	YES	1
3	Entering	2	0.76	no	0
4	Entering	2	0.76	no	0
5	Entering	3	0.62	no	0
6	Entering	3	0.62	no	0
7	Entering	1	--	--	--
8	Emerging	1	--	--	--
9	Commanding	1	1.00	YES	1.25
10	Commanding	1	1.00	YES	1.25
			6.28/8 = 0.79		4.50/8 = 0.56

Adjusted Progress Rate = sum of weighted progress ÷ number of continuously enrolled tested students. In the above example, $4.50 \div 8 = 0.56$, with a Progress Rate of 0.56 and a Benchmark of 0.79. The Success Ratio = $0.56 \div 0.79 = 0.71$, which is an ELP Level of 2. Note that two students in the first year of 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. How is a Progress Level determined?

A Progress Level is based on subgroup performance in relation to an End Goal, Long-Term Goals, and Measures of Interim Progress (MIPs) in elementary/middle-level and secondary-level ELA and math.

Progress Levels are determined for all accountability subgroups separately. ELA Progress Levels are determined separately from math Progress Levels, and the two results are then averaged. At the elementary/middle level, the ELA and math results used to compute the Weighted Average Achievement Index are used. At the high school level, the ELA and math results used to compute the Composite Performance Index are used.

The Performance Index (PI) **End Goal** for a subgroup is to achieve 200 (for elementary/middle-level ELA and math and secondary-level math), which would indicate that all students in the subgroup (on average) are proficient, and 215 for secondary-level ELA, which would indicate that all students in the subgroup (on average) are proficient and some are advanced.

A **Long-Term Goal** is the amount of progress, based on the State’s Baseline that the State expects to make towards achieving the State’s End Goal over the next five years. Initially, this 2021-22 school year Long-Term goal was determined by subtracting the State’s Baseline from the end goal, multiplying the result by 0.20, and adding that result to the State’s Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

For example, if the elementary/middle-level ELA State Baseline PI is 96.6:

$$\begin{aligned}200 - 96.6 &= 103.4 \\103.4 \times 0.20 &= 20.68 \\96.6 + 20.68 &= 117.28 \\ \text{State Long-Term Goal for 2021-22} &= 117.3\end{aligned}$$

State Long-Term Goal for 2022-23 = 117.3 + 4.3 (rounded) = 121.6. 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 121.6.

A **Measure of Interim Progress (MIP)** is determined at both the State level and the school/district level.

- The State MIP is calculated by subtracting the State Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the State Baseline.
- The school/district MIP is calculated by subtracting the school/district baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the school/district baseline.

Each year for five years, the MIP “progress points” (200 minus Baseline times 0.20 divided by 5) are added to the original Baseline.

For example, if the State 2016-17 elementary/middle-level ELA Baseline PI is 96.6:

$$\begin{aligned}200 - 96.6 &= 103.4 \\103.4 \times 0.20 &= 20.68 \\20.68 \div 5 &= 4.14 = 4.1 \\96.6 + 4.1 &= 100.7 \\ \text{2017-18 State MIP} &= 100.7 \\ \text{2018-19 State MIP} &= 104.8 \\ \text{2019-20 MIP} &= 108.9 \\ \text{2020-21 MIP} &= 113 \\ \text{2021-22 MIP} &= 117.3\end{aligned}$$

If a school’s 2016-17 elementary/middle-level ELA Baseline PI is 80:

$$200 - 80 = 120$$

$$120 \times 0.20 = 24$$

$$24 \div 5 = 4.8$$

$$80 + 4.8 = 84.8$$

2017-18 School MIP = 84.8

2018-19 School MIP = 89.6

2019-20 School MIP = 94.4

2020-21 School MIP = 99.2

2021-22 School MIP = 104

Schools/districts are then assigned a Progress 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 “Exceeded Long-Term Goal.”
- **Exceeded 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 to meet the criteria for Exceeded Long-Term Goal.

For example, if the End Goal is 200 and the Long-Term Goal is 121.6:

$$200 - 121.6 = 78.4$$

$$78.4 \div 2 = 39.2$$

$$39.2 + 121.6 = 160.8$$

160.8 = cut point for Exceeded Long-Term Goal

Did Not Meet Long-Term Goal < 121.6
 Met Long-Term Goal >= 121.6 but < 160.8
 Exceeded Long-Term Goal >= 160.8.

Progress Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded 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 example above, for 2018-19 the State Long-Term Goal is 121.6, the State MIP is 104.8, and the School MIP is 89.6.

* If the school’s 2018-19 PI is 90, the school’s 2018-19 Progress Level is 2 because 90 is less than the State Long-Term Goal of 121.6 (Did Not Meet Long-Term Goal), less than the State MIP of 104.8, but greater than the School MIP of 89.6 (Met lower MIP).

** If the school's 2018-19 PI is 105, the school's 2018-19 Progress Level is 3 because 105 is less than the State Long-Term Goal of 121.6 (Did Not Meet Long-Term Goal), greater than the State MIP of 104.8, and greater than the School MIP of 89.6 (Met higher MIP).

The final Progress Level for the school or district is determined by adding the Progress Level for ELA to the Progress Level for Math, dividing the result by 2, and rounding **down**.

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

32. How is Safe Harbor determined for the Progress Indicator?

A school/district that does not meet the lower of the School/District MIP or State MIP but increases its PI by an amount that is equal to or greater than both MIP increases (School/District and State) will meet the criteria for Safe Harbor and be assigned a Level 2.

Example:

2017-18 School ELA MIP = 84.8
2018-19 School ELA MIP = 89.6
Year's increase in School MIP: $89.6 - 84.8 = 4.8$

2017-18 State ELA MIP = 100.7
2018-19 State ELA MIP = 104.8
Year's increase in State MIP: $104.8 - 100.7 = 4.1$

2017-18 School ELA PI = 70.0
2018-19 School ELA PI = 75.0
Increase in School PI: $75.0 - 70.0 = 5.0$

The school's PI (75.0) did not meet its 2018-19 MIP of 89.6 or the 2018-19 State MIP of 104.8. However, its PI increase (5.0) is equal to or greater than the higher of the two MIP increases (4.8). Therefore, the school met the criteria for Safe Harbor, and its Level is 2, instead of 1.

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
Year's increase in School MIP: $144.8 - 142.4 = 2.4$

2017-18 State ELA MIP = 100.7
2018-19 State ELA MIP = 104.8
Year's increase in State MIP: $104.8 - 100.7 = 4.1$

2017-18 School ELA PI = 110.0

2018-19 School ELA PI = 120.0

Year's increase in School's PI: $120.0 - 110.0 = 10.0$

The school's PI (120.0) did not meet the higher MIP of 144.8 (School MIP). However, the school's PI is equal to or greater than the lower MIP (State MIP of 104.8). Also, the PI increased by an amount (10.0) that is three or more times the lower MIP increase of 2.4. Therefore, the school met the criteria for Accelerated Growth, and its Progress Level is 3, instead of 2.

