

Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA)¹



New York State Education Department

Office of Accountability

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Contents

Introduction	1
Accountability Status Determinations	1
1. What are the school accountability status identifications under ESSA?	1
2. What are the district accountability status identifications under ESSA?	1
3. How often are these identifications made?	1
4. What measures are used to make school and district determinations?	1
5. What is an accountability subgroup?	2
6. How is a school identified as a Comprehensive Support and Improvement (CSI) School?	2
7. How is a school identified as a Targeted Support and Improvement (TSI) School?	4
8. How is a school identified as a School in Good Standing?	4
9. How is a school identified as a Recognition School?	4
10. How can a school exit Comprehensive or Targeted Support and Improvement status after it has been identified?	5
11. How is a district identified as a Target District?	6
12. How is a district identified as a District in Good Standing?	6
13. How is the City School District of the City of New York held accountable at the district level?	6
14. How can a district exit Target District status after it has been identified?	6
Indicators Used to Make Accountability Determinations	7
15. How is Composite Performance determined at the elementary/middle level?	7
16. What tests are used to determine Elementary/Middle-Level Composite Performance Indices? ...	16
17. How is Composite Performance determined at the secondary level?	16
18. What tests are used to determine Secondary-Level Composite Performance Indices?	18
19. How is a Student Growth Level determined?	19
20. What tests are used to determine Student Growth?	20
21. How is a Graduation Rate Level determined?	20
22. How are Combined Composite Performance and Growth and Combined Composite Performance and Graduation Rate Levels determined?	23
23. How is an English Language Proficiency (ELP) Level determined?	23
24. How is a Progress Level determined?	30
25. How is a Chronic Absenteeism Level determined?	33
26. What is College, Career, and Civic Readiness (CCCR) and how is a CCCR Level determined?	36
Accountability Data Business Rules	39
27. How many records must be in a subgroup for a school or district to be accountable for the results for that subgroup?	39
28. What conditions are used to determine in which accountability subgroup a student is included?	43
29. What data are suppressed to protect student confidentiality?	45
30. How are performance levels determined at the elementary/middle level?	46
31. How are performance levels determined at the secondary level?	47
32. How does ESSA's 95% participation requirement work in New York State?	48
33. How is accountability status determined for Schools with a Performance Based Assessment Variance?	49
34. How is accountability status determined for Transfer High Schools?	49
35. How is accountability status determined for Self-Assessment Schools?	49
36. How is accountability status determined for schools with only grades below grade three?	49
37. How are the assessment results for advanced middle-school students who take Regents exams in grades seven and eight included in accountability calculations?	50

38. How are Pathways in Technology (P-Tech) students included in the accountability system?.....	50
39. How are students who move into and out of New York State because they are children of parents or guardians in the military, Military Interstate Compact (MIC) students, included in the accountability system?.....	50
40. What if a school or district is newly opened and does not have baseline or other previous year(s) data?.....	51
41. What if a school or district does not have a Measure of Interim Progress (MIP) because of extenuating or extraordinary circumstances?.....	51
42. How do we know if former students with disabilities and/or former English Language Learners were used to determine outcomes?	51
Definitions of Terms Used in the New Accountability System	51

Introduction

The following document provides answers to questions about the New York State Accountability System under the Every Student Succeeds Act (ESSA). Answers to questions are based upon the 2018-19 accountability determinations, which were made using the 2017-18 school year results.

Accountability Status Determinations

1. What are the school accountability status identifications under ESSA?

Schools in Good Standing, Recognition Schools (a subset of schools in Good Standing), Targeted Support and Improvement (TSI) Schools, and Comprehensive Support and Improvement (CSI) Schools.²

2. What are the district accountability status identifications under ESSA?

Districts in Good Standing and Target Districts.

3. How often are these identifications made?

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

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

Schools are identified based on measures of success.

At the elementary/middle level, these measures are:

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

At the secondary level, these measures are:

- **Composite Performance:** Annual student performance in English language arts, math, science, and social studies
- **Academic Progress:** Progress of students on state assessments in relation to long-term goals and Measures of Interim Progress (MIPs)
- **English Language Proficiency (ELP):** Percentage of students meeting individual progress targets on the New York State English as a Second Language Achievement Test (NYSELSAT)
- **Chronic Absenteeism:** Percent of students who are absent 10% or more instructional days

² In this document, unless stated otherwise the term “school” refers to public schools registered by the New York State Board of Regents and public charter schools.

- **Graduation Rate:** Graduation rates of students four, five, and six years after first entering grade 9, based on graduation rate cohorts that are lagged one year.
- **College, Career, and Civic Readiness (CCCR):** Percentage of students who are leaving high school prepared for college, care, and civic readiness as measure by diploma, credentials, advanced course credits and assessment results, career and technical education certifications and other similar measures.

Beginning with 2017-18 school year results, Out-of-School Student Suspensions will be reported at both the elementary/middle and secondary levels.

Beginning with 2018-19 school year results, a Level 1-4 will be reported for the performance of accountability groups on the Out-of-School Student Suspension Indicator.

Beginning with 2019-20 school year results, districts will be required to address in their Consolidated Applications any school that performs at Level 1 for any subgroup for out-of-school suspensions.

Beginning with 2020-21 school year results, out-of-school suspensions will become an indicator for accountability purposes.

Under ESSA, the New York State accountability system assigned a **Level** from 1 to 4 to each accountability subgroup for each measure for each school based on the subgroups' performance on the measures, where 1 indicates the lowest performance and 4 indicates the highest performance. These Levels are used to determine if a school is a School in Good Standing, a Targeted Support and Improvement (TSI) School, or a Comprehensive Support and Improvement (CSI) School.

5. What is an accountability subgroup?

An accountability subgroup is a group of students who are assigned to a certain category based on their race/ethnicity, English language proficiency, disability status, or economic status. The accountability subgroups are: All Students, American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner (ELL), Students with Disabilities, and Economically Disadvantaged.

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

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

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

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

CSI identification criteria³:

- CSI identifications are based on the performance of all students in the school (i.e., the All Students group only) and are made every three years, beginning with the 2018-19 school year using 2017-18 school year results.
- Elementary-middle schools are identified as CSI if the All Students group meets any of the Scenarios 1-5 in the CSI/TSI Scenario table below.
- High schools are identified as CSI if the All Students group meets any of the Scenarios 1-5 in the CSI/TSI Scenario table below.
- High schools are also identified as CSI if their 4-year graduation rate is below 67 percent and their 5-year or 6-year graduation rates are not at or above 67%.

Elementary/Middle Schools:

- 1) Schools are identified as CSI schools if they achieve any of the combination of Levels on measures as indicated in the table below.

Elementary/Middle School CSI Identification Criteria

Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
Either Level 1		Level 1	None*	Any One of the Two is Level 1	
Either Level 1		Level 1	Level 1	Any Level	
Either Level 1		Level 1	Level 2	Any One of the Two is Level 1	
Either Level 1		Level 1	Level 3 or 4	Both 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.

- 2) TSI schools with chronically low performing subgroups that have been identified for additional targeted support and not shown a specified level of improvement over three years may also be identified as CSI schools.

