

# 2019-20 Preliminary Accountability Status Report Guide

This supporting document is to help districts, schools, and charter schools understand their 2019-20 preliminary accountability status determinations. The document is divided into the following sections:

- I. Report Structure
- II. 2019-20 Accountability Status
- III. Navigating the Status Summary, Progress Summary, Elementary-Middle, and High School Reports
- IV. Additional Resources
- V. Accountability Report Definitions

## I. Report Structure

The Excel file includes four reports on separate worksheets: Status Summary, Progress Summary, Elementary-Middle, and High School. The Status Summary report provides the 2018-19 (prior year) district and school accountability status, the Made Progress status for schools and districts, the overall 2019-20 accountability status for the district and for each school in the district, and the initial preliminary identification results for the All Students group and the accountability subgroups within each grade level.<sup>1</sup>

A Progress Summary report is generated only for districts that were designated as Target Districts and schools that were designated as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) Schools for the 2018-19 school year. The Progress Summary provides the 2018-19 (prior year) district and school accountability status, the overall 2019-20 progress status for the district and for each school in the district, and the initial preliminary progress status results for the All Students group and the accountability subgroups within each grade level.

The Elementary-Middle and High School detail reports include the accountability status at the subgroup level for the district and for each school in the district, the indicator levels used for making the determinations, as well as the data from which the indicator levels were calculated. The same information is provided for a charter school. These reports include one row per accountability subgroup. Only subgroups previously identified as TSI or CSI or those with a Composite Performance Achievement level are included in the reports. The accountability status is determined separately for the All Students group and for each subgroup (use Column #4 to filter by District/School Name and Column #5 to filter by subgroup). Schools that do not have a Composite Level for the All Students group will have their accountability status determined through a separate Self-Assessment process.

The top of each report includes the accountability status identification rules and the Scenario Table for identifying CSI Schools, TSI Schools, and Target Districts as well as the Making Progress criteria for schools designated as CSI or TSI and districts designated as Target Districts for the 2018-19 school year. This information is described in more detail below.

## II. 2019-20 Accountability Status

This section describes how schools can be identified as CSI or TSI and how districts can be identified as Target Districts. It also describes how schools designated as CSI or TSI and districts designated as Target Districts for the 2018-19 school year may Make Progress.

### Understanding your district and school accountability statuses

The 2019-20 accountability status determinations for schools are described below. Table 1 also presents the ways in which schools in Good Standing in the 2018-19 school year may be identified as TSI Schools in 2019-20. Using Table 1 as

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<sup>1</sup> Throughout this document the term “identified” refers to the initial preliminary identification of Targeted Support and Improvement schools or Target Districts, as well as preliminary progress identifications for Comprehensive Support and Improvement and Targeted Support and Improvement schools and Target Districts. Districts and charter schools may appeal these preliminary identifications and progress determinations if there are extenuating or extraordinary circumstances that impacted the performance of a district or a school.

a crosswalk and the data available in the Elementary-Middle and High School reports, you can determine why your school was identified as TSI or Good Standing.

Column #7 presents the 2019-20 Accountability status for all schools and the district. There are four possible determinations for schools:

- **Comprehensive Support and Improvement School (CSI)**

- CSI identifications are based on the performance of all students in the school (i.e., the All Students group only).
- CSI Schools are identified once every three years. Beginning with the 2018-19 school year, schools were identified as CSI using 2017-18 school year results. No new schools will be identified as CSI in the 2019-20 school year using 2018-19 school year data. The next identification of new CSI Schools will occur in the 2021-22 school year using 2020-21 school year results.
- Elementary-middle schools were identified as CSI if the All Students group met any of the Scenarios 1-5 in the CSI/TSI Scenario Table (see Table 3, panel A) using 2017-18 school year results.
- High schools were identified as CSI if the All Students group met any of the Scenarios 1-5 in the CSI/TSI Scenario Table (see Table 3, panel B) using 2017-18 school year results.
- High schools were also identified as CSI if their 4-year Graduation Rate was below 67 percent and their 5-year or 6-year Graduation Rates were not at or above 67% using 2017-18 school year results.
- If a school is in CSI status for the All Students group and meets the TSI criteria for any accountability subgroup(s), the school is identified as CSI.
- To exit CSI status, a CSI School must, for two consecutive years, exceed the levels that would cause it to be identified for CSI status in each such school year. Schools that meet the first of the two-year criteria for removal based on 2018-19 school year results will be preliminarily identified as “Making Progress.”
- Alternatively, a school will exit CSI status if the school is not on the list of CSI Schools created every three years.

- **Targeted Support and Improvement School (TSI)**

- TSI identifications are based on the performance of the accountability subgroups, not the All Students group. These subgroups are: Students with Disabilities (SWD), American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, White, English Language Learner (ELL), Economically Disadvantaged, and Multiracial.
- The same scenarios in the CSI/TSI Scenario Table (see Table 3) used to identify schools as CSI are used to preliminarily identify schools as TSI. A school is preliminarily identified as TSI if one of the accountable subgroups meets any of the aforementioned scenarios for two consecutive years.
- If a school was in “Good Standing” accountability status in the 2018-19 school year and if any of the school’s accountable subgroups met one of the aforementioned scenarios based upon the 2017-18 and 2018-19 school year results, the school is identified as TSI for the 2019-20 school year.
- Schools that were in Good Standing in the 2018-19 school year and did not have any subgroups that met any of the aforementioned scenarios based upon 2017-18 and 2018-19 data are first eligible for identification as TSI Schools in school year 2020-21 based upon 2018-19 and 2019-20 school year results.
- If a school is in CSI status for the All Students group and meets the TSI criteria for any accountability subgroup(s), the school is identified as CSI.
- To exit TSI status, the performance of a TSI School must, for two consecutive years, be such that it would no longer be identified as a TSI School. If all subgroups in TSI status meet the criteria to exit TSI status but a new subgroup is identified as TSI, the school remains in TSI status.
- If a TSI School meets the Making Progress criteria based upon the 2018-19 school year results, the school remains in TSI status for the 2019-20 school year but is designated as “Making Progress.”

- **School in Good Standing (GS)**

- A school that is not a TSI or CSI is automatically in Good Standing.

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- If a school that was GS in the 2018-19 school year meets the CSI criteria for the All Students accountability group based on 2018-19 school year results, the school is in Good Standing for 2019-20.
- If a school that was GS in the 2018-19 school year meets the TSI criteria for any accountability subgroup(s) for the first time based on 2018-19 school year results, the school may be identified as TSI in 2020-21 *if* it meets the TSI criteria for any of the same subgroup(s) based on the 2019-20 school year results. These schools are indicated as “Good Standing: Potential TSI for 2020-21” in Column #7 on the Elementary-Middle and/or High School reports and have an abbreviated label “GS:PTSI” on the Summary report.

● **Recognition School**

- Good Standing Schools that are high-performing or rapidly improving as determined by the Commissioner will be designated Recognition Schools. Recognition School determinations will be made later in the 2019-20 school year.

Table 1. Summary of the CSI and TSI School Identification Criteria

2018-19 Accountability Status for School	2018-19 Subgroup Status	Subgroups Identified Based upon 2018-19 School Year Data	2019-20 School Year Subgroup Progress Determination	2019-20 School Year Determination for Identified Subgroup	2019-20 Accountability Status for School
GS <sup>1</sup>	Good Standing	Any subgroup meets TSI criteria	n/a	Good Standing: Potential TSI for 2020-21	Good Standing
		None	n/a	Good Standing	Good Standing
	Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Same subgroup meets TSI criteria	n/a	TSI	TSI
		Same subgroup does not meet TSI criteria	n/a	Good Standing	Good Standing
		Same subgroup does not meet TSI criteria <b>AND</b> Different subgroup meets TSI criteria	n/a	Good Standing (same subgroup)  Good Standing: Potential TSI for 2020-21 (different subgroup)	Good Standing
		None	n/a	Good Standing	Good Standing
CSI	CSI	n/a	No	CSI: Did Not Make Progress	CSI
			Yes	CSI: Made Progress	
	TSI <sup>2</sup>	n/a	No	TSI: Did Not Make Progress	CSI
			Yes	TSI: Made Progress	
	Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Subgroup meets TSI criteria	n/a	TSI	CSI
		None	n/a	Good Standing	
	Good Standing	Subgroup meets TSI criteria	n/a	Good Standing: Potential TSI for 2020-21	CSI
		None	n/a	Good Standing	CSI
TSI	TSI <sup>2</sup>	n/a	No	TSI: Did Not Make Progress	TSI
			Yes	TSI: Made Progress	
	Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Subgroup meets TSI criteria	n/a	TSI	TSI
		None	n/a	Good Standing	TSI
	Good Standing	Subgroup meets TSI criteria	n/a	Good Standing: Potential TSI for 2020-21	TSI
		None	n/a	Good Standing	TSI

<sup>1</sup> Schools in Good Standing are not identified for the All Students group based on 2018-19 school year performance.