34. How is a Chronic Absenteeism Level determined?

A Chronic Absenteeism Level is calculated for each accountability subgroup by dividing the number of students who were absent (excused or unexcused) for at least 10% of enrolled instructional days by the number of students enrolled during the school year and multiplying the result by 100. To be included in this calculation, a student must be enrolled in a school or district for a minimum of ten instructional days that school year and be in attendance at least one of those days. Suspensions are not counted as excused or unexcused absences, as suspended students are required to be provided with instruction while they are suspended.

At the elementary/middle level, Chronic Absenteeism is calculated for Grades 1-8 and ungraded age-equivalent students. At the secondary level, Chronic Absenteeism is calculated for Grades 9-12 and ungraded age-equivalent students.

Separate Long-Term Goals and Measures of Interim Progress (MIPs) have been established for the elementary/middle level and the secondary level.

The Chronic Absenteeism **End Goal** for a subgroup is to have 5% or fewer students absent for at least 10% of enrolled days.

The 2016-17 Chronic Absenteeism rate was used as the **Baseline** to calculate the Long-Term Goals and MIPs for 2017-18 through 2021-22.

A **Measure of Interim Progress (MIP)** is determined at both the State level and the school/district level.

- The State MIP is calculated by subtracting the State Baseline from 5, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the State Baseline.
- The School/District MIP is calculated by subtracting the School/District Baseline from 5, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the School/District Baseline.

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

For example, if the State's elementary/middle-level Baseline Chronic Absenteeism rate is 15.4%:

$$5 - 15.4 = -10.4$$

$$-10.4 \times 0.20 = -2.08 = -2.1$$

$$-2.1 \div 5 = -0.42 \text{ or } -0.4$$

$$15.4 + (-0.4) = 15$$

$$\mathbf{2017-18 \text{ State MIP} = 15}$$

$$\mathbf{2018-19 \text{ State MIP} = 14.6}$$

$$\mathbf{2019-20 \text{ State MIP} = 14.2}$$

$$\mathbf{2020-21 \text{ State MIP} = 13.8}$$

2021-22 State MIP = 13.3

If a school's elementary/middle-level Baseline Chronic Absenteeism rate is 20.0%:

$$5 - 20.0 = -15$$

$$-15 \times 0.20 = -3$$

$$-3 \div 5 = -0.6$$

$$20 + (-0.6) = 19.4$$

2017-18 School MIP = 19.4

2018-19 School MIP = 18.8

2019-20 School MIP = 18.2

2020-21 School MIP = 17.6

2021-22 School MIP = 17.0

A **Long-Term Goal** is the amount of progress, based on the State's Baseline that the State expects to make towards achieving the State's End Goal over the next five years. Initially, this 2021-22 school year Long-Term goal was determined by subtracting the State's Baseline from the end goal, multiplying the result by 0.20, and adding that result to the State's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

For example, if the State's elementary/middle-level Baseline Chronic Absenteeism rate is 15.4%:

$$5 - 15.4 = -10.4$$

$$-10.4 \times 0.20 = -2.08 = -2.1$$

$$15.4 + (-2.1) = 13.3$$

State Long-Term Goal for 2021-22 = 13.3

State Long-Term Goal for 2022-23 = 13.3 + (-0.5) = 12.8. 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 12.8.

Schools/districts are then assigned a Chronic Absenteeism Level from 1 to 4 based on whether or not they met the State's 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 nor the School/District MIP (i.e., the rate was greater than both the State and School/District MIP).
- **Met higher MIP:** The school/district met the higher but not the lower of the State MIP or the School/District MIP (i.e., the rate was less than whichever MIP was lower—the State MIP or School/District MIP).
- **Met lower MIP:** The school/district met the lower of the State MIP and the School/District MIP (i.e., the rate was less than whichever MIP has higher—the State MIP or School/District MIP).
- **Did Not Meet Long-Term Goal:** The rate is greater than the Long-Term Goal.
- **Met Long-Term Goal:** The rate is less than or equal to the Long-Term Goal but greater than or equal to the cut point for "Exceeded Long-Term Goal."
- **Exceeded 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.

For example, if the End Goal is 5 and the Long-Term Goal is 12.8:

$$5 - 12.8 = -7.8$$

$$-7.8 \div 2 = -3.9$$

$$-3.9 + 12.8 = 8.9$$

8.9 = cut point for Exceeded Long-Term Goal

Did Not Meet Long-Term Goal > 12.8

Met Long-Term Goal > 8.9 but <= 12.8

Exceeded Long-Term Goal <= 8.9.

Chronic Absenteeism Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded 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 example above, for 2018-19 the State Long-Term Goal is 12.8, the State MIP is 14.6, and the School MIP is 18.8.

* If the school's 2018-19 Chronic Absenteeism rate is 15.0, the school's 2018-19 Chronic Absenteeism Level is 2, because 15.0 is greater than the School MIP of 18.8 (met higher MIP) but less than the State MIP of 14.6 and the Long-Term Goal of 12.8 (Did Not Meet Long-Term Goal).

** If the school's 2018-19 Chronic Absenteeism rate is 12, the school's 2018-19 Chronic Absenteeism Level is 4, because 12 is greater than the Long-Term Goal of 12.8 (Met Long-Term Goal) and also the State MIP of 14.6 (Met lower MIP).

Note: Schools that failed to submit Chronic Absenteeism data received a Level 1 on this indicator.

35. How is Safe Harbor determined for Chronic Absenteeism?

A school/district that does not meet the lower of the School/District MIP or State MIP but decreases its Chronic Absenteeism by an amount that is equal to or greater than both MIP decreases (School/District and State) will meet the criteria for Safe Harbor and be assigned a Level 2.

Example:

2017-18 School MIP = 19.4

2018-19 School MIP = 18.8

Year's decrease in School MIP: $19.4 - 18.8 = 0.6$

2017-18 State MIP = 15.0

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

2018-19 School MIP = 9.6

Year's decrease in School MIP: $9.8 - 9.6 = 0.2$

2017-18 State MIP = 15.0

2018-19 State MIP = 14.6

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

2017-18 School Chronic Absenteeism = 15.2

2018-19 School Chronic Absenteeism = 14.4

Year's decrease in School Chronic Absenteeism: $15.2 - 14.4 = 0.8$

The school's Chronic Absenteeism rate (14.4) did not meet the lower MIP of 9.6; however, it was equal to or lower than the higher MIP (14.6) and decreased by an amount that is three or more times the lower MIP decrease of 0.2. Therefore, the school met the criteria for Accelerated Growth, and its Progress Level is 3, instead of 2.