High Schools:

- 1) High schools that have graduation rates for the 4-year graduation rate total cohort that are less than 67% and do not have graduation rates for the 5-year or 6-year graduation rate total cohorts that are at or above 67% are automatically identified.
- 2) Schools are identified as CSI schools if they achieve any of the combination of Levels on measures as indicated in the table below.

High School CSI Identification Criteria

Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)		
Either Level 1		Level 1	None*	Any One of the Three is Level 1		
Either Level 1		Level 1	Level 1	Any Level		
Either Level 1		Level 1	Level 2	Any One of the Three is Level 1		

³ These criteria result in the preliminary identification of schools as CSI. Final determinations are made following a review of any appeals submitted.

Either Level 1	Level 1	Level 3 or 4	Any Two of the Three are Level 1
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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.

- 3) TSI schools with chronically low performing subgroups that have been identified for additional targeted support and not shown a specified level of improvement over three years may also be identified as CSI schools.

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

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

The same method used to identify Comprehensive Support and Improvement (CSI) schools is used to identify TSI schools. However, TSI identifications are based on the performance of subgroups, not the All Students group, and are made annually.

TSI identification criteria⁴:

- TSI identifications are based on the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner (ELL), Students with Disabilities (SWD), and Economically Disadvantaged.
- The same Scenarios that are used to identify Comprehensive Support and Improvement Schools (Tables 1 and 2) are used to identify schools as TSI.
- A school is identified as TSI if the school was in Priority School or Focus School accountability status in the 2017-18 school year and if any of the school’s accountable subgroups meet one of the aforementioned scenarios. Schools that were in Good Standing in the 2017-18 school year are first eligible for identification as TSI schools based upon 2017-18 and 2018-19 school year results.
- If a school meets both the CSI criteria for the All Students group and the TSI criteria for any accountability subgroup(s), the school is identified as CSI.

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

A school that is not identified as a TSI or CSI school is automatically in Good Standing. Some schools in Good Standing will be identified as Recognition schools.

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

A school that is in Good Standing that is high-performing or rapidly improving as determined by the Commissioner will be designated a Recognition School. The exact methodology is currently being developed.

⁴ These criteria result in the preliminary identification of schools as TSI. Final determinations are made following a review of any appeals submitted.

10. How can a school exit Comprehensive or Targeted Support and Improvement status after it has been identified?

CSI exit criteria: To exit CSI status, a CSI school must, for two consecutive years, be above the levels that would cause it to be identified for CSI status. Schools may exit CSI status if, for two consecutive years:

- The school’s Composite Performance Index and Growth or Graduation Index are both Level 2 or higher; or
- The school meets the following criteria: 1) Both the Composite Performance Index and Growth Index or Composite Performance Index and Graduation Rate Index are higher than at the time of identification; AND 2) the combined Composite Performance and Growth (E/M) or combined Composite Performance and Graduation Rate is Level 2 or higher; AND 3) none of the following is Level 1: Progress; English Language Proficiency; Chronic Absenteeism; and College, Career, and Civic Readiness; and

Elementary/Middle School CSI Exit Criteria

Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
Both Level 2		Any Level	Any Level (None, 1-4)	Any Level (None, 1-4)	
Both Higher than at Time of Identification		Level 2	Not Level 1	No Level 1	

High School CSI Exit Criteria

Composite Performance	Grad Rate	Combined Composite Performance & Grad Rate	ELP	Progress	Chronic Absenteeism	CCCR
Both Level 2		Any Level (1-4)	Any Level (None, 1-4)	Any Level (None, 1-4)		
Both Higher than at Time of Identification		Level 2	Not Level 1	No Level 1		

- A school that is required to implement a participation rate improvement plan for the All Students group may not exit CSI status, except that this provision shall not apply if the all students group performs at or above Level 2 on the Weighted Average Achievement Index (see Question 32).

If, because of improved performance, a school no longer meets the criteria for CSI status when the Department determines accountability statuses every three years, the school will be removed from CSI identification.

Thus, for example, if a school is identified as CSI based on 2017-18 school year results, the school could first be exited in 2020 if it is above the cut points for identification based on 2018-19 and 2019-20 school year results. The school could next be exited if it is not identified when a new list of schools is generated based on 2020-21 school year results.

TSI exit criteria: To exit TSI status, a TSI school must, for two consecutive years, be above the levels that would cause it to be identified for TSI status. Schools may exit TSI status if, for two consecutive years:

- The school’s Composite Performance Index and Growth or Graduation Index are both Level 2 or higher; and
- The school must not be identified for any accountability subgroup; and

- A school that is required to implement a participation rate improvement plan for an identified subgroup group may not exit TSI status. except that this provision shall not apply if the subgroups for which the school is identified perform at or above Level 2 on the Weighted Average Achievement Index (see Question 32).

11. How is a district identified as a Target District?

The same method used to identify CSI schools and TSI schools will be used to identify Target Districts annually, based on all accountability subgroups at the district level, including the All Students group. In addition, if a district has one or more schools that are TSI or CSI, the district is considered a Target District.

Target District identification criteria:

- 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 Focus status during the 2017-18 school year and for which the All Students group meets the criteria for CSI identification becomes a Target District for the All Students group.
- A district that was in Focus status during the 2017-18 school year and for which one or more accountability subgroups meet the criteria for TSI identification becomes a Target District for the identified subgroup(s).

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

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

Good Standing District identification criteria:

- A district that is not a Target District is automatically in Good Standing.
- A district that was in Good Standing status during the 2017-18 school year and in which no school is identified for CSI or TSI will be in Good Standing for the 2018-19 school year.
- A district that was a Focus District during the 2017-18 school year and in which no school is identified for CSI or TSI and in which all groups for which the district is accountable are in Good Standing will be a district in Good Standing for the 2018-19 school year.

13. How is the City School District of the City of New York held accountable at the district level?

New York City is not treated as a single school district. Rather the 32 New York City Community School Districts serve as districts for accountability purposes. The Community School Districts are held accountable for the results of all elementary/middle and high schools.

14. How can a district exit Target District status after it has been identified?

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

Indicators Used to Make Accountability Determinations

15. How is Composite Performance determined at the elementary/middle level?

Composite Performance is determined using the following multi-step process for each accountability subgroup:

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

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

Denominator = the greater of 1) continuously enrolled students who have valid test scores OR 2) 95% of continuously enrolled students with or without valid test scores. Note: Continuously enrolled students are those students who are enrolled on BEDS day and also enrolled during the test administration period.

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

Example of Elementary/Middle-Level Achievement Index

Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	95% of Continuously Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
ELA	100	90	95	20	20	30	20	130	95	137
Math	102	100	97	10	30	40	20	160	100	160
ELA & Math Achievement Index	202	190	192	30	50	70	40	290	195	149

Step 3: Calculate a **Science Achievement Index** using the formula and denominator indicated below:

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

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

Example of Science Achievement Index

Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	95% of Continuously Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
Science	100	90	95	20	20	30	20	130	95	137

Step 4: Calculate a weighted average of the Combined ELA and Math Achievement Indices and the Science Achievement Index using the following steps:

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

Compute only for groups with 30 or more combined ELA, Math, & Science results for continuously enrolled students (see Question 27 for more information).