<sup>2</sup> If a school is in CSI status for the All Students group and meets the TSI criteria for any accountability subgroup(s), the school is identified as CSI.

Additionally, Column #6 identifies closing schools, Transfer and Special Act High Schools, and Special Act Districts. The “Closing” status indicates the school is in closing or phase-out status and has been not assigned a Good Standing, TSI, or

CSI status. The “#” status indicates that the “Accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances.”

The 2019-20 accountability status determinations for districts are described below. Table 2 presents the ways in which districts identified as either Target Districts or districts in Good Standing in the 2018-19 school year may be identified as Target Districts in 2019-20. Using Table 2 as a crosswalk and the data available in the Elementary-Middle and High School reports, you can determine why your district was identified as a Target District or a District in Good Standing.

There are three possible determinations for the district:

- **Target District (TD)**

- A district that has at least one school identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) becomes a Target District for the subgroup(s) for which the school was identified.
- A district that was in Good Standing: Potential Target District status during the 2018-19 school year because at least one subgroup met the CSI/TSI identification based upon district level results, and for which the same subgroup meets the identification criteria for the second consecutive year becomes a Target District for the identified subgroup(s).

- **District in Good Standing (GS)**

- A district that was in Good Standing status during the 2018-19 school year and in which no school meets the criteria for TSI identification and for which no district subgroup meets the CSI or TSI criteria for the second consecutive year will be in Good Standing for the 2019-20 school year.
- A district that was a Potential Target District during the 2018-19 school year and in which none of the school or district subgroup(s) identified as “Good Standing: Potential TSI for 2018-19” meet the criteria for CSI or TSI identification for a second consecutive year is a district in Good Standing for the 2019-20 school year.

- **Good Standing: Potential Target District (GS:PTD)**

- If the subgroup(s) for which a district was identified as “Good Standing: Potential Target District for 2019-20” do not meet the CSI/TSI criteria for a second consecutive year but at least one other subgroup that was in Good Standing status for the 2018-19 school year does meet the CSI/TSI criteria, the district may be identified as a Target District in 2020-21 *if* it meets the CSI/TSI criteria for any of the same subgroup(s) based on the 2019-20 school year results.
- If a district was in Good Standing status during the 2018-19 school year but meets the criteria for CSI or TSI identification for any accountability subgroup(s) for the first time based on 2018-19 school year results, the district may be identified as a Target District in 2020-21 *if* it meets the CSI/TSI criteria for any of the same subgroup(s) based on the 2019-20 school year results.
- If a district includes a school identified as “Good Standing, Potential TSI for 2020-21” (in Column #7 of the Elementary-Middle and/or High School reports, and with an abbreviated label “GS:PTSI” on the Summary report), the district may be identified as a Target District in 2020-21 *if* the school meets the TSI criteria for any of the same subgroup(s) based on the 2019-20 school year results.
- A district that may be identified as a Target District in 2020-21 is identified as “Good Standing: Potential Target District for 2020-21” in Column #7 on the Elementary-Middle and/or High School reports and with an abbreviated label “GS:PTD” on the summary report.

Table 2. Summary of the Target District Identification Criteria

2018-19 Accountability Status for District	2019-20 School Year District Identification Criteria	2019-20 School Year Subgroup Progress Determination	2019-20 School Year Determination for Identified Subgroups	2019-20 School Year Accountability Status for District
<b>Good Standing (has no PTD subgroups)</b>	Does not include a CSI, TSI, or Potential TSI Schools, no district subgroup is CSI or TSI	n/a	Good Standing	Good Standing
	Includes a Potential TSI School or any district subgroup meets CSI or TSI criteria for the first time		Good Standing: Potential Target District for 2020-21 (GS:PTD)	
<b>Good Standing (has PTD subgroups)</b>	Does not include a TSI or Potential TSI School, no district subgroups meet CSI or TSI criteria	n/a	Good Standing	Good Standing
	Does not include a newly identified TSI School, no district subgroup met CSI or TSI criteria for second consecutive year, but does include a Potential TSI School or a district subgroup that is newly identified for CSI or TSI criteria		Good Standing: Potential Target District for 2020-21 (GS:PTD)	Good Standing
	Includes a newly identified TSI School or any district subgroup meets CSI or TSI criteria for the second consecutive year	n/a	CSI or TSI	Target District
<b>Target District</b>	Includes a CSI or TSI School or any district subgroup is CSI or TSI	No	CSI/TSI: Did Not Make Progress	Target District
		Yes	CSI/TSI: Made Progress	
	Includes a newly identified TSI School or any district subgroup is newly identified as CSI or TSI	n/a	CSI or TSI	
	Includes a school that is Good Standing: Potential TSI for 2020-21 (GS:PTSI) or district subgroup meets CSI or TSI criteria for the first year	n/a	Good Standing: Potential Target District for 2020-21 (GS:PTD)	
	Includes a Potential TSI School or district subgroup that did not meet the CSI or TSI criteria for the second consecutive year	n/a	Good Standing	

Understanding the CSI/TSI identification scenarios

Under the Every Student Succeeds Act (ESSA), the New York State accountability system assigns a “**Level**” from 1 to 4 to each accountability subgroup for each measure for each school based on the subgroups’ performance on the measures.<sup>23</sup> These Levels are used to determine if a school is CSI or TSI.

<sup>2</sup> There must be a minimum of 30 results for a subgroup in order for the school or district to be accountable for the results for that subgroup, except for special situations in which a minimum of 15 student results can be used to assign a level to a subgroup for the Core Subject Performance or a graduation rate cohort. For more information, see resources available on the Office of Accountability [ESSA](#) page.

<sup>3</sup> A school that does not meet the lower of the school MIP or State MIP but increases its PI by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor and will be assigned a Level 2. A school that meets the lower of school MIP or State MIP and increases its PI by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth and will be assigned a Level 3.

There are five scenarios for which a subgroup can be identified as CSI or TSI based on the levels of the subgroup’s performance on the different indicators. These scenarios are presented in Table 3 below, and in the header section of the CSI/TSI Scenario Tables on the Elementary-Middle and High School reports in the report file. In Table 3, the column on the left lists the scenarios for which each accountability subgroup was identified, and the other columns present the levels for each indicator used to make accountability determinations.

It is possible for a district or a school to meet the criteria for scenario 1 and also one of scenarios 2-5 (scenarios 2-5 are mutually exclusive, however). If schools meet scenario 1 and any of scenarios 2-5, only scenario 1 will be listed in Column #7 of the Elementary-Middle and/or High School reports. For example, if School A meets the criteria for scenarios 1 and 3 for the All Students group, Column #7 will indicate “CSI Scenario #1.”

Table 3. CSI/TSI Scenario Table: Identification Criteria for (A) Elementary/Middle and (B) High Schools

A. Elementary/Middle Schools							
Scenario	Indicators						
	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 Level 4	Both Level 1		
B. High Schools							
Scenario	Indicators						
	Composite Performance	Graduation Rate	Combined Composite Performance & Graduation 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: Accountability status for schools that do not have a Composite 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.

### Understanding how Progress determinations are made

Schools identified as CSI or TSI and districts identified as Target Districts may exit their status and move to Good Standing if they make progress for two consecutive years and the school or district is not required to implement a Participation Rate Improvement Plan.<sup>4</sup> Progress determinations are contingent upon the subgroup(s) for which a school is identified as CSI or TSI and/or a district is identified as a Target District. Progress determinations will be made for all subgroups identified, but overall CSI progress is dependent upon the All Students group. For example, if a CSI School has at least one subgroup designated as TSI, determinations will be made for the TSI and CSI subgroups, but overall status is contingent upon the All Students group only.

There are two options by which a CSI School can meet the progress criteria. These options are presented in Table 4 below, and in the header section of the Elementary-Middle and High School reports in the report file. Additionally, a

<sup>4</sup> CSI Schools may also exit status if not re-identified when a new list of CSI Schools is released.  
12/2/2019

school that is identified as CSI for both elementary-middle and high school levels must make progress for each grade level for which it was identified as CSI. If a subgroup designated as CSI for the 2018-19 school year made progress, Column # 8 of the Elementary-Middle and High School reports will indicate “Yes” and which option(s) the subgroup met.

Table 4. CSI Making Progress Criteria for (A) Elementary/Middle and (B) High Schools

A. Elementary/Middle School Making Progress Criteria							
Option	Indicators						
	Composite Performance <sup>1</sup>	Graduation Rate	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism	
1	Both ≥ Level 2		Any Level (2-4)	Any Level (None <sup>2</sup> , 1-4)			
2	Composite Performance Index Level <sup>3</sup> and Growth Index are Higher than at Time of Identification		≥ Level 2	Not Level 1			
B. High School Making Progress Criteria							
Option	Indicators						
	Composite Performance <sup>1</sup>	Graduation Rate	Combined Composite Performance & Graduation Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both ≥ Level 2		Any Level (2-4)	Any Level (None <sup>2</sup> , 1-4)			
2	Composite Performance Index and Unweighted Average 4-Year, 5-Year, 6-Year Graduation Rate are Higher than at Time of Identification		≥ Level 2	Not Level 1			

<sup>1</sup> A school must have a valid current-year Composite Level to make a Progress status.

