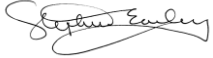




Office of Accountability  
55 Hanson Place, Room 400  
Brooklyn, New York 11217  
Tel: (718) 722-2796 / Fax: (718) 722-4559

**To:** District Superintendents, Superintendents of Districts, and Principals of Charter Schools  
**From:** Stephen Earley   
**Subject:** Long-Term Goals and Measures of Interim Progress (MIP) for the 2022-23 School Year  
**Date:** July 2019

The purpose of this memo is to share the Long-Term Goals and Measures of Interim Progress (MIP) determined for the 2022-23 school year using the 2017-18 school year data. Pursuant to Commissioner's Regulations §100.21 the New York State Education Department (NYSED or "the Department") is required to create new five year Long-Term Goals and MIPs using the 2017-18 school year data for ELA and mathematics Academic Progress; 4-, 5-, and 6-year graduation rates; Chronic Absenteeism; and College, Career, and Civic Readiness (CCCR). The statewide goals and district and school-level MIPs are used to determine whether the district and school receive a Level 1, 2, 3, or 4 for the accountability indicators identified above. Please keep this in mind as you review this data.

For the district/charter school and each school in the district, NYSED has posted to the [Information and Reporting Services \(IRS\) portal](#) a Microsoft Excel file called "Goals\_MIPs\_for\_2018-19\_2022-23.xlsx" that includes goals and MIPs for grades 3-8 ELA, grades 3-8 mathematics, high school ELA, high school mathematics, 4-year cohort graduation rate, 5-year cohort graduation rate, 6-year cohort graduation rate, grades 1-8 Chronic Absenteeism, grades 9-12 Chronic Absenteeism, and CCCR. This file includes school MIPs, district MIPs, and statewide goals and MIPs for the aforementioned indicators for the 2018-19 to 2022-23 school years.

Please note the following as you review the data:

1. The 2022-23 state Long-Term Goal was set by adding the yearly required change to the current 2021-22 Long-Term Goal. The high school ELA and high school mathematics Long-Term Goals for the 2022-23 school year will remain the same as the 2021-22 school year (see Attachment A).
2. The district/school 2022-23 MIPs were set by adding the yearly required district/school change to the 2021-22 MIPs. The high school ELA and high school mathematics MIPs for the 2022-23 school year will remain the same as the 2021-22 school year MIPs.
3. For each district and school, all subgroups that met the N-size requirement for either the 2016-17 or 2017-18 school year will have MIPs for the 2022-23 school year.
4. The state and district/school MIPs for the 2018-19 to 2021-22 school years remain the same as provided in the [October 2018 memo](#).
5. If an accountability subgroup met the N-size requirement in the 2017-18 school year, but did not meet the N-size requirement in the 2016-17 school year, the subgroup will have new MIPs for the 2018-19 to 2022-23 school years. The new MIPs were set using the same methodology as described in the [October 2018 memo](#). Please note that the 2017-18 school year data became the new baseline for this subgroup.

6. If a district or school successfully appealed their MIPs in response to the [October 2018 memo](#), then new MIPs for the 2018-19 to 2022-23 school years are listed in the posted Excel file. The MIPs were set using the same methodology as described in the October 2018 memo.

Districts and charter schools may petition to have a MIP modified to reflect changes in a school's organization or enrollment by submitting the MIP Appeal Form (see Attachment B) to [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov) by **Friday, July 26, 2019**.

Questions concerning the information contained in this memo should be directed to: [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov).

cc: Kim Wilkins  
Jason Harmon  
Jennifer Todd  
Lisa Long

## Attachment A

**Statewide End Goals, Long-Term Goals, and Measures of Interim Progress (MIP) from  
2017-18 to 2022-23**

<b>Grades 3-8 ELA</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>
All Students	96.6	100.7	104.8	108.9	113.0	117.3	121.6	200
Asian/Pacific Islander	153.2	155.1	157.0	158.9	160.8	162.6	164.4	200
Black	89.5	93.9	98.3	102.7	107.1	111.6	116.1	200
Economically Disadvantaged	86.1	90.7	95.3	99.9	104.5	108.9	113.3	200
English Language Learners	55.0	60.8	66.6	72.4	78.2	84.0	89.8	200
Hispanic	86.2	90.8	95.4	100.0	104.6	109.0	113.4	200
Multiracial	93.3	97.6	101.9	106.2	110.5	114.6	118.7	200
American Indian/Alaska Native	92.9	97.2	101.5	105.8	110.1	114.3	118.5	200
Students With Disabilities	48.3	54.4	60.5	66.6	72.7	78.6	84.5	200
White	93.8	98.0	102.2	106.4	110.6	115.0	119.4	200