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

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

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

Example of Elementary/Middle-Level Weighted Average Index

Subject	# of Continuously Enrolled Students	# of Continuously Enrolled Tested Students	95% of Continuously Enrolled Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	Index
Achievement Index	202	190	192	30	50	70	40	290	195	149
Science	100	90	95	20	20	30	20	130	95	137
Weighted Average Index	302	280	287	50	70	100	60	420	290	145

Step 5: Rank order schools by their Weighted Average Index from Step 4. The higher the rank, the better the performance. In the example in Step 4, the Weighted Average Index is 145. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Weighted Average Indices ranging from 25 to 240, School T would be ranked 13, as indicated in the example below.

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

School	Weighted Average Index	Rank
School J	25	1
School A	55	2
School F	70	3
School S	85	4
School D	92	5
School N	100	6
School G	110	7
School B	115	8
School Q	119	9
School C	125	10
School R	135	11
School I	140	12
School T	145	13
School O	166	14
School E	180	15
School K	181	16
School L	188	17
School H	209	18
School M	235	19
School P	240	20

Step 6: Assign a **Level** based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 50.1 to 75% range compared to the other 19 schools, so School T would receive a Level 3, as indicated below.

**Weighted Average
Achievement Level Assignment**

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

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

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

Step 7: Calculate an elementary/middle-level **Core Subject Index** for ELA, Math, and Science using the following steps:

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

Where the Weighted Average N for ELA, Math, and Science combined (over two years, if necessary to combine) is equal to or greater than 30 and the Core Subject N for ELA, Math, and Science combined over two years is less than 30, calculate a Core Subject Index for groups with 15 or more combined ELA, Math, and Science students over two years AND where the N size for the Core Subject calculation is at least 50% of the N size for the Weighted Average calculation.

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

Denominator: continuously enrolled students (students enrolled on BEDS day—usually the first Wednesday in October—and during the test administration period) who have valid test scores

Example of Elementary/Middle-Level Core Subject Index

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

Step 8: Rank order schools by their Core Subject Index from Step 7. In the example in Step 7, the Core Subject Index is 157. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Core Subject Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

Example of Elementary/Middle-Level Core Subject Index Ranking

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

Step 9: Assign a **Level** based on where the school fell in the rank and the table below. In the case of School T, the rank is within the 10.1 to 50% range compared to the other 19 schools, so School T would receive a Level 2 for the Core Subject Index, as indicated below.

Core Subject Level Assignment

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

Example of Elementary/Middle-Level Core Subject Index Level

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

Step 10: Sum the Weighted Average Index Level from Step 6 and the Core Subject Index Level from Step 8 for a Combined Level from 2 to 8.

Example of Elementary/Middle-Level Combined Levels

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

Step 11: For schools with the same Combined Level, rank schools using the higher of the Weighted Average Index Rank and the Core Subject Index Rank to determine the **Final Rank**.

Example of Elementary/Middle-Level Final Rank Ranking

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

Step 12: Rank schools based on that Final Rank using the table below to determine the **Composite Performance Index Level**. In the case of Sample School T, the Composite Level is 3.

**Composite Performance Index
Level Assignment**

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

**Example of Elementary/Middle-Level Composite
Performance Index Level**

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

Notes:

- Schools will be rank ordered with all other schools. Districts will be rank ordered with all other districts.
- Schools/districts accountable for the All Students group will be rank ordered with all other schools/districts accountable for the All Students group to determine an outcome for their All Students group. The same ranking methodology is used for the students with disabilities, English language learner, and economically disadvantaged groups. However, ranking for racial/ethnic groups is done differently. All racial/ethnic groups for which a school is accountable are included in a single ranking file. The highest rank for the group included in the file is the one that is used to determine outcomes for racial/ethnic groups as a whole.
- Feeder/eater backmapping applies to elementary/middle-level ELA and math only for Composite Performance. Please see the question 44 for definitions of “Feeder,” “Eater,” and “Backmapping.”
- If an accountability group is assigned a Weighted Academic Achievement Level but not a Core Subject Performance Level, then the school’s Weighted Academic Achievement Level is used as the group’s Composite Performance Level.

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

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

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

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

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

17. How is Composite Performance determined at the secondary level?

Composite Performance is determined using the following multi-step process for each accountability subgroup:

Step 1: Calculate **Performance Indices (PI) for English Language Arts (ELA), mathematics, science, and social studies** at the secondary level using the following formula and denominator:

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

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

Example of Secondary-Level Performance Indices

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

Step 2: Calculate a **Composite Performance Index** using the following formula:

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

If a school does not report one or more of the subjects, the denominator is the sum of the weights for the subjects they reported. For example, the denominator would be 8 if the school reported ELA, math, and science, but not social studies.

Example of Secondary-Level Composite Performance Index

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

Step 3: Rank schools based on their Composite Performance Index from Step 2. In the example in Step 2, the Composite Performance Index is 150. In the sample below, we call this school “School T.” If NYS had 20 schools, Schools A through T, with Composite Performance Indices ranging from 28 to 240, School T would be ranked 10, as indicated in the example below.

Example of Secondary-Level Composite Performance Index Ranking

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

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

**Composite Performance
Achievement Level Assignment**

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

**Example of Secondary-Level Composite
Performance Achievement Level**

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

Notes:

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

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

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

- Regents exams in English, math, science, and social studies;

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

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

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

If the student takes both a Regents exam and a Common Core Regents exam in the same subject, the exam for which the student receives the highest accountability performance level is used. If the student receives the same accountability performance level on both exams, the exam for which the student receives the highest numeric score is used. If the student receives the same accountability performance level and numeric score, the Common Core exam is used.

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

19. How is a Student Growth Level determined?

Student growth is determined for grades 4-8 English language arts (ELA) and mathematics for each accountability subgroup. Only students who took the test in the previous grade level in the previous year and the next sequential grade level in the current year are included. For example, only students who took grade 3 ELA in 2016-17 and grade 4 ELA in 2017-18 will be counted in the growth calculation in 2017-18.

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

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

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

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

Note: The Commissioner may assign a subgroup whose MGP is below a percentage established by the Commissioner a Level 1, and the Commissioner may assign a Level 2 to a subgroup whose MGP is at or above a percentage established by the Commissioner. The Commissioner did not use this authority in assigning growth levels to 2017-18 school year results. See the *Monograph: Measuring Student Growth For Institutional Accountability in New York* at <http://www.p12.nysed.gov/accountability/documents/NYSEDMonographMeasuringStudentGrowthforInstitutionalAccountabilityinNewYork2018.pdf>.

20. What tests are used to determine Student Growth?

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

21. How is a Graduation Rate Level determined?

Graduation rates are determined using “cohorts” of students who entered grade 9 in the same school year or, for ungraded students with disabilities, reached the age of 17 in that same school year. On June 30th four, five, and six years after the students enter grade 9 or turn 17, the students are considered part of the **4-Year Graduation Rate Total Cohort**, the **5-Year Graduation Rate Total Cohort**, and the **6-Year Graduation Rate Total Cohort**, respectively. On August 31st four, five, and six years after the students enter grade 9 or turn 17, the State identifies students in the 4-year, 5-year, and 6-year graduation rate total cohorts who earned a Regents or local diploma. These students are counted as “graduates” when determining graduation rate.