<sup>2</sup> “None” means the school does not have sufficient records (30 results) to assign an accountability level for the indicator.

<sup>3</sup> The Composite Performance Index Level is the sum of the Weighted Average Achievement Level and Core Subject Level.

For a TSI School to make progress, the subgroups for which it was identified must not meet the criteria for TSI identification (i.e., the criteria presented in Table 3). If a TSI School makes progress for all subgroups with a 2018-19 TSI designation, and a new subgroup is identified as meeting the TSI criteria, the school will be designated as making progress. If a subgroup designated as TSI for the 2018-19 school year made progress, Column # 8 of the Elementary-Middle and High School reports will indicate “Yes” and which option(s) the subgroup met.

In order for a Target District to make progress, the subgroups (including the All Students group) for which it was identified must not meet the criteria to be identified as a Target District. Additionally, all CSI and TSI Schools within the district must meet the criteria to not be identified for a Target District to make progress.

### Understanding how Levels are assigned for each indicator

Tables 5 and 6 define each of the Levels in reference to the underlying source data that were used to assign these Levels to the All Students group and the accountability subgroups for schools. Tables 7 and 8 present the same information for districts. These tables present the minimum and maximum percentile, index, and rank for each Elementary/Middle and High School indicator and provide a crosswalk from the Levels to the Long-term goals and Measures of Interim Progress (MIPs) for the indicator Levels that are based on these measures.

For more information on the methodology and the Long-term MIPS and Goals for the 2019-20 Accountability designations, please refer to the October 23, 2018 memo, [Every Student Succeeds Act \(ESSA\) Accountability Status for 2019-20: 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](#).



Table 5. Elementary/Middle School Level Indicator Crosswalk

A. Crosswalk from Level to Index & Rank																		
All Students																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>5</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	10.3	74.1	11.0	91.0	0	10.0	1	368	0	45.0	1	442	0	10.0	1	345	0	0.49
2	74.2	125.1	91.1	141.7	10.1	50.0	371	1,852	45.1	50.0	455	1,628	10.1	50.0	167	1,743	0.50	0.99
3	125.2	152.9	141.8	168.8	50.1	75.0	1,854	2,778	50.1	54.0	1,655	2,713	50.1	75.0	1,465	2,615	1.00	1.24
4	153.0	244.6	168.9	244.6	75.1	100	2,781	3,707	54.1	100	2,736	3,494	75.1	100	2,616	3,487	1.25+	--
Students with Disabilities																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>4</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	30.1	3.4	43.4	0	10.0	1	355	0	45.0	1	408	0	10.0	1	310	0	0.49
2	30.2	65.1	43.5	82.4	10.1	50.0	359	1,780	45.1	50.0	422	1,453	10.1	50.0	124	1,559	0.50	0.99
3	65.2	89.7	82.5	108.0	50.1	75.0	1,784	2,668	50.1	54.0	1,482	2,416	50.1	75.0	1,251	2,338	1.00	1.24
4	89.8	230.6	108.1	230.6	75.1	100	2,671	3,561	54.1	100	2,431	3,124	75.1	100	2,339	3,118	1.25+	--
English Language Learners																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>4</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	32.2	7.1	42.3	0	10.0	1	206	0	45.0	1	93	0	10.0	1	139	0	0.49
2	32.4	76.3	42.6	84.3	10.1	50.0	209	1,035	45.1	50.0	97	397	10.1	50.0	54	775	0.50	0.99
3	76.4	104.8	84.4	111.1	50.1	75.0	1,037	1,551	50.1	54.0	406	816	50.1	75.0	337	1,165	1.00	1.24
4	105.0	218.9	111.2	222.4	75.1	100	1,553	2,070	54.1	100	824	1,560	75.1	100	1,151	1,554	1.25+	--

<sup>5</sup> If the Combined Composite and Student Growth Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Student Growth Level, then the rounded down average of these levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 5. Elementary/Middle School Level Indicator Crosswalk (Continued)

A. Crosswalk from Level to Index & Rank																		
Economic Disadvantage																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>4</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	62.1	11.1	83.3	0	10.0	1	365	0	45.0	1	488	0	10.0	1	337	0	0.49
2	62.2	107.9	83.4	124.8	10.1	50.0	367	1,825	45.1	50.0	402	1,651	10.1	50.0	199	1,686	0.50	0.99
3	108.0	134.6	124.9	148.5	50.1	75.0	1,828	2,739	50.1	54.0	1,671	2,653	50.1	75.0	1,503	2,529	1.00	1.24
4	134.7	244.8	148.6	244.8	75.1	100	2,742	3,654	54.1	100	2,672	3,379	75.1	100	2,530	3,373	1.25+	--
Race/Ethnicity																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>4</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	2.3	67.9	8.9	86.0	0	10.0	1	1,162	0	45.0	1	1,455	0	10.0	1	1,001	0	0.49
2	68.0	124.6	86.1	142.9	10.1	50.0	1,167	5,811	45.1	50.0	1,489	4,520	10.1	50.0	530	5,004	0.50	0.99
3	124.7	160.6	143.0	176.6	50.1	75.0	5,819	8,718	50.1	54.0	4,606	7,410	50.1	75.0	3,699	7,509	1.00	1.24
4	160.7	248.8	176.7	248.8	75.1	100	8,720	11,625	54.1	100	7,460	10,142	75.1	100	7,510	10,012	1.25+	--
B. Crosswalk from Level to Long-Term Goals & MIPs																		
Academic Progress Level (ELA & Math)								Chronic Absenteeism Level										
		Did not meet State Long-Term Goal		Met State Long-Term Goal		Exceeded State Long-Term Goal				Did not meet State Long-Term Goal		Met State Long-Term Goal		Exceeded State Long-Term Goal				
Did not meet either MIP		Level 1		NA		NA		Did not meet either MIP		Level 1		N/A		N/A				
Met <u>lower</u> of State or School MIP		Level 2		Level 3		Level 4		Met <u>lower</u> of State or School MIP		Level 2		Level 3		Level 4				
Met <u>higher</u> of State or School MIP		Level 3		Level 4		Level 4		Met <u>higher</u> of State or School MIP		Level 3		Level 4		Level 4				

Table 6. High School Level Indicator Crosswalk

A. Crosswalk from Level to Index & Rank												
All Students												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>6</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	34.2	128.2	0	10.0	1	118	0	10.0	1	118	0	0.49
2	128.4	174.8	10.1	50.0	120	593	10.1	50.0	42	571	0.50	0.99
3	174.9	192.3	50.1	75.0	595	889	50.1	75.0	196	894	1.00	1.24
4	192.4	247.8	75.1	100	891	1,186	75.1	100	456	1,193	1.25+	--
Students with Disabilities												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>5</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	13.4	73.2	0	10.0	1	105	0	10.0	1	94	0	0.49
2	73.3	111.9	10.1	50.0	106	526	10.1	50.0	28	473	0.50	0.99
3	112.3	135.3	50.1	75.0	528	791	50.1	75.0	233	714	1.00	1.24
4	135.5	241.7	75.1	100	792	1,055	75.1	100	422	954	1.25+	--
English Language Learners												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>5</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	14.8	53.6	0	10.0	1	37	0	10.0	1	22	0	0.49
2	53.9	88.4	10.1	50.0	38	186	10.1	50.0	11	117	0.50	0.99
3	88.5	105.1	50.1	75.0	187	279	50.1	75.0	54	176	1.00	1.24
4	105.3	205.6	75.1	100	280	372	75.1	100	80	235	1.25+	--
Economic Disadvantage												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>5</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	31.2	125.7	0	10.0	1	116	0	10.0	1	115	0	0.49
2	125.9	160.9	10.1	50.0	119	584	10.1	50.0	36	582	0.50	0.99
3	161.0	178.0	50.1	75.0	587	879	50.1	75.0	262	873	1.00	1.24
4	178.1	247.2	75.1	100	882	1,173	75.1	100	487	1,164	1.25+	--

<sup>6</sup> If the Combined Composite and Graduation Rate Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Graduation Rate Level, then the rounded down average of these Levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 6. High School Level Indicator Crosswalk (Continued)

A. Crosswalk from Level to Index & Rank												
Race/Ethnicity												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>5</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	18.5	128.3	0	10.0	1	325	0	10.0	1	267	0	0.49
2	128.4	173.9	10.1	50.0	327	1,631	10.1	50.0	89	1,345	0.50	0.99
3	174.0	195.2	50.1	75.0	1,634	2,447	50.1	75.0	414	2,021	1.00	1.24
4	195.3	250.0	75.1	100	2,451	3,265	75.1	100	1,110	2,695	1.25+	--

  

B. Crosswalk from Level to Long-Term Goals & MIPs							
Graduation Rate Level				Academic Progress Level (ELA & Math)			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA	Did not meet either MIP	Level 1	NA	NA
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4