37. How is the College, Career, and Civic Readiness (CCCR) Level determined?

The College, Career, and Civic Readiness indicator uses diplomas, credentials, advanced course credits and enrollment, Career and Technical Education (CTE) certifications, and indicators such as a Seal of Biliteracy or participation in a Smart Scholars program to determine how a school is preparing its students to be ready for college, a career, and civic engagement once the students leave the school. For each accountability subgroup, a CCCR Index, which ranges from 0 to 200, is calculated by awarding extra credit for students who demonstrate higher levels of readiness as well as partial credit for students who complete a High School Equivalency certificate. The formula for computing the CCCR Index is as follows:

Denominator: The number of students in the 4-year cohort as of June 30th of the reporting year + the number of ELL students not in the 4-year cohort who earned a Regents diploma with a Seal of Biliteracy in the current reporting year.

Numerator: The sum of the number of students in the denominator demonstrating success on each of the specific readiness measures multiplied by the weighting assigned to each of these measures in accordance with the table below. Note that students receiving a High School Equivalency (HSE) diploma in the reporting year are included in the numerator but not the denominator.

$$\text{CCCR Index} = 100 * \frac{\text{Numerator}}{\text{Denominator}}$$

CCCR Readiness Measures and their Weight

Readiness Measures	Weight
Regents Diploma with Advanced Designation	2.0
Regents or Local Diploma with CTE Endorsement	
Regents Diploma with Seal of Biliteracy and member of the cohort	

Readiness Measures	Weight
Regents Diploma with Seal of Biliteracy earned in reporting year by ELL, not a member of the cohort Regents Diploma and high school credit earned through participation in dual enrollment (in high school and accredited college) course Regents Diploma and score of 3 or higher on an AP exam Regents Diploma and score of 4 or higher on IB exam P-Tech program and fulfilled all requirements for a Regents diploma Regents Diploma and a Smart Scholars program Regents or Local Diploma and passage of nationally certified CTE exam Skills and Achievement and average of Level 4 on the NYSAA	
Regents Diploma and high school credit earned through participation in an Advanced Placement (AP) Regents Diploma and high school credit earned through participation in an International Baccalaureate (IB) Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement and average of Level 3 on the NYSAA	1.5
Regents or Local Diploma only Skills and Achievement and average of Level 2 on the NYSAA	1.0
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) CDOS Credential	0.5
None of the above	0

The **End Goal** for a subgroup is a CCCR Index of 175.0.

A **Baseline** Index was calculated using 2016-17 data. This Baseline was used to calculate the Long-Term Goals and Measures of Interim Progress (MIPs) for 2017-18 through 2021-22.

A **Long-Term Goal** is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal over the next five years. This is determined by subtracting the State's Baseline from 175.0, multiplying the result by 0.20, and adding that result to the State's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

A **Measure of Interim Progress (MIP)** is determined at both the State level and the school/district level.

- The State MIP is calculated by subtracting the State Baseline from 175.0, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the State Baseline.
- The School/District MIP is calculated by subtracting the School/District Baseline from 175.0, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the School/District Baseline.

Each year for five years, the MIP "progress points" (175.0 minus Baseline times 0.20 divided by 5) are added to the original Baseline.

For example, if the 2016-17 State CCCR Index was 126.2:

$$\begin{aligned}
 175 - 126.2 &= 48.8 \\
 48.8 \times 0.20 &= 9.76 \\
 9.76 \div 5 &= 1.95 = 2.0 \\
 126.2 + 2.0 &= 128.2 \\
 \mathbf{2017-18 \text{ State MIP}} &= 128.2 \\
 \mathbf{2018-19 \text{ State MIP}} &= 130.2 \\
 \mathbf{2019-20 \text{ State MIP}} &= 132.2 \\
 \mathbf{2020-21 \text{ State MIP}} &= 134.2
 \end{aligned}$$

2021-22 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 School MIP = 112.6

2018-19 School MIP = 115.2

2019-20 School MIP = 117.8

2020-21 School MIP = 120.4

2021-22 School MIP = 123.0

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

$$175.0 - 126.2 = 48.8$$

$$48.8 \times 0.20 = 9.76$$

$$126.2 + 9.76 = 135.96 = 136.0$$

State Long-Term Goal for 2021-22 = 136.0

State Long-Term Goal for 2022-23 = 136.0 + 1.8 (rounded) = 137.8. 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 "Exceeded Long-Term Goal."
- **Exceeded 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 Exceeded Long-Term Goal = 156.4

Did Not Meet Long-Term Goal < 137.8

Met Long-Term Goal >= 137.8 but < 156.4

Exceeded Long-Term Goal >= 156.4

CCCR Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded 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 example above, for 2018-19 the State Long-Term Goal is 137.8, the State MIP is 130.2, and the School MIP is 115.2.

* If the school's 2018-19 CCCR Index is 116.0, the school's 2018-19 CCCR Level is 2 because 116.0 is less than the State Long-Term Goal of 137.8 (Did Not Meet Long-Term Goal), less than the State MIP of 130.2, but greater than the School MIP of 115.2 (Met lower MIP).

** If the school's 2018-19 CCCR Index is 135, the school's 2018-19 CCCR Level is 3 because 135 is less than the State Long-Term Goal of 137.8 (Did Not Meet Long-Term Goal), greater than the State MIP of 130.2 and greater than the School MIP of 115.2 (Met higher MIP).

Note: The Commissioner may assign a Level 1 to a subgroup whose CCCR Index is below an index number established by the Commissioner, and the Commissioner may assign a Level 2 to a subgroup whose CCCR Index is at or above an index number established by the Commissioner. The Commissioner did not use this authority in assigning CCCR levels to 2018-19 school year results.

38. How is Safe Harbor determined for College, Career, and Civic Readiness?

A school/district that does not meet the lower of the School/District MIP or State MIP but increases its CCCR Index by an amount that is equal to or greater than both MIP increases (School/District and State) will make Safe Harbor and be assigned a Level 2.

2017-18 School MIP = 112.6
2018-19 School MIP = 115.2
 Year's increase in School MIP: $115.2 - 112.6 = 2.6$

2017-18 State MIP = 128.2
2018-19 State MIP = 130.2
 Year's increase in State MIP: $130.2 - 128.2 = 2.0$

2017-18 School CCCR = 111.0
2018-19 School CCCR = 114.0
 Increase in school's CCCR Index: $114.0 - 111.0 = 3.0$

The school's CCCR Index (114.0) did not meet its 2018-19 MIP of 115.2 or the 2018-19 State MIP of 130.2. However, the increase in the school's CCCR Index (3.0) is equal to or greater than the larger of the two MIP increases (2.6). Therefore, the school met the criteria for Safe Harbor, and its Level is 2, instead of 1.

39. How is Accelerated Growth determined for College, Career, and Civic Readiness?

A school/district that meets the lower of the school/district MIP and the State MIP and increases its CCCR Index 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.