The graduation rate is determined for each accountability subgroup by dividing the number of students in the cohort who earned a local or Regents diploma by August 31 by the number of students in the cohort as of June 30.⁵ Because August graduation data are not available typically until October, which is two months into the school year, graduation rate accountability data are lagged by one year. For example, in 2017-18:

- The 4-year graduation rate will be based on students enrolled on June 30, 2017 who entered grade 9 in the 2013-14 school year (the 2013 4-Year Graduation Rate Total Cohort) and graduated as of August 31, 2017.
- The 5-year graduation rate will be based on students enrolled on June 30, 2017 who entered grade 9 in the 2012-13 school year (the 2012 5-Year Graduation Rate Total Cohort) and graduated as of August 31, 2017.
- The 6-year graduation rate will be based on students enrolled on June 30, 2017 who entered grade 9 in the 2011-12 school year (the 2011 6-Year Graduation Rate Total Cohort) and graduated as of August 31, 2017.

Districts will be given the opportunity to use the most current year graduation rate data to appeal a determination made using “lagged” data.

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

⁵ Ungraded students with disabilities remain members of the 5-year graduation rate total cohort and the 6-year graduation rate total cohort even if the student attains age 22 or higher while a member of the cohort.

The previous year's graduation rate is used as a **Baseline** to calculate the long-term goals and Measures of Interim Progress (MIPs), which currently is the previous year's graduation rate. 2016-17 data will be used to create Baselines for MIPs and Long-Term Goals for 2017-18 through 2021-22.

A **Long-Term Goal** is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal over the next five years. This is determined by subtracting the State's Baseline from the end goal, multiplying the result by 0.20, and adding that result to the State's Baseline.

For example, if the State's 4-year graduation rate total cohort baseline is 80.4:

$$\begin{aligned} 95 - 80.4 &= 14.6 \\ 14.6 \times 0.20 &= 2.92 = 2.9 \\ 80.4 + 2.9 &= 83.3 \\ \text{State's Long-Term Goal} &\text{ is } 83.3 \end{aligned}$$

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

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

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

For example, if the State's 2016-17 4-year graduation rate total cohort baseline is 80.4:

$$\begin{aligned} 95 - 80.4 &= 14.6 \\ 14.6 \times 0.20 &= 2.92 \\ 2.92 \div 5 &= 0.584 = 0.6 \\ 80.4 + 0.6 &= 81.0 \\ \text{State's 2017-18 MIP} &= 81.0 \\ \text{State's 2018-19 MIP} &= 81.6 \\ \text{State's 2019-20 MIP} &= 82.2 \\ \text{State's 2020-21 MIP} &= 82.8 \\ \text{State's 2021-22 MIP} &= 83.4 \end{aligned}$$

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

$$\begin{aligned} 95 - 55.3 &= 39.7 \\ 39.7 \times 0.20 &= 7.94 \\ 7.94 \div 5 &= 1.588 = 1.6 \\ 55.3 + 1.6 &= 56.9 \\ \text{School's 2017-18 MIP} &= 56.9 \\ \text{School's 2018-19 MIP} &= 58.5 \\ \text{School's 2019-20 MIP} &= 60.1 \\ \text{School's 2020-21 MIP} &= 61.7 \\ \text{School's 2021-22 MIP} &= 63.3 \end{aligned}$$

Schools are then assigned a **Graduation Rate Level** from 1 to 4 for each cohort (4-year, 5-year, and 6-year) based on whether they met the State’s Long-Term Goal and whether they met the State’s MIP or the school’s MIP. The Graduation Rate Levels for the 4-year, 5-year, and 6-year graduation rate cohorts are averaged (and rounded using regular rounding rules) to determine a final Graduation Rate Level for the school.

- **Did not meet MIP:** the school met neither the state nor the school MIP.
- **Met lower MIP:** the school met the lower but not the higher of the state or the school’s MIP.
- **Met higher MIP:** the school met the higher of the state’s and the school’s MIP).
- **Did Not Meet Long-Term Goal:** the outcome is less than the Long-Term Goal.
- **Met Long-Term Goal:** the outcome is greater than or equal to the Long-Term Goal but less than the cut point for “Exceeded Long-Term Goal.”
- **Exceeded Long-Term Goal:** determined by subtracting the Long-Term Goal from the End Goal, dividing by 2, and then adding the result to the Long-Term Goal. The outcome must be at or above that resulting number to be considered to have “Exceeded Long-Term Goal.”

For example, if the End Goal is 95 and the Long-Term Goal is 83.3:

$$95 - 83.3 = 11.7$$

$$11.7 \div 2 = 5.85$$

$$5.85 + 83.3 = 89.15 \text{ or } 89.2$$

Did Not Meet Long-Term Goal < 83.3
 Met Long-Term Goal >=83.3 and <89.2
 Exceeded Long-Term Goal >= 89.2

Graduate Rate Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1*	N/A	N/A
Met lower MIP	2**	3	4
Met higher MIP	3	4	4

In the case of the example above, for 2017-18, the State’s Long-Term Goal is 83.3, the State’s MIP is 81.0, and the school’s MIP is 56.9.

*If the school’s 2017-18 graduation rate is 55, the school’s 2017-18 graduation rate Level is 1 because 55 is less than the State’s Long-Term Goal of 83.3 (Did Not Meet Long-Term Goal), less than the State’s MIP of 81.0 and less than the school’s MIP of 56.9 (Did not meet MIP).

**If the school’s 2017-18 graduation rate is 57, the school’s 2017-18 graduation rate Level is 2 because 57 is less than the State Long-Term Goal of 83.3 (Did Not Meet Long-Term Goal), less than the State MIP of 81.0 but equal to the school MIP of 56.9 (Met lower MIP).

Note: The Commissioner may assign a subgroup whose graduation rate is below a percentage established by the Commissioner a Level 1, and the Commissioner may assign a Level 2 to a subgroup whose graduation rate is at or above a percentage established by the Commissioner. The Commissioner did not use this authority in assigning graduation rate levels to 2017-18 school year results.

22. How are Combined Composite Performance and Growth and Combined Composite Performance and Graduation Rate Levels determined?

Combined Composite Performance and Growth at the elementary/middle level for each accountability subgroup is determined by adding the Composite Performance rank and the Growth rank, ranking schools again, and then using the table below to determine a Combined Composite Performance and Growth Level. The same process is used to determine a Combined Composite Performance and Graduation Rate Level at the secondary level.

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

If the unweighted average of the Composite Performance Level and the Student Growth Level rounded down is greater than the Level resulting from the above table, the unweighted average of the Composite Performance Level and Student Growth Level rounded down shall be assigned as the Combined Composite Performance and Growth Level.

If the unweighted average of the Composite Performance Level and the Graduation Rate Level rounded down is greater than the Level resulting from the above table, the unweighted average of the Composite Performance Level and Graduation Rate Level rounded down shall be assigned as the Combined Composite Performance and Graduation Rate Level.

For example, if a subgroup is Level 4 for Composite Performance and Level 2 for Student Growth, the subgroup will be assigned a Level 3, even if the subgroup's rank based on Combined Performance and Student Growth is not at the 50th percentile or higher.

At the elementary/middle level, if a school has enough students to calculate Composite Performance but not enough to calculate Growth, the Combined Composite Performance and Growth Level will be the same as the Composite Performance Level. If a school has enough students to calculate Growth but not enough to calculate Composite Performance, status will be determined using self-assessment. See Question 43 for the definition of a self-assessment school.