  

Chronic Absenteeism Level				College, Career, and Civic Readiness (CCCR) Level			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA	Did not meet either MIP	Level 1	NA	NA
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4

Table 7. District EM Level Indicator Crosswalk

A. Crosswalk from Level to Index & Rank																		
All Students																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>7</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	10.1	81.5	10.8	106.7	0	10.0	1	70	0	45.0	1	50	0	10.0	1	70	0	0.49
2	82.2	119.5	107.1	140.0	10.1	50.0	71	353	45.1	50.0	53	390	10.1	50.0	45	355	0.50	0.99
3	119.6	139.2	140.1	160.5	50.1	75.0	354	529	50.1	54.0	401	656	50.1	75.0	300	532	1.00	1.24
4	139.3	218.4	160.7	232.6	75.1	100	530	706	54.1	100	660	706	75.1	100	535	711	1.25+	--
Students with Disabilities																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>6</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	11.3	37.3	11.9	54.3	0	10.0	1	69	0	45.0	1	30	0	10.0	1	68	0	0.49
2	37.4	59.2	54.4	80.2	10.1	50.0	70	346	45.1	50.0	33	307	10.1	50.0	26	341	0.50	0.99
3	59.3	73.8	80.3	98.2	50.1	75.0	349	522	50.1	54.0	314	588	50.1	75.0	270	514	1.00	1.24
4	74.0	156.4	98.3	173.3	75.1	100	523	696	54.1	100	593	682	75.1	100	515	685	1.25+	--
English Language Learners																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>6</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	4.7	35.8	30.6	56.8	0	10.0	1	34	0	45.0	1	9	0	10.0	1	23	0	0.49
2	36.4	71.4	57.0	86.9	10.1	50.0	35	172	45.1	50.0	10	53	10.1	50.0	10	137	0.50	0.99
3	72.3	94.2	87.0	107.3	50.1	75.0	173	258	50.1	54.0	54	158	50.1	75.0	89	206	1.00	1.24
4	94.4	175.4	108.9	182.3	75.1	100	259	345	54.1	100	159	276	75.1	100	201	274	1.25+	--

<sup>7</sup> If the Combined Composite and Student Growth Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Student Growth Level, then the rounded down average of these Levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 7. District EM Level Indicator Crosswalk (Continued)

A. Crosswalk from Level to Index & Rank																		
Economic Disadvantage																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>6</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	10.1	65.5	10.8	93.2	0	10.0	1	69	0	45.0	1	53	0	10.0	1	69	0	0.49
2	65.6	98.7	93.7	118.7	10.1	50.0	70	346	45.1	50.0	55	399	10.1	50.0	42	345	0.50	0.99
3	98.9	115.1	118.8	134.9	50.1	75.0	348	521	50.1	54.0	408	632	50.1	75.0	302	519	1.00	1.24
4	115.2	185.7	135.0	196.6	75.1	100	522	695	54.1	100	634	689	75.1	100	520	692	1.25+	--
Race/Ethnicity																		
Level	Composite Performance								Growth				Combined Composite Performance & Growth <sup>6</sup>				ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Composite Rank		Mean Growth Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	8.6	68.3	9.4	95.0	0	10.0	1	260	0	45.0	1	208	0	10.0	1	238	0	0.49
2	68.6	116.7	95.1	140.7	10.1	50.0	261	1,302	45.1	50.0	219	1,227	10.1	50.0	96	1,194	0.50	0.99
3	116.8	142.9	140.8	169.8	50.1	75.0	1,304	1,954	50.1	54.0	1,252	2,055	50.1	75.0	979	1,791	1.00	1.24
4	143.0	228.4	169.9	228.4	75.1	100	1,958	2,606	54.1	100	2,073	2,405	75.1	100	1,792	2,389	1.25+	--
B. Crosswalk from Level to Long-Term Goals & MIPs																		
Academic Progress Level (ELA & Math)							Chronic Absenteeism Level											
	Did not meet State Long-Term Goal		Met State Long-Term Goal		Exceeded State Long-Term Goal				Did not meet State Long-Term Goal		Met State Long-Term Goal		Exceeded State Long-Term Goal					
Did not meet either MIP	Level 1		NA		NA			Did not meet either MIP	Level 1		N/A		N/A					
Met <u>lower</u> of State or School MIP	Level 2		Level 3		Level 4			Met <u>lower</u> of State or School MIP	Level 2		Level 3		Level 4					
Met <u>higher</u> of State or School MIP	Level 3		Level 4		Level 4			Met <u>higher</u> of State or School MIP	Level 3		Level 4		Level 4					

Table 8. District HS Level Indicator Crosswalk

A. Crosswalk from Level to Index & Rank												
All Students												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>8</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	32.2	154.8	0	10.0	1	67	0	10.0	1	66	0	0.49
2	154.9	181.2	10.1	50.0	68	333	10.1	50.0	42	311	0.50	0.99
3	181.3	196.1	50.1	75.0	336	502	50.1	75.0	196	503	1.00	1.24
4	196.4	233.2	75.1	100	503	670	75.1	100	456	671	1.25+	--
Students with Disabilities												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>7</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	37.2	83.1	0	10.0	1	61	0	10.0	1	54	0	0.49
2	93.3	115.1	10.1	50.0	64	312	10.1	50.0	28	281	0.50	0.99
3	115.2	136.4	50.1	75.0	313	468	50.1	75.0	233	421	1.00	1.24
4	136.9	198.9	75.1	100	469	625	75.1	100	422	562	1.25+	--
English Language Learners												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>7</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	14.8	63.0	0	10.0	1	14	0	10.0	1	10	0	0.49
2	64.4	95.3	10.1	50.0	15	74	10.1	50.0	11	52	0.50	0.99
3	95.5	108.7	50.1	75.0	75	111	50.1	75.0	54	78	1.00	1.24
4	109.0	205.6	75.1	100	112	149	75.1	100	80	106	1.25+	--
Economic Disadvantage												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>7</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	32.2	140.6	0	10.0	1	65	0	10.0	1	62	0	0.49
2	140.8	163.9	10.1	50.0	66	329	10.1	50.0	36	323	0.50	0.99
3	164.2	177.8	50.1	75.0	331	493	50.1	75.0	232	486	1.00	1.24
4	178.0	224.8	75.1	100	496	658	75.1	100	487	649	1.25+	--

<sup>8</sup> If the Combined Composite and Graduation Rate Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Graduation Rate Level, then the rounded down average of these Levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 8. District HS Level Indicator Crosswalk (*Continued*)

A. Crosswalk from Level to Index & Rank												
Race/Ethnicity												
Level	Composite Performance						Combined Composite Performance & Graduation Rate <sup>7</sup>				ELP	
	Index		Percentile		Rank		Percentile		Rank		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	14.4	140.8	0	10.0	1	179	0	10.0	1	145	0	0.49
2	140.9	178.8	10.1	50.0	181	901	10.1	50.0	89	754	0.50	0.99
3	178.9	199.3	50.1	75.0	904	1,352	50.1	75.0	414	1,131	1.00	1.24
4	199.4	244.3	75.1	100	1,354	1,805	75.1	100	1,110	1,508	1.25+	--

  

B. Crosswalk from Level to Long-Term Goals & MIPs							
Graduation Rate Level				Academic Progress Level (ELA & Math)			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA	Did not meet either MIP	Level 1	NA	NA
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4

  

Chronic Absenteeism Level				College, Career, and Civic Readiness (CCCR) Level			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	NA	NA	Did not meet either MIP	Level 1	NA	NA
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4



### III. Navigating the Summary, Elementary-Middle, and High School Reports

#### Summary Report

The District status summary report provides the 2018-19 (prior year) district and school accountability status, the overall 2019-20 accountability status for the district and for each school in the district, and the 2019-20 identification results for the All Students group and the accountability subgroups within each grade level. The report header provides a summary of the accountability status identification rules as well as a legend, which defines the identification labels.

Figure 1 shows a sample of the Status Summary report. The information in the report is organized in sections that correspond to the numbered columns on the worksheet, as follows:

- Columns 1-4: District and School identifying information
- Column 5: District/School 2018-19 (prior year) accountability status
- Column 6: District/School 2018-19 Made Progress status
- Column 7: 2019-20 District/School accountability status (see the Summary report worksheet for the Legend which defines the identification labels)
- Columns 8-17: Accountability status for the Elementary-Middle grades, by subgroup
- Columns 18-27: Accountability status for the High School grades, by subgroup

**Figure 1. Status Summary Report Layout Sample**

Column # 1	2	3	4	5	6	7	8-17			18-27		
							Elementary-Middle Subgroup Accountability Status			High School Subgroup Accountability Status		
District BEDS	District Name	District/School BEDS Code	District/School Name	18-19 Accountability status for District/School	District/School Made Progress on 18-19 Data (First Year Progress)	19-20 Accountability Status for District/School	All Students	SWD	... (other subgroups)	All Students	SWD	... (other subgroups)
100000000000	District A	100000000000	District A	TD	Yes	TD	CSI - S	TSI - S	-	CSI - D	TSI - D	-
100000000000	District A	100000000001	School A	GS	-	GS	GS	GS	-	-	-	-
100000000000	District A	100000000002	School B	GS	-	GS	-	-	-	GS	GS	-

Progress Summary Report

The District progress summary report provides the 2018-19 (prior year) district and school accountability status, a flag for whether the school or district made progress based upon 2018-19 school year data, a flag for whether the district made progress for all subgroups identified at the school or district level, and the Made Progress results for the All Students group and the accountability subgroups within each grade level that were identified as CSI or TSI for the 2018-19 school year. The Progress Summary Report includes only schools identified as TSI or CSI and districts identified as Target Districts for the 2018-19 school year.