<b>Grades 3-8 Mathematics</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>
All Students	99.3	103.3	107.3	111.3	115.3	119.4	123.5	200
Asian/Pacific Islander	171.9	173	174.1	175.2	176.3	177.5	178.7	200
Black	78.2	83.1	88	92.9	97.8	102.6	107.4	200
Economically Disadvantaged	84.8	89.4	94	98.6	103.2	107.8	112.4	200
English Language Learners	72.8	77.9	83	88.1	93.2	98.2	103.2	200
Hispanic	82.3	87	91.7	96.4	101.1	105.8	110.5	200
Multiracial	95.1	99.3	103.5	107.7	111.9	116.1	120.3	200
American Indian/Alaska Native	90.4	94.8	99.2	103.6	108	112.3	116.6	200
Students With Disabilities	48.3	54.4	60.5	66.6	72.7	78.6	84.5	200
White	102.4	106.3	110.2	114.1	118	121.9	125.8	200

<b>High School ELA</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>

All Students	188.3	189.4	190.5	191.6	192.7	193.6	193.6	215
Asian/Pacific Islander	208.4	208.7	209	209.3	209.6	209.7	209.7	215
Black	158.1	160.4	162.7	165	167.3	169.5	169.5	215
Economically Disadvantaged	166.9	168.8	170.7	172.6	174.5	176.5	176.5	215
English Language Learners	82.4	87.7	93	98.3	103.6	108.9	108.9	215
Hispanic	161.3	163.4	165.5	167.6	169.7	172	172	215
Multiracial	197	197.7	198.4	199.1	199.8	200.6	200.6	215
American Indian/Alaska Native	166.1	168.1	170.1	172.1	174.1	175.9	175.9	215
Students With Disabilities	112.2	116.3	120.4	124.5	128.6	132.8	132.8	215
White	207.5	207.8	208.1	208.4	208.7	209	209	215

<b>High School Mathematics</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>
All Students	147	149.1	151.2	153.3	155.4	157.6	157.6	200
Asian/Pacific Islander	190.6	191	191.4	191.8	192.2	192.5	192.5	200
Black	109.3	112.9	116.5	120.1	123.7	127.4	127.4	200
Economically Disadvantaged	124.9	127.9	130.9	133.9	136.9	139.9	139.9	200
English Language Learners	89.7	94.1	98.5	102.9	107.3	111.8	111.8	200
Hispanic	117.4	120.7	124	127.3	130.6	133.9	133.9	200
Multiracial	148.4	150.5	152.6	154.7	156.8	158.7	158.7	200
American Indian/Alaska Native	125.1	128.1	131.1	134.1	137.1	140.1	140.1	200
Students With Disabilities	81.2	86	90.8	95.6	100.4	105	105	200
White	165	166.4	167.8	169.2	170.6	172	172	200

<b>4-Year Cohort Graduation Rate (%)</b>								
<b>Group Name</b>	<b>2012 4 Yr GR Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>
All Students	81.8	82.3	82.8	83.3	83.8	84.4	85.0	95
Asian/Pacific Islander	87.7	88	88.3	88.6	88.9	89.2	89.5	95
Black	71.5	72.4	73.3	74.2	75.1	76.2	77.3	95
Economically Disadvantaged	75.3	76.1	76.9	77.7	78.5	79.2	79.9	95
English Language Learners	49.4	51.2	53	54.8	56.6	58.5	60.4	95
Hispanic	71.2	72.2	73.2	74.2	75.2	76	76.8	95
Multiracial	82.7	83.2	83.7	84.2	84.7	85.2	85.7	95
American Indian/Alaska Native	67.5	68.6	69.7	70.8	71.9	73	74.1	95
Students With Disabilities	56.7	58.2	59.7	61.2	62.7	64.4	66.1	95
White	89.8	90	90.2	90.4	90.6	90.8	91.0	95

<b>5-Year Cohort Graduation Rate (%)</b>								
<b>Group Name</b>	<b>2011 5 Yr GR Baseline</b>	<b>2017-18 MIP</b>	<b>2018-19 MIP</b>	<b>2019-20 MIP</b>	<b>2020-21 MIP</b>	<b>2021-22 MIP</b>	<b>2022-23 Long Term Goal</b>	<b>End Goal</b>
All Students	84	84.5	85	85.5	86	86.4	86.8	96
Asian/Pacific Islander	89.6	89.9	90.2	90.5	90.8	90.9	91.0	96
Black	75.1	75.9	76.7	77.5	78.3	79.3	80.3	96
Economically Disadvantaged	79	79.7	80.4	81.1	81.8	82.4	83.0	96
English Language Learners	57.4	58.9	60.4	61.9	63.4	65.1	66.8	96
Hispanic	73.9	74.8	75.7	76.6	77.5	78.3	79.1	96
Multiracial	84	84.5	85	85.5	86	86.4	86.8	96
American Indian/Alaska Native	73.3	74.2	75.1	76	76.9	77.8	78.7	96
Students With Disabilities	60.2	61.6	63	64.4	65.8	67.4	69.0	96
White	91.1	91.3	91.5	91.7	91.9	92.1	92.3	96