At the secondary level, if a school has enough students to calculate Composite Performance but not enough to calculate Graduation Rate, the Combined Composite Performance and Graduation Rate Level will be the same as the Composite Performance Level. If a school has enough students to calculate Graduation Rate but not enough to calculate Composite Performance, status will be determined using self-assessment.

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

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

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

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

**Probability that ELL Students Tested on the NYSESLAT
Demonstrate Sufficient Progress**

NYSESLAT Level in Initial Year of ELL Identification	Number of Years in ELL Status	Probability
Entering	2	0.77
	3	0.61
	4	0.48
	5	0.36
Emerging	2	0.56
	3	0.49
	4	0.38
Transitioning	2	0.56
	3	0.39
Expanding	2	0.25
Commanding	1	1.00 ⁶

Sum the probabilities of making progress for all continuously enrolled ELL students tested on the NYSESLAT. Divide the result by the number of continuously enrolled ELL students tested on the NYSESLAT. This is the **Benchmark**.

Example Benchmarks for a School with 10 ELL Students

Student	NYSESLAT Level in Initial Year of ELL Identification	Number of Years in ELL Status	Probability
1	Entering	2	0.77
2	Entering	2	0.77
3	Entering	2	0.77
4	Entering	2	0.77
5	Entering	2	0.77
6	Entering	2	0.77
7	Entering	3	0.61
8	Entering	3	0.61
9	Entering	3	0.61
10	Entering	3	0.61
Sum of Probabilities			7.06
Benchmark = 7.06 ÷ 10 = 0.706			

⁶ Students who score Commanding in Year 1 immediately qualify to exit ELL status; The 1.00 probability reflects the 100% likelihood of students who score Commanding in Year 1 to exit ELL status. For more information about the rules applied to these students, see the notes below on Students in Year 1.

Step 2: Determine if students made sufficient progress.

- 1) Identify all continuously enrolled ELL students who have been tested on the NYSESLAT in the current reporting year.
- 2) Determine students' ELP level in the initial year of ELL identification.
- 3) Determine students' ELP level *and* ELP level quartile in the current reporting year and previous reporting year (current year minus 1).
- 4) Calculate students' progress between (a) initial year to current year and (b) previous year and current year.
- 5) Using Methods 1, 2, and 3 (described below), determine if a student made sufficient progress.

ELP level quartiles (from step #3 above) are derived using a criterion-referenced approach within each NYSESLAT scale score range. Quartiles are not norm-referenced (i.e., based on the distribution of students within an ELP level). Quartiles are based on the applicable year in which the student took the NYSESLAT. The Table below details the NYSESLAT scaled score ranges for each ELP level and for each ELP level quartile for students taking the 2018 NYSESLAT in grade 9.⁷ The range/size of each quartile within each ELP level (e.g., Level 1: Entering) is equal (as possible).

2018 Grade 9 NYSESLAT Scaled Score Ranges: ELP Level & ELP Level Quartiles

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

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

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

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

- 1) Scoring Commanding on the NYSESLAT (regardless of the quartile) in the current year⁸; or
- 2) Scoring Expanding on the NYSESLAT (regardless of the quartile); AND
 - For grades 3-8, scoring 3 or above on the New York State ELA assessment; or
 - For grades 9-12, scoring 65 or above on the Regents Exam in English.

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

⁷ NYSED annually publishes NYSESLAT scale score ranges for determining English Language Proficiency levels. The most recent 2018 report is available here: <http://www.p12.nysed.gov/assessment/nyseslat/2018/2018nyseslat-conversioncharts.pdf>.

⁸ Students who exit ELL status in their initial year of ELL identification count as 1.25 (ELP Level 4 cut point) in the numerator and 1 in the denominator for purposes of calculating aggregated school-level progress rates. See Students in Year 1 section for additional details.

Progress Target Matrix for ELL Students

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

One quartile of progress counts as 0.25 progress points.

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

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

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

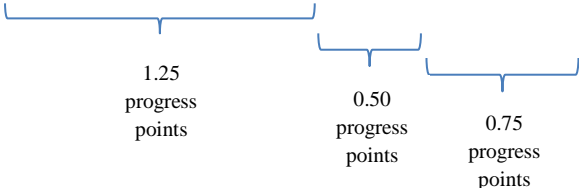
1.25 quartiles = 1.25 progress points.

In the above Example 1, the student scored as Emerging in their initial year. In the current year (2nd year), student scores Quartile 2 of the Transitioning Level. This represents progress of 1.25 progress points. Based on the Progress Targets Matrix, a student in their 2nd year of ELL identification whose initial level was Emerging is expected to make 1.25 progress points of progress. Thus, the student in Example 1 makes sufficient progress per Method 2.

Example 2 provides an extension of the student in Example 1. The annual progress in Example 2 is 0.75 progress points, which is the progress shown between the current year and previous year. Based on the Progress Targets Matrix, a student in their 4th year of ELL identification whose initial level was Emerging is expected to make 0.75 progress points of progress. Thus, the student in Example 2 makes sufficient progress per Method 2.

Example 2: Student in 4th Year of ELL Identification

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



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

Expected Progress for Off-Track or Long-Term ELL

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

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

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

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

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

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

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

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

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

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

Progress Target Matrix with Method 1 and Method 2 Targets for ELL Students

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

Students Missing Data:

Methods 2 and 3 require specific data at multiple time points to determine progress. The four primary data points are (a) years a student is identified as ELL, (b) student's initial ELP level, (c) student's previous year ELP level, and (d) student's current year ELP level.

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

- 1) For student's missing previous year ELP level, Methods 1 and 3 will be used to determine progress.

Without a student's initial ELP level, it is not possible to determine the yearly (Method 2) and cumulative (Method 3) progress points needed to make sufficient progress *unless* the student is a long-term or off-track ELLs. Long-term or off-track ELLs require annual progress of 0.75. For students identified as ELL for up to 4 years, it is not possible to determine if they are long-term or off-track ELLs. But any student

identified as ELL for 5+ years would be classified as a long-term or off-track ELL regardless of their entering ELP level. Therefore:

- 2) For student's missing initial year ELP level, Method 1 without modification will be used to determine progress. Methods 2 will be applied with modification; For students identified as ELL for 5+ years, sufficient progress is made if the student make 0.75 progress points of progress, which aligns with the required annual progress for long-term or off-track ELLs.

Step 3: Determine the **Progress Rate** by summing the number of continuously enrolled students who made Sufficient Progress and dividing by the number of continuously enrolled students. In the example below, 0.5 (or 50%) represents the Progress Rate for this sample of students, as 5 out of 10 made sufficient progress.

Example of Progress Rate Calculation

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Probability of Meeting Progress	Made Sufficient Progress?
1	Entering	2	0.77	Yes
2	Entering	2	0.77	Yes
3	Entering	2	0.77	Yes
4	Entering	2	0.77	Yes
5	Entering	2	0.77	No
6	Entering	2	0.77	No
7	Entering	3	0.61	Yes
8	Entering	3	0.61	No
9	Entering	3	0.61	No
10	Entering	3	0.61	No
			7.06/10 = .71	5/10 = .50

Step 4: Determine the **Success Ratio** by dividing the **Progress Rate** by the **Benchmark**. In the example above, the Benchmark is 0.706 and the Progress Rate is 0.50. Therefore, the Success Ratio = $0.50 \div 0.71 = 0.70$.