Figure 2 shows a sample of the Progress Summary report. Similar to the Status Summary report, the information in the report is organized in sections that correspond to the numbered columns on the worksheet, as follows:

- Columns 1-4: District and School identifying information
- Column 5: District/School 2018-19 (prior year) accountability status
- Column 6: District/School 2018-19 Made Progress status for the district or school
- Column 7: Overall District 2018-19 Made Progress status for the district and all TSI and CSI Schools in the district
- Columns 8-17: Made Progress status for the Elementary-Middle grades, by subgroup
- Columns 18-27: Made Progress status for the High School grades, by subgroup

**Figure 2. Progress Summary Report Layout Sample**

Column # 1	2	3	4	5	6	7	8-17			18-27		
							Elementary-Middle Subgroup Accountability Status			High School Subgroup Accountability Status		
District BEDS	District Name	District/School BEDS Code	District/School Name	18-19 Accountability status for District/School	District/School Made Progress on 18-19 Data (First Year Progress)	Overall District 2018-19 Made Progress for each of its identified subgroups	All Students	SWD	... (other subgroups)	All Students	SWD	... (other subgroups)
100000000000	District A	100000000000	District A	TD	Yes	No	Yes	Yes	-	Yes	Yes	-
100000000000	District A	100000000001	School A	TSI	Yes	-	-	Yes	-	-	-	-
100000000000	District A	100000000002	School B	CSI	No	-	No	-	-	-	-	-

## Elementary-Middle Report

The Elementary-Middle report includes the accountability status at the subgroup level for the district and for the schools in the district that are accountable for the Elementary-Middle grades, the indicator levels used for making the determinations, as well as the data from which the indicator Levels were calculated. The report header provides a summary of the accountability status identification rules, the CSI/TSI Scenario Table (see also Tables 5 and 7), and reference tables with the cut points for the Achievement Levels of the applicable indicators.

Figure 3 shows a sample of the Elementary-Middle report. The information in the report is organized in sections that correspond to the numbered columns on the worksheet, as follows:

- Columns 1-4: District and School identifying information (same as the Summary report layout)
- Column 5: District/School accountability subgroup
- Column 6: 2019-20 District/School accountability status for subgroup
- Column 7: CSI/TSI Scenario for which subgroup was identified, or Good Standing result<sup>9</sup>
- Column 8: Made Progress status for subgroup(s) identified as CSI/TSI for the 2018-19 school year
- Columns 9-14: Achievement Levels for CSI/TSI determinations based on the applicable indicators for Elementary-Middle grades (Composite Performance, Student Growth, Combined Composite Performance and Growth, English Language Proficiency, Academic Progress in ELA and Mathematics, Chronic Absenteeism)
- Column 15: District/School 2018-19 (prior year) accountability status

The remaining columns of the report provide the source data that were used for making the determinations (see Section V, Attachment A).

**Figure 3. Elementary-Middle Report Layout Sample**

Column #: 1-4	5	6	7	8	9	10	11	12	13	14	15
Criteria for CSI/TSI Decision Making											
District BEDS, District Name, District/School BEDS, District/School NAME	Subgroup	Accountability Status for Subgroup in 19-20 school year	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	CSI/TSI Subgroup Made Progress on 18-19 Data	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18-19 school year
School A	All Students	Good Standing	Good Standing	-	3	4	4	2	4	3	Good Standing
School A	Black	Good Standing	Good Standing	-	2	4	3		1	1	Good Standing
School A	Asian	Good Standing	Good Standing	-	3		3				Good Standing

<sup>9</sup> Column #7 will display the same information as Column #15 if a subgroup met the criteria to be identified as CSI or TSI based upon 2017-18 school year results.

## High School Report

The High School report includes the accountability status at the subgroup level for the district and for the schools in the district that are accountable for the high school grades, the indicator levels used for making the determinations, as well as the data from which the indicator Levels were calculated. The report header provides a summary of the accountability status identification rules, the CSI/TSI Scenario Table (see also Tables 6 and 8), and reference tables with the cut points for the Achievement Levels of the applicable indicators.

Figure 4 shows a sample of the High School report. The information in the report is organized in sections that correspond to the numbered columns on the worksheet, as follows:

- Columns 1-4: District and School identifying information (same as the Summary report layout)
- Column 5: District/School accountability subgroup
- Column 6: 2019-20 District/School accountability status for subgroup
- Column 7: CSI/TSI Scenario for which subgroup was identified, or Good Standing result<sup>10</sup>
- Columns 8-15: Achievement Levels for CSI/TSI determinations based on the applicable indicators for High School grades (Graduation Rate less than 67% rule, Composite Performance, 4/5/6 Year Graduation Rate Level, Combined Composite Performance and Graduation Rate, English Language Proficiency, Academic Progress in ELA and Mathematics, Chronic Absenteeism, College, Career, and Civic Readiness)
- Column 16: District/School 2018-19 (prior year) accountability status

The remaining columns of the report provide the source data that were used for making the determinations (see Section V, Attachment B).

**Figure 4. High School Report Layout Sample**

Column #: 1-4	5	6	7	8	9	10	11	12	13	14	15	16	17
Criteria for CSI/TSI Decision Making													
District BEDS, District Name, District/School BEDS, District/School NAME	Subgroup	Accountability Status for Subgroup in 19-20 school year	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	CSI/TSI Subgroup Made Progress on 18-19 Data	18-19 Pot. Target District : Grade Rate < 67%	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Readiness Index (CCCR)	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18-19 school year
District B	All Students	Good Standing	Good Standing	-	No	2	2	2	2	1	2	2	Good Standing
District B	Black	Good Standing	Good Standing	-	Not Applicable	2	2	2	2	1	3	2	Good Standing
District B	Hispanic	Good Standing	Good Standing	-	Not Applicable	2	1	2	2	1	2	2	Good Standing

<sup>10</sup> Column #7 will display the same information as Column #17 if a subgroup met the criteria to be identified as CSI or TSI based upon 2017-18 school year results.

## IV. Additional Resources

October 2018 memo, [Every Student Succeeds Act \(ESSA\) Accountability Status for 2019-20: 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](#).

- For information about the accountability system, see the Office of Accountability [ESSA](#) page.
- For information about data collections, see the [Office of Information and Reporting Services](#) page.
- For information about the assessments, see the [Office of Assessment](#) page.

## V. Accountability Report Definitions

### Attachment A. Elementary-Middle Report Field Definitions

Col. #	Column Name	Description
1	District BEDS	District's Basic Educational Data System Code
2	District Name	District Name
3	District/School BEDS Code	District's or School's Basic Educational Data System Code
4	District/School Name	District or School Name
5	Subgroup	The accountability group in a district or school for which data is being provided.
6	Accountability Status for Subgroup in 19-20 school year	The 2019-20 Accountability Status for the All Students group or subgroup: CSI, TSI, or Good Standing
7	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	The respective scenario in the CSI/TSI Scenario Table. If a subgroup did not meet any of the CSI/TSI scenarios, then "Good Standing" is displayed in this field. The Potential TSI or Potential Target District status will also be displayed in this field, where applicable.
8	CSI/TSI Subgroup Made Progress on 18-19 Data	The progress status based upon 2018-19 school year data for any subgroup that is in CSI or TSI accountability status for the 2018-19 school year. If a subgroup is in "Good Standing" status, then "-" is displayed.
<b>Criteria for CSI/TSI Decision Making</b>		
9	Composite Performance Achievement Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Composite Performance Achievement Level Rank and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
10	Student Growth Level	Based on Mean Growth Percentile (MGP), all elementary-middle groups for which a school or district is accountable are assigned a Level 1-4 in the following way: If the MGP is 45 or less than Level is 1; If the MGP is between 45.1 and 50 then Level is 2; If the MGP is between 50.1 and 54 then the Level is 3; If the MGP is greater than 54 then the Level is 4.
11	Combined Composite and Student Growth Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Combined Composite Performance Achievement Level Rank and Mean Growth Percentile Rank and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4. If the Combined Composite and Student Growth Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Student Growth Level, then the rounded down average of these Levels is used.
12	English Language Proficiency Level	Based on ELP Success Ratio, all groups for which a school or district is accountable are assigned a Level 1-4 in the following way: If the Success Ratio is 0.49 or less than Level is 1; If the Success Ratio is between 0.50 and 0.99 then Level is 2; If the Success Ratio is between 1.0 and 1.24 then the Level is 3; If the Success Ratio is 1.25 or higher, then the Level is 4.