<b>6-Year Cohort Graduation Rate (%)</b>								
<b>Group Name</b>	<b>2010 6 Yr GR Baseline</b>	<b>2017-18 MIP</b>	<b>2018-19 MIP</b>	<b>2019-20 MIP</b>	<b>2020-21 MIP</b>	<b>2021-22 MIP</b>	<b>2022-23 Long Term Goal</b>	<b>End Goal</b>
All Students	84.1	84.6	85.1	85.6	86.1	86.7	87.3	97
Asian/Pacific Islander	89.1	89.4	89.7	90	90.3	90.7	91.1	97
Black	75.1	76	76.9	77.8	78.7	79.5	80.3	97
Economically Disadvantaged	79.3	80	80.7	81.4	82.1	82.8	83.5	97
English Language Learners	57.4	59	60.6	62.2	63.8	65.3	66.8	97
Hispanic	74.3	75.2	76.1	77	77.9	78.8	79.7	97
Multiracial	82.1	82.7	83.3	83.9	84.5	85.1	85.7	97
American Indian/Alaska Native	70	71.1	72.2	73.3	74.4	75.4	76.4	97
Students With Disabilities	58.4	59.9	61.4	62.9	64.4	66.1	67.8	97
White	90.8	91	91.2	91.4	91.6	92	92.4	97

<b>College, Career and Civic Readiness</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017-18 MIP</b>	<b>2018-19 MIP</b>	<b>2019-20 MIP</b>	<b>2020-21 MIP</b>	<b>2021-22 MIP</b>	<b>2022-23 Long Term Goal</b>	<b>End Goal</b>
All Students	126.2	128.2	130.2	132.2	134.2	136	137.8	175
Asian/Pacific Islander	152.3	153.2	154.1	155	155.9	156.8	157.7	175
Black	94.8	98	101.2	104.4	107.6	110.8	114.0	175
Economically Disadvantaged	107.5	110.2	112.9	115.6	118.3	121	123.7	175

English Language Learner	32	37.7	43.4	49.1	54.8	60.6	66.4	175
Hispanic	98.3	101.4	104.5	107.6	110.7	113.6	116.5	175
Multiracial	125.9	127.9	129.9	131.9	133.9	135.7	137.5	175
American Indian/Alaska Native	97.3	100.4	103.5	106.6	109.7	112.8	115.9	175
Students with Disabilities	67.9	72.2	76.5	80.8	85.1	89.3	93.5	175
White	147.5	148.6	149.7	150.8	151.9	153	154.1	175

<b>Grades 1-8 Chronic Absenteeism Rate (%)</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>
All Students	15.4	15	14.6	14.2	13.8	13.3	12.8	5.0
Asian/Pacific Islander	8.4	8.3	8.2	8.1	8	7.7	7.4	5.0
Black	21.5	20.8	20.1	19.4	18.7	18.2	17.7	5.0
Economically Disadvantaged	21.1	20.5	19.9	19.3	18.7	17.9	17.1	5.0
English Language Learners	18.6	18.1	17.6	17.1	16.6	15.9	15.2	5.0
Hispanic	21	20.4	19.8	19.2	18.6	17.8	17.0	5.0
Multiracial	17.5	17	16.5	16	15.5	15	14.5	5.0
American Indian/Alaska Native	22	21.3	20.6	19.9	19.2	18.6	18.0	5.0
Students With Disabilities	22.9	22.2	21.5	20.8	20.1	19.3	18.5	5.0
White	10.9	10.7	10.5	10.3	10.1	9.7	9.3	5.0

<b>Grades 9-12 Chronic Absenteeism Rate (%)</b>								
<b>Group Name</b>	<b>2016-17 Baseline</b>	<b>2017- 18 MIP</b>	<b>2018- 19 MIP</b>	<b>2019- 20 MIP</b>	<b>2020- 21 MIP</b>	<b>2021- 22 MIP</b>	<b>2022- 23 Long Term Goal</b>	<b>End Goal</b>
All Students	24.2	23.4	22.6	21.8	21	20.4	19.8	5.0
Asian/Pacific Islander	14.8	14.4	14	13.6	13.2	12.8	12.4	5.0
Black	33.9	32.7	31.5	30.3	29.1	28.1	27.1	5.0
Economically Disadvantaged	32.4	31.3	30.2	29.1	28	26.9	25.8	5.0
English Language Learners	36.4	35.1	33.8	32.5	31.2	30.1	29.0	5.0
Hispanic	34	32.8	31.6	30.4	29.2	28.2	27.2	5.0
Multiracial	24.7	23.9	23.1	22.3	21.5	20.8	20.1	5.0
American Indian/Alaska Native	37.4	36.1	34.8	33.5	32.2	30.9	29.6	5.0
Students With Disabilities	35.2	34	32.8	31.6	30.4	29.2	28.0	5.0
White	16.6	16.1	15.6	15.1	14.6	14.3	14.0	5.0