Step 5: Determine the **ELP Level** using the computed **Success Ratio** and the table below. In the case of our sample, the Success Ratio is 0.71, so the ELP Level is 2.

ELP Level Assignment

Success Ratio	Growth Level
0.49 or less	1
0.50 to 0.99	2
1.0 to 1.24	3
Greater than 1.24	4

Notes on Students in Year 1: Methods 2 and 3 did not measure the progress of students in their first year of ELL identification as there is no way to determine progress. Method 1 does include students in their first year of identification, but only if the student exits ELL status in Year 1.

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

The table below replicates the sample table from above but replaces 4 students who are in their first year of identification. Two of 4 of these students score commanding, meeting the criteria to exit ELL status. Note the impact on the Progress Rate. In the example below, the 3 students who exit ELL status in their 1st year causes the Progress Rate to go from 0.56 to 0.64 (5.75/9, where 5.75 is the Weighted Progress and 9 is the number of continuously enrolled students).

Example of Year 1 ELL Students

Student	NYSESLAT Level Earned in Initial Year of ELL Identification	Number of Years in ELL Status	Benchmark: Probability of Meeting Progress	Made Sufficient Progress?	Weighted Progress
1	Entering	2	0.77	YES	1
2	Entering	2	0.77	YES	1
3	Entering	2	0.77	no	0
4	Entering	2	0.77	no	0
5	Entering	3	0.61	no	0
6	Entering	3	0.61	no	0
7	Entering	1	--	--	--
8	Emerging	1	1.00	YES	1.25
9	Commanding	1	1.00	YES	1.25
10	Commanding	1	1.00	YES	1.25
			7.3/8 = .81	0.56 (56%)	5.75

Adjusted Progress Rate = sum of weighted progress / number of continuously enrolled students. In the above example, 5.75 / 9 = 0.64;

With a Progress Rate of 0.64 and a Benchmark of 0.81. The Success Ratio = 0.64/0.81 = 0.79, which is an ELP Level of 2. Note that the one student in the first year of identification who did not score Commanding is excluded from the calculation. Therefore, the number of students included in the calculation is 9.

Note: The Commissioner may assign a subgroup whose Success Ratio is above a percentage established by the Commissioner as Level 1, and the Commissioner may assign a Level 2 to a subgroup whose Success Ratio is at or below a percentage established by the Commissioner. The Commissioner did not use this authority in assigning ELP levels to 2017-18 school year results.

24. How is a Progress Level determined?

Progress is based on subgroup performance in relation to an end goal, long-term goals, and measures of interim progress (MIPs) in elementary/middle-level and secondary-level ELA and math. Progress levels are determined for all accountability subgroups separately. ELA progress levels are determined separately from math progress levels and the two results are then averaged. At the elementary/middle level, the ELA and math results used to compute the Weighted Average Achievement Index are used. At the high school level, the ELA and math results used to compute the Composite Performance Index are used.

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

The previous year's PI will be used as a **Baseline** to calculate the Long-Term Goals and MIPs. 2016-17 data will be used to create baselines for MIPs and Long-Term Goals for 2017-18 through 2021-22.

A **Long-Term Goal** is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal over the next five years. This is determined by subtracting the State's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the State's Baseline.

For example, if the State's elementary/middle-level ELA baseline PI is 91:

$$\begin{aligned}200 - 91 &= 109 \\109 \times 0.20 &= 21.8 \\91 + 21.8 &= 112.8 \\ \text{State's Long-Term Goal} &\text{ is } 112.8\end{aligned}$$

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

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

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

For example, if the State's 2016-17 elementary/middle-level ELA baseline PI is 91:

$$\begin{aligned}200 - 91 &= 109 \\109 \times 0.20 &= 21.8 \\21.8 \div 5 &= 4.36 = 4.4 \\91 + 4.4 &= 95.4 \\ \text{State's 2017-18 MIP} &= 95.4 \\ \text{State's 2018-19 MIP} &= 99.8 \\ \text{State's 2019-20 MIP} &= 104.2 \\ \text{State's 2020-21 MIP} &= 108.6 \\ \text{State's 2021-22 MIP} &= 113\end{aligned}$$

If a school's baseline PI is 80:

$$\begin{aligned}200 - 80 &= 120 \\120 \times 0.20 &= 24 \\24 \div 5 &= 4.8 \\80 + 4.8 &= 84.8 \\ \text{School's 2017-18 MIP} &= 84.8 \\ \text{School's 2018-19 MIP} &= 89.6\end{aligned}$$

School's 2019-20 MIP = 94.4
 School's 2020-21 MIP = 99.2
 School's 2021-22 MIP = 104

Schools are then assigned a Progress Level from 1 to 4 based on whether they met the State's Long-Term Goal and whether they met the state's MIP or the school's MIP.

- **Did not meet MIP:** the school met neither the state nor the school MIP.
- **Met lower MIP:** the school met the lower but not the higher of the state or the school's MIP.
- **Met higher MIP:** the school met the higher of the state's and the school's MIP).
- **Did Not Meet Long-Term Goal:** the outcome is less than the Long-Term Goal.
- **Met Long-Term Goal:** the outcome is greater than or equal to the Long-Term Goal but less than the cut point for "Exceeded Long-Term Goal."
- **Exceeded Long-Term Goal:** determined by subtracting the Long-Term Goal from the End Goal, dividing by 2, and then adding the result to the Long-Term Goal. The outcome must be at or above that resulting number to meet the criteria for Exceeded Long-Term Goal.

For example, if the End Goal is 200 and the Long-Term Goal is 112.8:

$$200 - 112.8 = 87.2$$

$$87.2 \div 2 = 43.6$$

$$43.6 + 112.8 = 156.4$$

Did Not Meet Long-Term Goal < 112.8
 Met Long-Term Goal >= 112.8 but < 156.4
 Exceeded Long-Term Goal >= 156.4.

Progress Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1	N/A	N/A
Met lower MIP	2*	3	4
Met higher MIP	3**	4	4

In the case of the example above, for 2017-18 the State Long-Term Goal is 112.8, the State MIP is 95.4, and the school MIP is 84.8.

*If the school's 2017-18 PI is 87, the school's 2017-18 Progress Level is 2 because 87 is less than the State Long-Term Goal of 112.8 (Did Not Meet Long-Term Goal), less than the State MIP of 95.4, but greater than the school MIP of 84.8 (Met lower MIP).

**If the school's 2017-18 PI is 95, the school's 2017-18 Progress Level is 3 because 95 is less than the State Long-Term Goal of 112.8 (Did Not Meet Long-Term Goal), equal to the State MIP of 95.4, and greater than the school MIP of 84.8 (Met higher MIP).

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

Note: The Commissioner may assign a subgroup whose Performance Index is below a percentage established by the Commissioner a Level 1, and the Commissioner may assign a Level 2 to a subgroup

whose Performance Index is at or above a percentage established by the Commissioner. The Commissioner used this authority in assigning progress levels to 2017-18 school year results for high school mathematics. If a subgroup did not meet either MIP but had a Performance Index in high school math that was equal or greater to those listed below, the subgroup was assigned a Level 2.