13	Average ELA and Math Academic Progress Level (Rounded Down)	Average ELA and Math Academic Progress Level is the resulting average of the ELA Academic Progress Level and the Math Academic Progress Level rounded down to the nearest whole number.
14	Chronic Absenteeism Level	The Chronic Absenteeism Rate is assigned a Level from 1-4 based on whether or not the school met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
15	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18-19 school year	The subgroup 2018-19 Accountability Status of school or district.
<b>Composite Performance</b>		
16	18-19 ELA Perf. Index	ELA Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
17	18-19 Math Perf. Index	Math Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
18	18-19 Sci Perf. Index	Science Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator), and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
19	Weighted Avg. Ach. Index	Weighted Average Achievement Index is the weighted average of the ELA, Mathematics, and Science achievement indices. It is computed by summing the ELA, Math, and Science Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the greater of the continuously enrolled tested students or 95% of continuously enrolled students), and multiplying the result by 100.

20	Weighted Avg. Ach. Rank	Weighted Average Achievement Rank is the order or rank of an accountability group based on its Weighted Average Achievement Index.
21	18-19 Weighted Avg. Ach. Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Weighted Average Achievement Index and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
22	ELA Core Subject Perf. Index	ELA Core Subject Performance Index is a number between 0-250 that is computed for a subgroup by summing the results of the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator), and dividing this result by the number of valid test results for continuously enrolled students (denominator). The result of this division is then multiplied by 100 to determine the Index.
23	Math Core Subject Perf. Index	Math Core Subject Performance Index is a number between 0-250 that is computed for a subgroup by summing the results of the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator), and dividing this result by the number of valid test results for continuously enrolled students (denominator). The result of this division is then multiplied by 100 to determine the Index.
24	Sci. Core Subject Perf. Index	Science Core Subject Performance Index is a number between 0-250 that is computed for a subgroup by summing the results of the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator), and dividing this result by the number of valid test results for continuously enrolled students (denominator). The result of this division is then multiplied by 100 to determine the Index.
25	Core Subject Perf. Index	Core Subject Performance Index is the weighted average of the ELA, Mathematics, and Science Core Subject Performance Indices. It is computed by summing the ELA, Math, and Science Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.
26	Core Subject Perf. Index Rank	Core Subject Performance Index Rank is the order or rank of an accountability group based on its Core Subject Performance Index.
27	18-19 Core Subject Perf. Index Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Core Subject Performance Index and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
28	18-19 Comp. Perf. Index Level	The Composite Performance Index Level is calculated by adding the Weighted Average Achievement Level (Column 21) and the Core Subject Performance Index Level (Column 27).



29	Higher Rank used for determining Comp. Perf. Ach. Level	The rank in this column indicates the highest rank between Weighted Average Achievement Rank (Column 20) and Core Subject Performance Index Rank (Column 26) that was used to determine the Composite Performance Achievement Level.
30	Weighted Avg. Ach. Rank (W) or Core Subject Perf. Index Rank (C) used for Composite Perf. Ach. Level	"W" denotes the Weighted Average Achievement Rank (Column 20) and "C" denotes the Core Subject Performance Rank (Column 26) was used to determine the Composite Performance Achievement Level.
31	Comp. Perf. Ach. Level Rank	Composite Performance Achievement Level Rank is the order or rank of subgroups based on the highest of Weighted Average Achievement Rank and Core Subject Performance Rank (Column 29).
32	Comp. Perf. Ach. Level	Same as described in Column 9.
33	Comp. Perf. Level Details	The statewide percentile range corresponding to the Composite Performance Achievement Level.
<b>Growth</b>		
34	18-19 Mean Growth Percentile (MGP)	Mean Growth Percentile (MGP) is the mean of Student Growth Percentiles (SGPs) that compare student growth in grades 4-8 across the state to those who had similar scores in prior years. This column sums three years of ELA SGPs and three years of math SGPs for all students in the subgroup and is then divided by the number of results.
35	Mean Growth Percentile Rank	Mean Growth Percentile Rank is the order or rank of the subgroup based on its Mean Growth Percentiles.
36	Student Growth Level	Same as described in Column 10.
37	Student Growth Level Details	The statewide Mean Growth Percentile range corresponding to the Growth Level.
<b>Combined Composite Performance and Growth</b>		
38	Comb. Comp. Performance Ach. Level Rank and Mean Growth Percentile Rank	The rank of the sum of the Combined Composite Performance Achievement Level Rank (Column 30) and the Mean Growth Percentile Rank (Column 34).
39	Comb. Comp. and Student Growth Level	Same as described in Column 11.
40	Comb. Comp. and Growth Level Details	The statewide percentile range corresponding to the Combined Composite Performance and Growth Level Rank.
<b>English Language Proficiency (ELP)</b>		
41	ELP Success Ratio	The school's success ratio is the percentage of English language learners (ELLs) making progress toward achieving English language proficiency (ELP) as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compared to the school's benchmark.
42	EL Proficiency Level	Same as described in Column 12.
43	EL Proficiency Level Details	The Success Ratio range corresponding to the English Language Proficiency Level.
<b>ELA and Math Academic Progress</b>		
44	18-19 ELA Acad. Ach.	Same as described in Column 16.

45	ELA State Long Term Goal	ELA State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward <b>achieving the State End-goal</b> . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State Long-term Goal will achieve at least a Level 3 in ELA Academic Progress.
46	ELA State Exceed Long Term Goal	ELA State Exceed Long-term Goal is computed as the State Long-Term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-term Goal will be assigned Level 4 on the ELA Academic Progress measure.
47	18-19 ELA State MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on ELA based on the State baseline so that the subgroup can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as state baseline plus 8% of the difference between the State baseline and the State Long-term goal.
48	16-17 ELA Sch./Dist. Baseline	The School ELA Academic Achievement for a subgroup that was used as the baseline to set School MIPs for the next five years.
49	18-19 ELA Sch./Dist. MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on ELA based on the School baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as the school/district baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
50	ELA Academic Progress Level	Academic Progress Level in ELA is a Level from 1-4 assigned to a group based on whether or not the group’s ELA Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school’s MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
51	ELA Academic Progress Level Details	The outcome corresponding to the ELA Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix.
52	18-19 Math Acad. Ach.	Same as described in Column 17.
53	Math State Long Term Goal	Math State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward <b>achieving the State End-goal</b> . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State Long-term Goal will achieve at least a Level 3 in Math Academic Progress.
54	Math State Exceed Long Term Goal	Math State Exceed Long-term Goal is computed as the State Long-Term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-term Goal will be assigned Level 4 on the Math Academic Progress measure.
55	18-19 Math State MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Math based on the State baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as state baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
56	16-17 Math Sch./Dist. Baseline	The School Math Academic Achievement that was used as the baseline to set School MIPs for the next five years.

57	18-19 Math Sch./Dist. MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on Math based on the School baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as the school/district baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
58	Math Academic Progress Level	Academic Progress Level in Math is a Level from 1-4 assigned to a group based on whether or not the group’s Math Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school’s MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
59	Math Academic Progress Level Details	The outcome corresponding to the Math Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix.
60	Avg. ELA and Math Acad. Progress Level. Rounded down average of column # 50 and 58.	Same as described in Column 13.
<b>Chronic Absenteeism</b>		
61	18-19 Chronic Abs. Rate	Chronic Absenteeism Rate is the number of students in grades 1-8 who during the school year were enrolled for a minimum of ten instructional days, were in attendance at least one of those days, and were absent (excused or unexcused) for at least 10 percent of their enrolled instructional days, divided by the total number of students enrolled during the school year, expressed as a percentage.
62	State Long Term Goal	State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
63	State Exceed Long Term Goal	Exceed State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
64	18-19 State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Chronic Absenteeism based on the State baseline so that it can meet the Long-term Goal in five years.
65	16-17 Sch./Dist. Baseline	The School/District Chronic Absenteeism Rate that was used as the baseline to set School/District MIPs for the next five years.
66	18-19 Sch./Dist. MIP	The School/District Measure of Interim Progress (MIP) is the amount of progress the School/District expects a subgroup to make on Chronic Absenteeism based on the School/District baseline so that it can meet the State Long-term Goal in five years.
67	Chronic Abs. Level	Same as described in Column 14.
68	Chronic Abs. Level Details	The outcome corresponding to the Chronic Absenteeism Level based on the Measures of Interim Progress (MIP) Matrix.
<b>Progress Calculation for CSI/TSI Subgroups</b>		
69	17-18 Comp. Perf. Index Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Composite Performance Achievement Level Rank and

		assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
70	18-19 Comp. Perf. Index Level Greater than 17-18 Comp. Perf. Index Level	Yes/No flag indicating that the sum of the 2018-19 Composite Performance Index Level is greater than at the time the subgroup was first identified as CSI. The Composite Performance Index Level is the sum of the Weighted Average Achievement Level and the Core Performance Level.
71	17-18 Mean Growth Percentile (MGP)	MGP based upon the year in which the subgroup was identified as CSI.
72	18-19 MGP Greater than 17-18 MGP	Yes/No flag indicating that the 2018-19 MGP is greater than the year in which the subgroup was first identified as CSI.
73	ELP Level, Avg. ELA and Math Acad. Progress, and Chronic Absenteeism is not Level 1	Yes/No flag indicating that none of the following indicators have a Level 1 based upon the 2018-19 school year results: ELP, Progress, or Chronic Absenteeism.
74	CSI/TSI Subgroup Made Progress	Yes/No flag indicating that a subgroup in CSI or TSI status for the 2018-19 school year met the first of two years of progress criteria necessary to exit CSI or TSI status.