2017-18 School CCCR MIP = 103.0

2018-19 School CCCR MIP = 106.0

Year's increase in school MIP: $106.0 - 103.0 = 3.0$

2017-18 State CCCR MIP = 128.2

2018-19 State CCCR MIP = 130.2

Year's increase in State MIP: $128.2 - 130.2 = 2.0$

2017-18 School CCCR = 115.0

2018-19 School CCCR = 122.0

Year's increase in School CCCR Index: $122.0 - 115.0 = 7.0$

The school's CCCR Index (122.0) did not meet the higher MIP of 130.2. However, its CCCR Index is equal to or greater than the lower MIP (106.0), and the CCCR Index increased by an amount (7.0) equal to three or more times the lower MIP increase of 2.0. Therefore, the school met the criteria for Accelerated Growth, and its Progress Level is 3, instead of 2.

Accountability Data Business Rules

40. What are Baselines, End Goals, Long-Term Goals, and Measures of Interim Progress (MIPs)?

Districts and schools show success on certain accountability indicators by demonstrating how close they were able to come to meeting a challenging performance goal (**End Goal**). Districts and schools are given targets to achieve along the way to meet that End Goal. These targets are **Long-Term Goals** and **Measures of Interim Progress (MIPs)** and are based on **Baselines**.

A **Baseline** is the performance of a subgroup on an indicator using 2016-17 data, the year prior to the first year of the implementation of ESSA accountability. In 2017-18, schools and districts used 2016-17 performance as the Baseline for determining success in 2017-18. In 2018-19, most schools and districts used 2016-17 performance as the Baseline for determining MIPs and Long-Term Goals as indicators of success in 2018-19. However, in 2018-19, some districts and schools used 2017-18 data to determine their Baselines due to 2017-18 appeals and school/district reconfigurations.

A **Long-Term Goal** is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal over the next five years. Initially, this 2021-22 school year Long-Term goal was determined by subtracting the State's Baseline from the end goal, multiplying the result by 0.20, and adding that result to the State's Baseline. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

A **Measure of Interim Progress (MIP)** is determined at both the state level and the school/district level.

- The State MIP is calculated by subtracting the State Baseline from the State's End Goal, multiplying the result by 0.20, dividing that result by 5 to get the "progress points," and then adding that result to the State Baseline.
- The School/District MIP is calculated by subtracting the School/District Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5 to get the "progress points," and then adding that result to the School/District Baseline.

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 for 2018-19: Goals and Measures of Interim Progress (MIP), and Timeline for Preliminary Identification, Final Identification, and Public Release.” See also the [July 2019 memo](#), “Long-term Goals and Measures of Interim Progress (MIP) for the 2022-23 School Year.”

41. How many records must be in a subgroup for a school or district to be accountable for that subgroup for an indicator?

The number of records that there must be in a subgroup in a school or district for that school or district to be accountable for that subgroup for an accountability indicator is typically 30, with a few exceptions. The number of records that there must be in a subgroup in a school or district for that school or district to be accountable for participation rate for that subgroup is 40. See the table below.

Number of Records Required for a School/District to be Accountable for a Subgroup	
Indicator	E/M Weighted Academic Achievement
Student Cohort	Greater of a) continuously enrolled tested students or b) 95% of continuously enrolled tested and not tested students in Grades 3-8 ELA, Grades 3-8 Math, and Grades 4 and 8 Science
N-Size	30. The number of students in the ELA, Math, and Science “Student Cohorts” in the current reporting year are summed.
Application	<p>Single-Year: If the student cohort for a subgroup in the current year is ≥ 30, those students are included in the Weighted Academic Achievement Index for that subgroup.</p> <p>Two-Year Combined: If the student cohort for an individual subject for a subgroup is < 30, the students in the cohort in the current year are added to the students in the cohort in the prior year in that subgroup, and the two-year combined students are included in the Weighted Academic Achievement Index for that subgroup. If the two-year combined result is still < 30, the school/district is not accountable for that subject’s subgroup.</p> <p>Cohort Used: The resulting single year or two-year combined student cohorts for all three subjects for that subgroup are summed. If the sum of the ELA, Math, and Science Student Cohort is ≥ 30, then a Weighted Academic Achievement Index is determined for the subgroup. If the sum is < 30, then the school is not accountable for Weighted Academic Achievement 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 ≥ 30.</p>
Indicator	E/M Core Subject
Student Cohort	Continuously enrolled tested students in Grades 3-8 ELA, Grades 3-8 Math, and Grades 4 and 8 Science
N-Size	30. The number of students in the ELA, Math, and Science “Student Cohorts” in the current reporting year are summed.
Application	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.

Number of Records Required for a School/District to be Accountable for a Subgroup	
	<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	
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-Year Combined: If the student cohort for an individual subject and subgroup is < 30, the students in the cohort in the current year are added to the students in the cohort in the prior year, and the two-year combined students are included in the HS Composite Performance Index for that subgroup.</p> <p>Cohort Used: The resulting single year or two-year combined student cohorts for all four subjects are summed for a subgroup. If the sum of the ELA, Math, Science, and Social Studies Student Cohort is ≥ 30, then a HS Composite Performance Index is determined for the subgroup. If the sum of the ELA, Math, Science, and Social Studies Student Cohort is < 30, then the school/district is not accountable for HS Composite Performance 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>

Number of Records Required for a School/District to be Accountable for a Subgroup	
	<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 ≥ 30.</p>
Indicator	Graduation Rate
Student Cohort	<p>4-Year Graduation Rate Cohort as of August 31st of the prior reporting year 5-Year Graduation Rate Cohort as of August 31st of the prior reporting year 6-Year Graduation Rate Cohort as of August 31st of the prior reporting year (prior year = "lagged" year)</p>
N-Size	30
Application	<p>Single-Year: If the number of students in an individual 4-, 5-, or 6-year cohort for a subgroup is ≥ 30, those students are included in the Graduation Rate Index for that subgroup.</p> <p>Two-Year Combined: If the number of students in an individual 4-, 5-, or 6-year cohort for a subgroup is < 30, the students in the cohort in the current year lagged cohort are added to the students in the prior year lagged cohort for that subgroup, and the two-year combined students are included in the Graduation Rate Index for that cohort and 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 ≥ 30.</p> <p>Small Subgroups: If a subgroup ≥ 30 students in a graduation rate cohort, but < 30 students in other graduation rate cohorts, a level is NOT determined for the graduation rate cohort that has < 30 students, as the graduation rate results for the cohort with ≥ 30 students can be used to determine the Graduation Rate Level for the subgroup.</p> <p>Small N: If the Performance N (1 year if ≥ 30 in current year or 2 years if < 30 in current year but ≥ 30 for 2 years) is ≥ 30 AND all 4-, 5-, AND 6-year Graduation Rate Cohorts $N < 30$, computation is done for 4-, 5-, and 6-year Graduation Rates using the 2-year $N \geq 15$. If only one or two of these cohorts has a 2-year $N \geq 15$, Graduation Rates are calculated only for those cohorts that have a 2-year $N \geq 15$. For example, if the 4-year cohort $N = 15$ but the 5-year $=14$ and the 6-year $N=14$, only a Graduation Rate for the 4-year cohort using the 15 students in that cohort is computed.</p> <p>Baseline: The same rules are applied to the baseline calculation.</p>
Indicator	E/M Progress
Student Cohort	Continuously enrolled tested students in ELA and Math
N-Size	30
Application	<p>Applicable for both ELA and Mathematics.</p> <p>Single-Year: If the student cohort for an individual subject for a subgroup in the current year is ≥ 30, those students are included in the Weighted Academic Achievement Index for that subgroup.</p> <p>Two-Year Combined: If the number of students for an individual subject in the current reporting year in a subgroup is < 30, the number of students in the current year is combined with the number of students in the prior reporting year for that subgroup. If the 2-year sum is still < 30, no E/M Progress Index is calculated for the subgroup, and the school/district is not accountable for that subgroup.</p>