Subgroup	Minimum Performance Index
All Students	100
Students with Disabilities	58
Native American	86
Asian	128
Black	76
Hispanic	81
White	111
English Language Learners	63
Economically Disadvantaged	86
Multiracial	101

25. How is a Chronic Absenteeism Level determined?

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

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

Separate long-term goals and measures of interim progress have been established for the elementary/middle level and the high school level.

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

The previous year's Chronic Absenteeism rate will be used as a **Baseline** to calculate the Long-Term Goals and MIPs. 2016-17 data will be used to create baselines for MIPs and Long-Term Goals for 2017-18 through 2021-22.

A **Long-Term Goal** is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal, over the next five years. This is determined by subtracting the State's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the State's Baseline.

For example, if the State's Baseline Chronic Absenteeism rate is 6.5%:

$$5 - 6.5 = -1.5$$

$$-1.5 \times 0.20 = -0.3$$

$$6.5 + (-0.3) = 6.2$$

State's Long-Term Goal is 6.2

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

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

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

For example, if the State’s baseline Chronic Absenteeism rate is 6.5%:

$$5 - 6.5 = -1.5$$

$$-1.5 \times 0.20 = -0.3$$

$$-0.3 \div 5 = -0.06 \text{ or } -0.1$$

$$6.5 + (-0.1) = 6.4$$

State's 2017-18 MIP = 6.4

State's 2018-19 MIP = 6.3

State's 2019-20 MIP = 6.2

State's 2020-21 MIP = 6.1

State's 2021-22 MIP = 6.0

If a school’s baseline Chronic Absenteeism rate is 7.0%:

$$5 - 7.0 = -2$$

$$-2 \times 0.20 = -0.4$$

$$-0.4 \div 5 = -0.08 \text{ or } -0.1$$

$$7 + (-0.1) = 6.9$$

School's 2017-18 MIP = 6.9

School's 2018-19 MIP = 6.8

School's 2019-20 MIP = 6.7

School's 2020-21 MIP = 6.6

School's 2021-22 MIP = 6.5

Schools are then assigned a Chronic Absenteeism Level from 1 to 4 based on whether or not they met the State’s Long-Term Goal and whether they met the State’s MIP or the school’s MIP.

- **Did not meet MIP:** the school met neither the State nor the school MIP (i.e., the rate was greater than both the State and school MIP).
- **Met higher MIP:** the school met the higher but not the lower of the State or the school’s MIP (i.e., the rate was less than whichever MIP was lower—the State or school MIP).
- **Met lower MIP:** the school met the lower of the State’s and the school’s MIP (i.e., the rate was less than whichever MIP has higher—the State or school MIP).
- **Did Not Meet Long-Term Goal:** the rate is greater than the Long-Term Goal.
- **Met Long-Term Goal:** the rate is less than or equal to the Long-Term Goal but greater than or equal to the cut point for “Exceeded Long-Term Goal.”
- **Exceeded Long-Term Goal:** determined by subtracting the Long-Term Goal from the End Goal, dividing by 2, and then adding the result to the Long-Term Goal.

For example, if the End Goal is 5 and the Long-Term Goal is 6.2:

$$5 - 6.2 = -2.2$$

$$-2.2 \div 2 = -1.1$$

$$-1.1 + 6.2 = 5.1$$

5.1 = cut point for Exceeded Long-Term Goal

Did Not Meet Long-Term Goal > 6.2
 Met Long-Term Goal >= 5.1 but <= 6.2
 Exceeded Long-Term Goal <= 5.1.

Chronic Absenteeism Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1	N/A	N/A
Met lower MIP	2**	3	4
Met higher MIP	3	4*	4

In the case of the example above, for 2017-18 the State Long-Term Goal is 6.2, the State MIP is 6.4, and the school MIP is 6.9.

*If the school's 2017-18 Chronic Absenteeism rate is 6.0, the school's 2017-18 Chronic Absenteeism Level is 4 because 6.0 is greater than the cut point for Exceeded Long-Term Goal of 5.1 but less than the Long-Term Goal of 6.2 (Met Long-Term Goal), and less than both the state MIP of 6.2 and the school MIP of 6.9 (Met higher MIP).

**If the school's 2017-18 Chronic Absenteeism rate is 6.5, the school's 2017-18 Chronic Absenteeism Level is 2 because 6.5 is greater than the Long-Term Goal of 6.2 (Did Not Meet Long-Term Goal), and greater than the lower MIP of 6.4 but less than the higher MIP of 6.9 (Met lower MIP).

Examples of Chronic Absenteeism Level Clarifications

	Did not meet long-term goal (Greater than state long-term goal)	Met long-term goal (Less than or equal to state long-term goal but greater than cut point for exceeds long-term goal)	Exceed long-term goal (Less than or equal to cut point for exceeds long-term goal)
Did not meet either MIP (Rate > state and school MIP)	Level 1	N/A	N/A
Met higher (worse) but not lower (better) of school or state MIP (Less than or equal to higher of state/school MIP but greater than lower of state/school MIP)	Level 2	Level 3	Level 4
Met lower (worse) of the school or state MIP (Less than or equal to lower of state/school MIP)	Level 3	Level 4	Level 4

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

26. What is College, Career, and Civic Readiness (CCCR) and how is a CCCR Level determined?

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

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

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

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

Weight Attributed to Each CCCR Measure

Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Regents Diploma with Seal of Biliteracy and member of the cohort Regents Diploma with Seal of Biliteracy earned in reporting year by ELL, not a member of the cohort Regents Diploma and high school credit earned through participation in dual enrollment (in high school and accredited college) course Regents Diploma and score of 3 or higher on an AP exam Regents Diploma and score of 4 or higher on IB exam P-Tech program and fulfilled all requirements for a Regents diploma Regents or Local Diploma and passage of nationally certified CTE exam Skills and Achievement and average of Level 4 on the NYSAA	2.0
Regents Diploma and high school credit earned through participation in an Advanced Placement (AP) Regents Diploma and high school credit earned through participation in an International Baccalaureate (IB) Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement and average of Level 3 on the NYSAA	1.5
Regents or Local Diploma only Skills and Achievement and average of Level 2 on the NYSAA	1.0
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) CDOS Credential	0.5
None of the above	0

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

The previous year's CCCR Index will be used as the **Baseline** to calculate the Long-Term Goals and MIPs. 2016-17 data will be used to create baselines for MIPs and Long-Term Goals for 2017-18 through 2021-22.

A **Long-Term Goal** is the amount of progress, based on the State's Baseline, that the State expects to make towards achieving the State's End Goal, over the next five years. This is determined by subtracting the State's Baseline from 175, multiplying the result by 0.20, and adding that result to the State's Baseline.