### Attachment B. High School Report Field Definitions

Col. #	Column Name	Description
1	District BEDS	District's Basic Educational Data System Code
2	District Name	District Name
3	District/School BEDS Code	District's or School's Basic Educational Data System Code
4	District/School Name	District or School Name
5	Subgroup	All Students group for CSI, or accountability subgroup for TSI determination.
6	Accountability Status for Subgroup in 19-20 school year	The 2019-20 Accountability Status for the All Students group or subgroup: CSI, TSI, or Good Standing.
7	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	The respective scenario in the CSI/TSI Scenario Table. If a subgroup did not meet any of the CSI/TSI scenarios then it is indicated as "Good Standing." The Potential TSI or Potential Target District status will also be displayed in this field, where applicable.
8	CSI/TSI Subgroup Made Progress on 18-19 Data	The progress status based upon 2018-19 school year data for any subgroup that is in CSI or TSI accountability status for the 2018-19 school year. If a subgroup is in "Good Standing" status, then "--" is displayed.
<b>Criteria for CSI/TSI Decision Making</b>		
9	District Grad Rate <67%	Any district whose all students 4-Year Graduation Cohort Rate is below 67% and whose 5-Year or 6-Year Graduation Cohort Rate is not at or above 67% will be notated with a "Yes."
10	Composite Performance Achievement Level	All accountability groups are rank ordered on their Composite Performance Index and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
11	Average of 4-, 5-, and 6-year Graduation Rate Levels	An accountability group is assigned a Graduation Rate Level that is the average of a group's 4-year, 5-year, and 6-year Graduation Rate levels using normal rounding rules.
12	Combined Composite Performance Achievement	All groups for which a school or district is accountable are rank ordered on their Combined Composite Performance Achievement Level Rank and Graduation Rate Rank and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the

	and Graduation Rate Level	rank is greater than 75% then the Level is 4. If the Combined Composite and Graduation Rate Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Graduation Rate Level, then the rounded down average of these Levels is used.
13	English Language Proficiency Level	Based on ELP Success Ratio, all groups for which a school or district is accountable are assigned a Level 1-4 in the following way: If the Success Ratio is 0.49 or less than Level is 1; If the Success Ratio is between 0.50 and 0.99 then Level is 2; If the Success Ratio is between 1.0 and 1.24 then the Level is 3; If the Success Ratio is 1.25 or higher, then the Level is 4.
14	Average ELA and Math Academic Progress Level	Average ELA and Math Academic Progress Level is the resulting average of ELA Academic Progress Level and Math Academic Progress Level rounded down to the nearest whole number.
15	Chronic Absenteeism Level	The Chronic Absenteeism Rate is assigned a Level from 1-4 based on whether or not the school met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
16	College, Career, Civic Readiness (CCCR) Level	The CCCR Index is assigned a Level from 1-4 based on whether or not the school met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
17	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18-19 school year	The subgroup 2018-19 Accountability Status of school or district.
<b>Composite Performance</b>		
18	18-19 ELA Perf. Index	ELA Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
19	18-19 Math Perf. Index	Math Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of

		students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
20	18-19 Sci Perf. Index	Science Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
21	18-19 Soc. Studies Perf. Index	Social Studies Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
22	18-19 Comp. Perf. Index	Composite Performance Index is calculated by combining the Performance Indices for ELA, Mathematics, Science, and Social Studies. The formula to do so is the following: The sum of the ELA Performance Index multiplied by three, plus the result of the Mathematics Performance Index multiplied by three, plus the result of the Science Performance Index multiplied by two, plus the result of the Social Studies Performance Index multiplied by one, divided by the sum of the multipliers.
23	Comp. Perf. Ach. Level Rank	Composite Performance Achievement Level Rank is the order or rank of schools based on their Composite Performance Index.
24	Comp. Perf. Ach. Level	Same as described in Column 10.
25	Composite Performance Level Details	The statewide percentile range corresponding to the Composite Performance Achievement Level.
<b>Graduation Rate</b>		
26	4 Yr Grad. Rate (2014 4 Yr)	The graduation rate for the 2014 4-year Cohort.
27	4 Yr Grad. Rate State Long Term Goal	The 4-Year Graduation Rate State Long-term Goal is the amount of progress the State expects a subgroup to make for the 4-Year Graduation Rate based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
28	4 Yr Grad. Rate State Exceed Long Term Goal	The 4-Year Graduation Rate State Exceed Long-term Goal is the amount of progress the State expects a subgroup to make for the 4-Year Graduation Rate based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
29	4 Yr Grad. Rate State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on the 2014 4-Year Cohort based on the State baseline so that it can meet the Long-term Goal in five years.
30	4 Yr Grad. Rate Sch./Dist.	The 2012 4-Year Graduation Rate that was used as the baseline to set School MIPs for the next five years.



	Baseline (2012 4 Yr)	
31	4 Yr Grad. Rate Sch./Dist. MIP	The School/District Measure of Interim Progress (MIP) is the amount of progress the School/District expects a subgroup to make on the 2014 4-Year Cohort based on the School/District baseline so that it can meet the Long-term goal in five years.
32	4 Yr Grad. Rate Level	4-Year Graduation Rate Level is assigned a Level from 1-4 based on whether or not the school's 2014 4-Year Cohort Graduation Rate met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
33	4 Yr Grad. Rate Level Details	The outcome corresponding to the 4-Year Graduation Rate Level based on the Measures of Interim Progress (MIP) Matrix.
34	5 Yr Grad. Rate (2013 5 Yr)	The graduation rate for the 2013 5-Year Graduation Rate Cohort.
35	5 Yr Grad. Rate State Long Term Goal	The 5-Year Graduation Rate State Long-term Goal is the amount of progress the State expects a subgroup to make for the 5-Year Graduation Rate based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
36	5 Yr Grad. Rate State Exceed Long Term Goal	The 5-Year Graduation Rate State Exceed Long-term Goal is the amount of progress the State expects a subgroup to make for the 5-Year Graduation Rate based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State-end Goal.
37	5 Yr Grad. Rate State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on the 2013 5-Yr Cohort based on the State baseline so that it can meet the Long-term Goal in five years.
38	5 Yr Grad. Rate Sch./Dist. Baseline (2011 5 Yr)	The 2011 5-Year Graduation Rate that was used as the baseline to set School MIPs for the next five years.
39	5 Yr Grad Rate Sch./Dist. MIP	The School/District Measure of Interim Progress (MIP) is the amount of progress the School/District expects a subgroup to make on the 2013 5-Year Cohort based on the School/District baseline so that it can meet the Long-term Goal in five years.
40	5 Yr Grad. Rate Level	The 5-Year Graduation Rate Level is assigned a Level from 1-4 based on whether or not the school's 2013 5-Year Cohort Graduation Rate met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.

41	5 Yr Grad. Rate Level Details	The outcome corresponding to the 5-Year Graduation Rate Level based on the Measures of Interim Progress (MIP) Matrix.
42	6 Yr Grad. Rate (2012 6 Yr)	The graduation rate for the 2012 6-Year Graduation Rate Cohort.
43	6 Yr Grad. Rate State Long Term Goal	The 6-Year Graduation Rate State Long-term Goal is the amount of progress the State expects a subgroup to make for the 6-Year Graduation Rate based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
44	6 Yr Grad. Rate State Exceed Long Term Goal	The 6-Year Graduation Rate State Exceed Long-term Goal is the amount of progress the State expects a subgroup to make for the 6-Year Graduation Rate based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
45	6 Yr Grad. Rate State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on the 2012 6-Year Cohort based on the State baseline so that it can meet the Long-term Goal in five years.
46	6 Yr Grad. Rate Sch./Dist. Baseline (2010 6 Yr)	The 2010 6-Year Graduation Rate that was used as the baseline to set School/District MIPs for the next five years.
47	6 Yr Grad Rate Sch./Dist. MIP	The School/District Measure of Interim Progress (MIP) is the amount of progress the School/District expects a subgroup to make on the 2012 6-Year Cohort based on the School/District baseline so that it can meet the Long-term Goal in five years.
48	6 Yr Grad. Rate Level	6-Year Graduation Rate Level is assigned a Level from 1-4 based on whether or not the school's 2012 6-Year Cohort Graduation Rate met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or met Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or met Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
49	6 Yr Grad. Rate Level Details	The outcome corresponding to the 6-Year Graduation Rate Level based on the Measures of Interim Progress (MIP) Matrix.
50	Average of 4-, 5-, and 6-year Grad. Rate Levels. Rounded average of column # 32, 40, and 48.	Same as described in Column 11.
51	Average of 4-, 5-, and 6-year Grad. Rate Level Details	The statewide percentile range corresponding to the Combined 4-Year, 5-Year, and 6-Year Graduation Rate Level.