Number of Records Required for a School/District to be Accountable for a Subgroup	
	Baseline: The same rules are applied to the baseline calculation.
Indicator	HS Progress
Student Cohort	4-year Accountability Cohort as of June 30 th of the reporting year for ELA and Math
N-Size	30
Application	<p>Applicable for both ELA and Mathematics.</p> <p>Single-Year: If the number of students for an individual subject in the current reporting year in a subgroup is <30, the number of students in the current year is combined with the number of students in the prior reporting year for that subgroup. If the 2-year sum is still <30, no high school Progress Index is calculated for the subgroup, and the school/district is not accountable for that subgroup.</p> <p>Two-Year Combined: If the number of students for an individual subject in the current reporting year in a subgroup is <30, the number of students in the current year is combined with the number of students in the prior reporting year for that subgroup. If the 2-year sum is still <30, no high school Progress Index is calculated for the subgroup, and the school/district is not accountable for that subgroup.</p> <p>Baseline: The same rules are applied to the baseline calculation.</p>
Indicator	English Language Proficiency
Student Cohort	Continuously enrolled ELLs with a current year and prior year NYSESLAT result plus students who scored Commanding on their first NYSESLAT administration
N-Size	30
Application	<p>Single-Year: If the number of current year results for a subgroup is ≥ 30, only current year results are used to calculate the ELP Level for that subgroup.</p> <p>Two-Year Combined: If the number of current year results for a subgroup is <30, current and prior year results are combined to calculate the ELP Level for that subgroup. If the 2-year sum is still <30, no ELP Level is determined, and the school/district is not accountable for the ELP Indicator for that subgroup.</p>
Indicator	Chronic Absenteeism
Student Cohort	Students enrolled in a school for at least ten instructional days and in attendance for at least one of those days
N-Size	30
Application	<p>Single-Year: If the number of current year results for a subgroup is ≥ 30, only current year results are used to determine the Chronic Absenteeism Rate for that subgroup.</p> <p>Two-Year Combined: If the number of current year results for a subgroup is <30, current year and one-year prior results are summed. If the 2-year combined results ≥ 30, two-year results are used to calculate the Chronic Absenteeism Rate for that subgroup. If the 2-year combined results are still <30, no Chronic Absenteeism Rate is calculated for the subgroup, and the school/district is not accountable for that subgroup.</p> <p>Baseline: The same rules are applied to the baseline calculation using the current year results only. Prior year results are not included if the current year results are <30.</p>
Indicator	College, Career and Civic Readiness
Student Cohort	4-year Graduation Rate Cohort as of June 30 th of the Reporting Year + ELLs not in the Cohort but Who Earned a Regents Diploma and Seal of Biliteracy in the Current Reporting Year
N-Size	30
Application	<p>Single-Year: If the current reporting year 4-year graduation rate cohort plus the number of ELLs not in that cohort who earned a Regents Diploma and a Seal of Biliteracy in the current reporting year for a subgroup is ≥ 30, only current year results are used to determine CCCR index for that subgroup.</p>

Number of Records Required for a School/District to be Accountable for a Subgroup	
	<p>Two-Year Combined: If the current reporting year 4-year graduation rate cohort plus the number of ELLs not in that cohort who earned a Regents Diploma and a Seal of Biliteracy in the current reporting year for a subgroup is <30, the number of students in the current reporting year 4-year graduation rate cohort is added to the prior reporting year's 4-year graduation rate cohort. If the 2-year sum for that subgroup is still <30, no CCCR Index is calculated for the subgroup, and the school/district is not accountable for that subgroup.</p> <p>Baseline: The same rules are applied to the baseline calculation using the current year results only. Prior year results are not included if the current year results are <30.</p>
Indicator	E/M Participation Rate
Student Cohort	Students enrolled during the testing period for Elementary/Middle-Level ELA and Math
N-Size	40
Application	<p>E/M ELA and E/M Math Participation Rates are calculated separately.</p> <p>Single-Year: If the number of students enrolled during the test administration period in the current report year in a subgroup is ≥ 40, a participation rate is calculated for the subgroup. If the number of students enrolled during the test administration period in the current reporting year in the subgroup is <40, no participation rate is calculated for the subgroup.</p> <p>Two-Year Combined: If the number of students enrolled during the test administration period in the current reporting year in a subgroup is ≥ 40 and the participation rate for the subgroup is <95%, the number of students enrolled during the test administration period in the current reporting year is combined with the number of students enrolled during the test administration period in the prior reporting year. If the 2-year combined rate is $\geq 95\%$, the 2-year combined rate is used. If the 2-year combined rate is still <95%, the current reporting year rate is used.</p>
Indicator	HS Participation Rate
Student Cohort	12 th Graders
N-Size	40
Application	<p>HS ELA and HS Math Participation Rates are calculated separately.</p> <p>Single-Year: If the number of 12th grade students in the current report year in a subgroup is ≥ 40, a participation rate is calculated for the subgroup. If the number of 12th grade students in the current reporting year in the subgroup is <40, no participation rate is calculated for the subgroup.</p> <p>Two-Year Combined: If the number of 12th grade students in the current reporting year in a subgroup is ≥ 40 and the participation rate for the subgroup is <95%, the number of 12th grade students in the current reporting year is combined with the number of 12th grade students in the prior reporting year. If the 2-year combined rate is $\geq 95\%$, the 2-year combined rate is used. If the 2-year combined rate is still <95%, the current reporting year rate is used.</p>

42. What conditions are used to determine in which accountability subgroup a student is included?

E/M Indicators: A student who at any time during the current reporting year was reported as an English language learner, student with a disability, or as economically disadvantaged will be included in the English Language Learner, Students with Disabilities, or Economically Disadvantaged accountability subgroup, respectively. 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.

HS Indicators: Students whose last enrollment record indicated that the student was an English language learner, student with a disability, or economically disadvantaged will be included in the English Language Learner, Students with Disabilities, or Economically Disadvantaged accountability subgroup, respectively.