## Attachment B

### *Instructions for Completing the Measures of Interim Progress (MIP) Appeal Form*

This form must be completed and certified by the Superintendent (for New York City, the Chancellor). It must be submitted via e-mail to [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov) by **Friday, July 26, 2019**.

To appeal the measures of interim progress set by the Department for the period 2018-19 to 2022-23, districts and charter schools must submit a completed, signed, and dated Measures of Interim Progress (MIP) Appeal Form with all required supporting evidence. Districts/charter schools must submit the appeal by Friday, July 26, 2019. Appeals may be granted if the district/charter school can prove to the satisfaction of NYSED that in the 2018-19 school year there was a significant change to the enrollment, or the school underwent a grade re-configuration.

Districts seeking an appeal for individual schools within the district must submit one form per school being appealed. The district must identify the BEDS codes and the reason for the appeal requests and provide evidence to support the appeal.

After review of the appeal, the Department will inform the district/charter school regarding the status of the appeal. If the appeal is granted, then the district/charter school will be notified about the changed MIP(s).

#### **Completing the Appeal Form:**

1. Within the designated fields, provide the district's Name and BEDS Code.
2. Please provide the school's name and BEDS Code.
3. Check the corresponding box next to the appropriate accountability designation for the school or district that is being appealed.
4. Check the corresponding box next to the appropriate indicator(s) and subgroup(s) being appealed.
5. Please provide a narrative rationale for why the MIPs should be changed. The rationale should be brief and based on facts related to the submitted evidence. Note: Excessive details are unnecessary. Please eliminate information that is unrelated to the evidence submitted.
6. Protect personal identification information. Documents submitted to NYSED should not include social security number(s) (except the last 4 digits), date of birth, race/ethnicity, disability status, or other non-directory information. Protecting this information from unauthorized access is a legal requirement and is an important priority for NYSED. To ensure the security, if the supporting evidence for your appeal includes any of the sensitive and protected information listed above, please send this evidence to NYSED either (1) in an enclosed envelope via secure ground mail, or (2) electronically over the internet via secure file transfer protocol (SFTP). Data sent via e-mail and standard FTP (including FTP sites with password protection) is unencrypted and therefore not secure. Consequently, these methods must not be used to transmit sensitive and protected data.
7. The superintendent (for New York City, the Chancellor) must certify the document and submit it via e-mail to [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov) by **Friday, July 26, 2019**.



## Measures of Interim Progress (MIP) Appeal Form

District Name:	
District BEDS Code:	
Name and Contact Information for Person Completing Form:	

Please provide the school details and the reason(s) for your appeal. If the appeal is for multiple schools, please use a separate form for each school. Attach any data and/or supporting material to this form.

School Name:				
BEDS Code:				
Accountability Status:	Good Standing <input type="checkbox"/>	CSI School <input type="checkbox"/>	TSI School <input type="checkbox"/>	Target District <input type="checkbox"/>

Check the Indicator(s) being Appealed	Reason for Appeal
---------------------------------------	-------------------

<input type="checkbox"/> 3-8 ELA <input type="checkbox"/> 3-8 Math <input type="checkbox"/> 1 – 8 Chronic Absenteeism <input type="checkbox"/> HS ELA <input type="checkbox"/> HS Math <input type="checkbox"/> CCCR <input type="checkbox"/> 9 – 12 Chronic Absenteeism <input type="checkbox"/> 4-yr GR <input type="checkbox"/> 5-yr GR <input type="checkbox"/> 6-yr GR	<input type="checkbox"/> Grade Re-configuration in 2018-19 <input type="checkbox"/> Student Population Change <input type="checkbox"/> Data Issue <input type="checkbox"/> Other (e.g., school closure)
--	--

Check the Subgroup(s) being Appealed
--------------------------------------

<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Native American <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> English Language Learners <input type="checkbox"/> Econ. Disadvantaged <input type="checkbox"/> Multiracial
--

Please briefly explain the rationale for this appeal. Be sure to submit any data to support the rationale. (Use additional sheets if necessary.)

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. In the event the appeal is denied, I understand that the measures of interim progress reported in the Information Reporting Services (IRS) portal will be final.

Superintendent's Name:			
Superintendent's Signature:		Date:	