52	18-19 Unwtd. Avg. 4 Yr, 5 Yr, 6 Yr Grad. Rate	The unweighted average of the 4-Year, 5-Year, and 6-Year Graduation Rates.
53	Unwtd. Avg. 4 Yr, 5 Yr, 6 Yr Grad. Rate Rank	The schools are first rank ordered on Combined 4-Year, 5-Year, 6-Year Graduation Rate Level. Within each level the schools are then rank ordered by Unweighted Average 4-Year, 5-Year, 6-Year Graduation Rate. Schools are then ranked again. The Combined 4-Year, 5-Year, 6-Year Graduation Rate Rank is used to assign the Combined Composite Performance and Graduation Rate Level.
<b>Combined Composite Performance and Graduation Rate</b>		
54	Comb. Comp. Perf. Ach. & Grad. Rate Rank	The rank of the sum of the Combined Composite Performance Achievement Level Rank (Column 23) and the Unweighted Average 4-Year, 5-Year, and 6-Year Graduation Rate Rank (Column 53).
55	Comb. Comp. Perf. Ach. & Grad. Rate Level	Same as described in Column 12.
56	Combined Composite Performance Achievement & Grad. Rate Level Details	The statewide percentile range corresponding to the Combined Composite Performance and Graduation Rate Level Rank (Column 12).
<b>English Language Proficiency (ELP)</b>		
57	ELP Success Ratio	The school's success ratio for the percentage of English language learners (ELLs) making progress toward achieving English language proficiency (ELP) as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compared to the school's benchmark.
58	EL Proficiency Level	Same as described in Column 13.
59	EL Proficiency Level Details	The Success Ratio range corresponding to the English Language Proficiency Level.
<b>ELA and Math Academic Progress</b>		
60	18-19 ELA Acad. Ach.	Same as described in Column 18.
61	ELA State Long Term Goal	ELA State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward <b>achieving the State End-goal</b> . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State Long-term Goal will achieve at least a Level 3 in ELA Academic Progress
62	ELA State Exceed Long Term Goal	ELA State Exceed Long-term Goal is computed as the State Long-term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-term Goal will be assigned Level 4 on the ELA Academic Progress measure.

63	18-19 ELA State MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on ELA based on the State baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as state baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
64	16-17 ELA Sch./Dist. Baseline	The School/District ELA Academic Achievement that was used as the baseline to set School/District MIPs for the next five years.
65	18-19 ELA Sch./Dist. MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on ELA based on the School baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as the school/district baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
66	ELA Academic Progress Level	Academic Progress Level in ELA is a Level from 1-4 assigned to a group based on whether or not the group's ELA Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term Goal or Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
67	ELA Academic Progress Level Details	The outcome corresponding to the ELA Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix.
68	18-19 Math Acad. Ach	Same as described in Column 19.
69	Math State Long Term Goal	Math State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward <b>achieving the State End-goal</b> . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State Long-term Goal will achieve at least a Level 3 in Math Academic Progress.
70	Math State Exceed Long Term Goal	Math State Exceed Long-term Goal is computed as the State Long-term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-term Goal will be assigned Level 4 on the Math Academic Progress measure.
71	18-19 Math State MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Math based on the State baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as state baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
72	16-17 Math Sch./Dist. Baseline	The School/District Math Academic Achievement that was used as the baseline to set School/District MIPs for the next five years.
73	18-19 Math Sch./Dist. MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the school expects a subgroup to make on Math based on the School baseline so that it can meet the State Long-term Goal in five years. The 2018-19 MIP is computed as the school/district baseline plus 8% of the difference between the State baseline and the State Long-term Goal.
74	Math Acad. Progress Level	Academic Progress Level in Math is a Level from 1-4 assigned to a group based on whether or not the group's Math Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term Goal or Safe Harbor will be Level 2. A group that meets one of the MIPs and the State Long-term

		Goal or Accelerated Growth will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
75	Math Academic Progress Level Details	The outcome corresponding to the Math Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix. Rows where the minimum PI override was applied are labeled "Met minimum PI."
76	Avg. ELA & Math Acad. Progress Level. Rounded down average of column 66 and 74.	Same as described in Column 14.
<b>Chronic Absenteeism</b>		
77	18-19 Chronic Abs. Rate	Chronic Absenteeism Rate is the number of students in grades 9-12 who during the school year were enrolled for a minimum of ten instructional days, were in attendance at least one of those days, and were absent (excused or unexcused) for at least 10 percent of their enrolled instructional days, divided by the total number of students enrolled during the school year, expressed as a percentage.
78	State Long Term Goal	State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards achieving the State end-Goal.
79	State Exceed Long Term Goal	State Exceed State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
80	18-19 State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Chronic Absenteeism based on the State baseline so that it can meet the Long-term Goal in five years.
81	16-17 Sch./Dist. Baseline	The School/District Chronic Absenteeism Rate that was used as the baseline to set School/District MIPs for the next five years.
82	18-19 Sch./Dist. MIP	The 18-19 School/District Measure of Interim Progress (MIP) is the amount of progress the School/District expects a subgroup to make on Chronic Absenteeism based on the School/District baseline so that it can meet the State Long-term Goal in five years.
83	Chronic Abs. Level	Same as described in Column 15.
84	Chronic Abs. Level Details	The outcome corresponding to the Chronic Absenteeism Level based on the Measures of Interim Progress (MIP) Matrix.
<b>College, Career, Civic, Readiness Index (CCCR)</b>		
85	CCCR Index	The College, Career, and Civic Readiness Index is calculated as follows: The number of students in the 4-Year Graduation Rate Cohort as of June 30 of the reporting year plus students not in the cohort but who in the current reporting year were reported as English Language Learners and earned a Regents diploma with a Seal of Biliiteracy will be the denominator. The numerator is the number of these students demonstrating success on specific college, career, and civic readiness using specific measures multiplied by the weighting (0.5 to 2.0) assigned to each of these measures, plus the number of students who

		earned a High School Equivalency diploma in the current reporting year, or in one or more of the previous two reporting years, regardless of whether or not they were in the 4-year Graduation Rate Cohort.
86	State Long Term Goal	The State Long-term Goal is the amount of progress the State expects a subgroup to make for CCCR based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
87	State Exceed Long Term Goal	Exceed State Long-term Goal is the amount of progress the State expects a subgroup to make for CCCR based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
88	18-19 State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on CCCR based on the State baseline so that it can meet the Long-term Goal in five years.
89	16-17 Sch./Dist. Baseline	The School CCCR Index that was used as the baseline to set School MIPs for the next five years.
90	18-19 Sch./Dist. MIP	The School/District Measure of Interim Progress (MIP) is the amount of progress the School/District expects a subgroup to make on CCCR based on the School/District baseline so that it can meet the State Long-term Goal in five years.
91	CCCR Level	Same as described in Column 16.
92	CCCR Level Details	The outcome corresponding to the CCCR Level based on the Measures of Interim Progress (MIP) Matrix.
<b>Progress Calculation for CSI/TSI Subgroups</b>		
93	17-18 Comp. Perf. Index	Same as described in Column 22 for 2017-18.
94	18-19 Comp. Perf. Index Greater than 17-18 Comp. Perf. Index	Yes/No flag indicating that the 2018-19 Composite Performance Index is greater than the 2017-18 Composite Performance Index.
95	17-18 Unwtd. Avg. 4 Yr, 5 Yr, 6 Yr Grad. Rate	The 2017-18 unweighted average of the 4-Year, 5-Year, and 6-Year Graduation Rates.
96	18-19 Unwtd. Avg. 4 Yr, 5 Yr, 6 Yr Grad. Rate Greater than 17-18 Unwtd. Avg. 4 Yr, 5 Yr, 6 Yr Grad. Rate	Yes/No flag indicating that the 2018-19 unweighted average of the 4-, 5-, and 6-year Graduation Rate is greater than the year in which the subgroup was first identified as CSI.
97	ELP Level, Avg. ELA and Math Acad. Progress, Chronic	Yes/No flag indicating that none of the following indicators have a Level 1 based upon the 2018-19 school year results: ELP, Progress, Chronic Absenteeism, or College, Career, and Civic Readiness.

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	Absenteeism, and CCCR is not Level 1	
98	CSI/TSI Subgroup Made Progress	Yes/No flag indicating that a subgroup in CSI or TSI status for the 2018-19 school year met the first of two years of progress criteria necessary to exit CSI or TSI status.