Students with Disabilities: For E/M indicators, a student who at any time during the current reporting year was a student with a disability will be included in the Students with Disabilities accountability subgroup. 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 ≥ 30 .

For high school indicators that use cohorts, a student whose last enrollment record indicated that the student was a student with a disability will be included in the Students with Disabilities accountability subgroup.

Race/Ethnicity: For E/M and HS indicators, the racial/ethnic group associated with their last enrollment record will be the one used to determine in which racial/ethnic accountability subgroup they will be included.

43. What data are suppressed to protect student confidentiality?

Data for subgroups for which a school/district is not accountable due to the small size of the number of records in the subgroup in general will not be displayed. The number of records for the subgroups, when the number is >0 but less than the minimum size to make a valid and reliable accountability determination, will be displayed. However, the outcomes, Indices, rates, and indicator levels will not be displayed to protect student confidentiality. For more information on the number of records required for a school/district to be accountable for a subgroup and for data to be displayed please see [Question 41](#).

44. How are performance levels determined at the elementary/middle level?

The table below shows how scale score ranges are converted to accountability performance levels at the elementary/middle level.

Assessment	Level	2018-19 Score
New York State Testing Program (NYSTP) Assessments in Grades 3-8 English Language Arts and Mathematics	Level 4	Cut points for levels change each year and are available at http://www.p12.nysed.gov/irs/ela-math/
	Level 3	
	Level 2	
	Level 1	
New York State Grade 4 Elementary-Level Science Test	Level 4	85–100
	Level 3	65–84
	Level 2	45–64
	Level 1	0–44
New York State Grade 8 Middle-Level Science Test	Level 4	85–100
	Level 3	65–84
	Level 2	44–64
	Level 1	0–43
Regents Mathematics Tests Taken In lieu of Grades 7 and 8 NYSTP Math Tests	Level 4	Cut points for levels may change from year to year and are available in the SIRS Manuals at http://www.p12.nysed.gov/irs/sirs/home.html .
	Level 3	
	Level 2	
	Level 1	
Regents Science Tests Taken In lieu of Grade 8 Middle-Level Science Test	Level 4	Cut points for levels may change from year to year and are available in the SIRS Manuals at http://www.p12.nysed.gov/irs/sirs/home.html .
	Level 3	
	Level 2	
	Level 1	

Assessment	Level	2018-19 Score
New York State Alternate Assessment (NYSAA) in ELA, Math, and Science	Level 4	Level 4
	Level 3	Level 3
	Level 2	Level 2
	Level 1	Level 1

45. How are performance levels determined at the secondary level?

The table below shows how scale score ranges are converted to accountability performance levels at the secondary level.

High School-Level Assessment Performance Level Assignment for Accountability		
Assessment	Level	2018-19 Score
Regents English and Mathematics Tests	Level 4	Cut points for levels may change from year to year and are available in the SIRS Manuals at http://www.p12.nysed.gov/irs/sirs/home.html .
	Level 3	
	Level 2	
	Level 1	
Approved Alternatives to Regents English, Math, Science, & Social Studies	Level 3	Pass
	Level 1	Fail
New Framework Exam Global History and Geography II	Level 4	85-100
	Level 3	79-84
	Level 2	65-78
	Level 1	0-64
Regents Transitional Global History & Geography, Global History & Geography, U.S. History & Government, Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, & Physical Setting/Physics	Level 4	85-100
	Level 3	65-84
	Level 2	55-64
	Level 1	0-54
New York State Alternate Assessment (NYSAA) in ELA & Math (Secondary Level)	Level 4	Level 4
	Level 3	Level 3
	Level 2	Level 2
	Level 1	Level 1

46. How are students who enter New York State schools after Grade 10 included in the accountability calculations?

Students first entering a New York State school from outside the State or country in 12th grade are exempt from the requirement that they must pass a Regents examination in Science and Global History and Geography to earn a local or Regents diploma. These students are reported in the Student Information Repository System (SIRS) with an assessment measure description "Science Exempt" (Assessment Measure Code 00402) and assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), the date of the decision, and a score of "65." These students are counted as tested and earning a Level 3 for Science and Level 3 for Global History in the High School Composite Performance Index calculation.

Students first entering a New York State school from outside the State or country in 11th grade are exempt from the requirement that they must pass a Regents examination in Global History and Geography to earn a local or Regents diploma. These students are reported in SIRS with an assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), the date of the decision, and a score of "65." These students are counted as tested and earning a Level 3 for Global History in the High School Composite Performance Index calculation.

Should an out of state 12th grader take a Regents exam in Science and score at Level 4, the school will receive Level 4 credit for the student. Should an out of state 11th or 12th grader score at Level 4 on a

Regents exam in US History and Government or Global History and Geography, the school will receive Level 4 credit for the student.

47. How does ESSA's 95% participation requirement work in New York State?

Schools are required to test 95% of their students in English language arts (ELA) and 95% of their students in mathematics at both the elementary/middle and secondary levels. Schools are only accountable for a subgroup if there are 40 or more students in the subgroup. If the subgroup fails to test 95% of students in the current year, the previous year's data are combined with the current year's data. If the 2-year combined rate is equal to or greater than 95%, that rate is used. If it is not, the current year only rate is used.

Elementary/Middle Level: At the elementary/middle level, the denominator is the number of Grades 3-8 and ungraded age equivalent students enrolled during the test administration period. The numerator at the elementary/middle level is the number of students in the denominator with a valid score on the Grades 3-8 ELA or math assessment, a Regents math exam taken in lieu of a Grade 7 or 8 math assessment, the New York State Alternate Assessment (for eligible students with disabilities), or the New York State English as a Second Language Achievement Test (for English language learners who have been enrolled in U.S. school for less than one year). Medically excused students are excluded from both the numerator and the denominator at the elementary/middle level.

Note: For the 2017-18 and 2018-19 school year test administration period, students whose scores were invalidated due to a technical error during the computer-based testing (CBT) administration of the test will be counted in the numerator and denominator and will be counted as having participated in the state assessment when computing the participation rate for an accountability group.

Secondary Level: At the secondary level, the denominator is the number of 12th graders. The numerator at the secondary level is the number of students in the denominator with a valid score on a Regents ELA or math exam, an approved alternative to a Regents exam, or the New York State Alternate Assessment (for eligible student with disabilities).

Beginning with 2017-2018 and 2018-2019 school year results, any public elementary/middle or high school that has a Weighted Average Achievement Level of 1 or 2 and that fails to meet the required 95 percent participation rate for the same subgroup(s), in the same subject (i.e., ELA or math) for two consecutive years, and that fails to improve its participation rate as compared to the previous year for the same subgroup(s) and subject(s) for two consecutive years must conduct a participation rate self-assessment and develop a participation rate improvement plan. Schools that rank in the bottom 10% of participation across the State will be required to submit their self-assessment and participation rate improvement plan to NYSED for the Commissioner's approval.

Schools that implement a school improvement plan and do not improve their participation rate receive a district participation rate audit, and the district must develop an updated participation rate improvement plan for the school.

Districts with schools that implement the district's improvement plan and do not improve their participation rate must contract with a BOCES to conduct a participation rate audit and develop an updated participation rate improvement plan.

Districts that have schools that implement the BOCES improvement plan and do not improve their participation rate may be required by the Department to undertake activities to raise student participation in State assessments.

48. How is accountability status determined for Transfer High Schools?

A Transfer High School is a high school in which:

- 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?

Schools with not enough students to make accountability status determinations using the standard process are considered Self-Assessment Schools. These schools are required to provide the Department with information so that an assessment can be made of their academic program and school learning environment. The Department reviews the information provided and determines which levels will be assigned to the school's accountability group(s) for each indicator. Accountability statuses are then based on these levels.

50. How is accountability status determined for schools with only grades below Grade 3?

For students who attend elementary schools that serve only grades below Grade three (e.g., 1, 2, 1-2, K-1, K-2), the "feeder" school is the school in which the student was enrolled before entering Grade three. The "eater" school is the school in which the student took the Grade three assessment. For students attending these schools, the elementary/middle-level Composite Performance is determined using a backmapping method by which the Grade three assessment score of a student is attributed to the feeder school as well as to the eater school.

The Combined Performance Level for backmapping schools is their Composite Performance Level. For ELP, student performance on the NYSESLAT for students in Grades one through two (and kindergarten for students who score Commanding on the NYSESLAT) will be used. For Chronic Absenteeism, the chronic absenteeism rate will be based on student attendance in Grades one through two.

51. How are the assessment results for advanced middle-school students who take Regents exams in Grades 7 and 8 included in accountability calculations?

Advanced middle-school students who take a Regents math exam in 7th or 8th grade or a Regents science exam in 8th grade in lieu of the NYSTP Grade 7 or 8 math or Grade 8 science assessments will have their results on the Regents exams used when calculating E/M Composite Performance and E/M Progress.

Advanced middle-school students who take a Regents math exam in 7th or 8th grade or a Regents science exam in 8th grade in addition to the NYSTP Grade 7 or 8 math or Grade 8 science assessments will have their results on the Regents exams "banked" and used for calculating HS Composite Performance and HS Progress when they enter high school. For example, if a student takes both the NYSTP Grade 8 math and a Regents math assessment in Grade 8, the NYSTP math result will be used when calculating E/M

Composite Performance and E/M Progress when the student is in Grade 8. The Regents math result will be used when calculating HS Composite Performance and HS Progress when the student enters a high school cohort. If a student takes a Regents math in lieu OF the Grade 7 or 8 math only, the student must take a more advanced Regents to fulfill the testing requirement in math at the secondary level. In addition, if a student takes multiple Regents math assessments in Grades 7 and 8, the student may use Algebra I to fulfill the testing requirement at the elementary/middle level but must take a more advanced math (e.g., Geometry, Algebra II) to “bank” that second Regents exam for use at the secondary level.

If a student took and failed a Regents exam in middle school and then took and passed the same Regents exam in high school, the student’s passing score in high school will be used for high school accountability. If the student took the grade level test in addition to the Regents exam in middle school and then took the same Regents exam in high school, the grade level test will be used for elementary/middle-level accountability and the higher score earned on the two Regents exams will be used for secondary-level accountability.

52. How are Pathways in Technology (P-Tech) students included in the accountability system?

P-Tech students reported in SIRS with a program service code of 4026 (NYS P-Tech Program) or 4027 (NYC P-Tech Program) and a Reason for Ending Enrollment code of 0065 (Fulfilled HS Graduation Requirement for Extended Integrated HS Program) will be counted as graduates in the Graduation Rate and College, Career, and Civic Readiness (CCCR) accountability indicators. P-Tech students must also be reported with an appropriate Credential Earned Code in SIRS for them to earn the appropriate weighting for the CCCR indicator and to be counted as a graduate for the Graduation Rate indicator.

53. How are students who move into and out of New York State because they are children of parents or guardians in the military, Military Interstate Compact (MIC) students, included in the accountability system?

MIC students are students of military families transferring from outside the State. To fulfill the testing requirement at the secondary level in ELA, mathematics, science, and social studies, these students may use:

- 1) exit or end-of-course exams required for graduation in the sending state;
- 2) national norm referenced achievement tests taken by the student in the sending state; and/or
- 3) alternative end of course local exams for courses where a culminating exam would typically be required for graduation.

Beginning with 2018-19 school year results, MIC students who are reported with a MIC ELA, MIC Math, MIC Science, and/or MIC Social Studies Assessment Measure Code in SIRS will be counted as tested for ELA and math participation and as Level 3 for High School Composite Performance and High School Progress.

54. What if a school or district is newly opened and does not have baseline or other previous year(s) data?

Schools that do not have previous year(s) data will not have an accountability level determined for the Progress; Chronic Absenteeism; and College, Career, and Civic Readiness indicators. If, in future year(s), schools have previous year(s) data, an accountability Level will be determined for these measures. If a school has 30 or more students in its graduation rate cohort in its first year, a graduation rate will be computed for the school.

55. What if a school or district does not have a Measure of Interim Progress (MIP) because of extenuating or extraordinary circumstances?

If a school does not have a MIP because of extenuating or extraordinary circumstances, the Department will recalculate a MIP the following school year. Additionally, the district/charter school may appeal the existing MIPs if there was an extenuating or extraordinary circumstance that affected the school results.

Definitions of Terms Used in the Accountability System

Accelerated Growth: An accountability group that meets the lower of the school MIP or the State MIP and increases its rate or index 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 instead of a Level 2.

All Students: All students enrolled in a school or district, regardless of ethnicity, ELL status, disability status, or economic status.

American Indian/Alaska Native: Student reported as having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

Asian or Native Hawaiian/Other Pacific Islander: Student reported as having origins in any of the original peoples of the Far East, Southeast Asia, Hawaii, Guam, Samoa, or other Pacific Islands, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Baseline: Performance of an accountability subgroup on an accountability indicator that is used to establish the Long-Term Goals (State) and Measures of Interim Progress (State, district, and school) for that indicator.

BEDS Day: The Basic Educational Data System (BEDS) reporting deadline, which is typically the first Wednesday in October.

Black or African American: Student reported as having origins in any of the black racial groups of Africa.

Cohort (Accountability): Students who entered Grade 9 (or ungraded students with disabilities who turned 17) four years prior to the reporting year. Students whose last regular enrollment record indicates that the student transferred to an alternative high school equivalency preparation program but who leave the program before the end of the third school year after the school year in which they first entered Grade 9 without having earned a high school equivalency diploma or without entering a program leading to a high school diploma ARE included in the cohort.

The following students ARE NOT included in the accountability cohort:

- students whose last regular enrollment record indicates that the student transferred to another high school or alternative high school equivalency preparation program;
- students for which the public school or school district has provided evidence of enrollment in a high school equivalency preparation program;
- students in a prison or juvenile facility;
- students who are home schooled by a parent or guardian;
- students enrolled in a postsecondary school prior to earning a diploma;
- students who are a prior graduate from outside the United States and enrolled without documentation from their previous school;
- students who left the United States or its territories; and
- students who are deceased.

Cohort (Graduation Rate):

- The Four-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded students with disabilities who turned 17) four years prior to the reporting year.

- The Five-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded students with disabilities who turned 17) five years prior to the reporting year.
- The Six-Year Graduation Rate Cohort consists of students who entered Grade 9 (or ungraded students with disabilities who turned 17) six years prior to the reporting year.

Data for these cohorts are captured as of June 30 of the fourth, fifth, and sixth school year (respectively) after the school year in which the cohort first entered Grade 9. Data for these cohorts are lagged by a year.

The following students ARE NOT included in the graduation rate cohort:

- students whose last regular enrollment record indicates that the student transferred to another school or district (as applicable);
- students who transferred to home schooling by a parent or guardian;
- students who transferred to a postsecondary school prior to earning a diploma;
- students who were prior graduates from outside the United States and enrolled without documentation from their previous school;
- students who left the United States or its territories;
- students who transferred to a prison or juvenile facility; and
- students who are deceased.

Committee on Special Education (CSE): The committee that makes educational and testing decisions for students with disabilities.

Comprehensive Support and Improvement (CSI) School: Schools for which the All Students group is in the bottom 5% of all schools, high schools for which the All Students group a 4-year graduation rate total cohort that is less than 67% and the 5-year and 6-year graduation rate total cohorts are not 67% or above. CSI identifications are based upon the performance of the All Students group and are made every three years, beginning with determinations for the 2018-19 school year based on 2017-18 school year results. CSI schools are schools for which the All Students group meets the criteria for identification or for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above. Schools may be removed from preliminary CSI identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Continuously Enrolled: At the elementary/middle level, continuously enrolled means students enrolled on Basic Educational Data System (BEDS) day, which is typically the first Wednesday in October of the reporting year and enrolled during the test administration and make-up period. At the secondary level, continuously enrolled means students in the accountability cohort. Continuously enrolled students are used to calculate outcomes for Elementary/Middle Composite Performance, Elementary/Middle Growth, Elementary/Middle and High School Progress, and Elementary/Middle and High School English Language Proficiency

Economically Disadvantaged: Students who participate in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as economically disadvantaged, all students from that household may be identified as economically disadvantaged.

End Goal: The ultimate desired performance at an undetermined future point for an accountability subgroup on an accountability indicator for which a State Long-Term Goal has been established.

English Language Learner: A student who, by reason of foreign birth or ancestry, speaks or understands a language other than English and speaks or understands little or no English, and requires support to become proficient in English and is identified pursuant to Section 154.3 of New York State’s Commissioner’s Regulations. Students who are not ELL in the current year but were ELL in one or more of the previous three years are called “former ELLs.”

ESSA: Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

Exceeds Long-Term Goal: A cut point used for indicators that use Baselines, MIPs, and Goals. Exceeds Long-Term Goal is determined by subtracting the Long-Term Goal from the State End Goal, dividing the result by 2, and then adding that result to the State Long-Term Goal.

Foreign Exchange Students: Foreign exchange students are students from another country who are attending U.S. schools as part of a foreign exchange program. These students are NOT included in accountability calculations. These students must be correctly coded as foreign exchange students to be excluded from these calculations.

Good Standing (District): Districts that do not have any schools identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and have not been identified for the low performance of an accountability group by a set of identification criteria.

Good Standing (Schools): Schools that are not identified as CSI or TSI schools.

Graduate (for Graduation Rate): Students in the Graduation Rate Total Cohort who earned a Regents or local diploma by August 31 of the reporting year.

Growth: Change in student achievement for an individual student between two or more points in time.

Hispanic or Latino: Student reported as belonging to, identifying with, or regarded in the community as Hispanic or Latino, regardless of whether the student also considers themselves to belong to, identify with, or is regarded in the community as belonging to an American Indian/Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, or White races.

Homebound Students: Homebound students (also known as home-tutored students) fall into two categories: a) students who remain enrolled in a school but are provided temporary instruction in the home; and b) students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician or, for students with disabilities, are placed in homebound instruction by the CSE and are instructed at home or in a hospital by a tutor provided by the district of responsibility. Students who remain enrolled in a school are included in the school’s and the district’s accountability calculations. Students who do not remain enrolled in a school but remain enrolled in a district are included in the district’s accountability calculations.

Home-Schooled Students: Home-schooled students are those who are educated by their parents or guardians and are not the educational responsibility of a school or district. Home-schooled students are not included in accountability calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

Long-Term Goal: State goal that indicates the amount of progress, based on the State’s Baseline, that the State expects each accountability subgroup to make towards achieving the State End Goal at the end of a five-year period.

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 the criteria for Safe Harbor and is assigned a Level 2, instead of a Level 1.

Self-Assessment School: Schools with too few student results for the all students group to make accountability status determinations using the standard process.

Students with Disabilities: Students classified by the Committee on Special Education as having one or more disabilities. Students who are not classified as students with disabilities in the current year but were classified as students with disabilities in one or more of the previous two years are called “former students with disabilities.”

Target District: Districts that have at least one school identified as CSI or TSI schools or that have been identified for the low performance of one or more accountability groups at the district level. Districts may be removed from CSI identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Targeted Support and Improvement (TSI) School: TSI identifications are based upon 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, Students with Disabilities, and Economically Disadvantaged. TSI schools are schools for which any accountability subgroup meets the criteria for identification for two consecutive years. For the 2018-19 school year, a school may also be identified as TSI 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 accountability subgroups meet the TSI criteria. Schools may be removed from TSI identification upon a finding by the Commissioner of extenuating or extraordinary circumstances.

Transfer High School: A transfer high school is:

- a high school in which the majority of students upon their first enrollment in the high school had previously attended Grade nine or higher in another high school; OR
- a high school in which the majority of students attained age 16 or higher in the year in which the students first entered Grade 9; OR
- a school in which more than 50 percent of currently enrolled students are English language learners as defined in Part 154 of Commissioner’s Regulations who have attended school in the 50 United States (excluding Puerto Rico) and the District of Columbia for less than three years.

Valid Test Score: A score earned by a student on a State assessment or approved alternative. Students who are absent, refuse to take the test, experience an administrative error when the test is given, or are medically excused do not receive valid test scores on assessments. All other tested students should be assigned a valid test score.

White: A student reported as having origins in any of the original peoples of Europe, North Africa, or the Middle East.