For example, if the State's Baseline CCCR Index is 125:

$$\begin{aligned} 175 - 125 &= 50 \\ 50 \times 0.20 &= 10.0 \\ 125 + 10.0 &= 135.0 \\ \text{State's Long-Term Goal} &\text{ is } 135.0 \end{aligned}$$

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

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

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

For example, if the State's 2016-17 CCCR Index is 125:

$$\begin{aligned} 175 - 125 &= 50 \\ 50 \times 0.20 &= 10.0 \\ 10.0 \div 5 &= 2.0 \\ 125 + 2.0 &= 127.0 \\ \text{State's 2017-18 MIP} &= 127.0 \\ \text{State's 2018-19 MIP} &= 129.0 \\ \text{State's 2019-20 MIP} &= 131.0 \\ \text{State's 2020-21 MIP} &= 133.0 \\ \text{State's 2021-22 MIP} &= 135.0 \end{aligned}$$

If a school's baseline CCCR Index is 110:

$$\begin{aligned} 175 - 110 &= 65 \\ 65 \times 0.20 &= 13.0 \\ 13.0 \div 5 &= 2.6 \\ 110 + 2.6 &= 112.6 \\ \text{School's 2017-18 MIP} &= 112.6 \\ \text{School's 2018-19 MIP} &= 115.2 \\ \text{School's 2019-20 MIP} &= 117.8 \\ \text{School's 2020-21 MIP} &= 120.4 \end{aligned}$$

School's 2021-22 MIP = 123.0

Schools are then assigned a CCCR Level from 1 to 4 based on whether they met the State's Long-Term Goal and whether they met the State's MIP or the school's MIP.

- **Did not meet MIP:** the school met neither the State nor the school MIP.
- **Met lower MIP:** the school met the lower but not the higher of the State or the school's MIP.
- **Met higher MIP:** the school met the higher of the State's and the school's MIP.
- **Did Not Meet Long-Term Goal:** the outcome is less than the Long-Term Goal.
- **Met Long-Term Goal:** the outcome is greater than or equal to the Long-Term Goal but less than the cut point for "Exceeded Long-Term Goal."
- **Exceeded Long-Term Goal:** determined by subtracting the Long-Term Goal from the End Goal, dividing by 2, and then adding the result to the Long-Term Goal. The outcome must be at or above that resulting number.

For example, if the End Goal is 175.0 and the Long-Term Goal is 135.0:

$$175 - 135.0 = 40.0$$

$$40.0 \div 2 = 20.0$$

$$20.0 + 135 = 155.0$$

Cut point for Exceeded Long-Term Goal = 155.0

Did Not Meet Long-Term Goal < 135.0
 Met Long-Term Goal >= 135.0 but < 155.0
 Exceeded Long-Term Goal >= 155.0

CCCR Absenteeism Level Assignment

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet MIP	1	N/A	N/A
Met lower MIP	2*	3	4
Met higher MIP	3**	4	4

In the case of the example above, for 2017-18 the State long-term goal is 135.0, the State MIP is 127.0, and the school MIP is 112.6.

*If the school's 2017-18 CCCR Index is 115.2, the school's 2017-18 Progress Level is 2 because 115.2 is less than the State Long-Term Goal of 135.0 (Did Not Meet Long-Term Goal), less than the State MIP of 127.0, but greater than the school MIP of 112.6 (Met lower MIP).

**If the school's 2017-18 CCCR Index is 127.0, the school's 2017-18 Progress Level is 3 because 127.0 is less than the State Long-Term Goal of 135.0 (Did Not Meet Long-Term Goal), equal to the State MIP of 127.0 and greater than the school MIP of 112.6 (Met higher MIP).

Note: The Commissioner may assign a subgroup whose CCCR Index is below an index number established by the Commissioner a Level 1, and the Commissioner may assign a Level 2 to a subgroup whose CCCR Index is at or above an index number established by the Commissioner. The Commissioner did not use this authority in assigning CCCR levels to 2017-18 school year results.

Accountability Data Business Rules

27. How many records must be in a subgroup for a school or district to be accountable for the results for that subgroup?

The number of records there must be in a subgroup in a school or district for that school or district to be accountable for the results for that subgroup is typically 30, with a few exceptions. See the table below for subgroup accountability size based on accountability measure.

Number of Records Required for a School/District to be Accountable for a Subgroup

Measure/ Indicator	Student Cohort	N-Size	Application
Elementary/Middle (E/M) Weighted Academic Achievement	Greater of continuously enrolled tested or 95% of continuously enrolled in ELA, Math, and Science	30	<p>The number of students in the ELA, Math, and Science “Student Cohorts” in the current reporting year are summed.</p> <p>If the sum is ≥ 30, an Index is calculated for those students.</p> <p>If the number is < 30, the number of students in the ELA, Math, and Science Student Cohorts for the prior reporting year are summed and added to the sum for the current reporting year. If the resulting sum ≥ 30, an Index is calculated for those students.</p> <p>If the 2-year 3-subject combined sum of students is still < 30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>The same rules are applied to the baseline calculation.</p>
E/M Core Subject	Continuously enrolled tested in ELA, Math, and Science	30	<p>General: The number of students in the ELA, Math, and Science “Student Cohorts” in the current reporting year are summed.</p> <p>If the sum is ≥ 30, an Index is calculated for those students.</p> <p>If the number is < 30, the number of students in the ELA, Math, and Science Student Cohorts for the prior reporting year are summed and added to the sum for the current reporting year. If the resulting sum ≥ 30, an Index is calculated for those students.</p> <p>Small N: Where Weighted Average N for ELA, Math, and Science combined (over two years, if necessary to combine) is ≥ 30 and Core Subject N for ELA, Math, and Science combined over two years is < 30, calculate a Core Subject Index for groups with 15 or more combined ELA, Math, and Science students over two years AND where the N size for the Core Subject calculation is at least 50% of the N size for the Weighted Average calculation.</p> <p>The same rules are applied to the baseline calculation.</p>
E/M Growth		30	<p>For student growth, current year and the prior two years of results for continuously enrolled students are always used. If the current year and prior two years of results combined are less than 30, no student growth level is assigned to the group.</p>

Measure/ Indicator	Student Cohort	N-Size	Application
High School (HS) Composite Performance	4-Year Accountability Cohort as of June 30 th of the current reporting year in ELA, Math, Science, and Social Studies	30	<p>The number of students in the ELA, Math, Science, and Social Studies “Student Cohorts” in the current reporting year are summed.</p> <p>If the sum is ≥ 30, an Index is calculated for those students.</p> <p>If the number is < 30, the number of students in the ELA, Math, and Science Student Cohorts for the prior reporting year (4-year accountability cohort as of June 30th of the prior reporting year) are summed and added to the sum for the current reporting year. If the resulting sum ≥ 30, an Index is calculated for those students.</p> <p>If the 2-year 4-subject combined sum of students is still < 30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>The same rules are applied to the baseline calculation.</p>

Measure/ Indicator	Student Cohort	N-Size	Application
Graduation Rate	<p>4-Year Graduation Rate Cohort as of August 31st of the prior reporting year</p> <p>5-Year Graduation Rate Cohort as of August 31st of the prior reporting year</p> <p>6-Year Graduation Rate Cohort as of August 31st of the prior reporting year</p>	30	<p>4-Year: If the number of students in the 4-Year Cohort as of June in the prior year is <30, the number of students in the 4-Year Cohort two years prior to the current reporting year are added. For example, if the 2013 4-Year Cohort <30, the 2012 4-Year Cohort is added to the 2013 4-Year Cohort to come up with a 2-year combined cohort count. If the combined count is <30, no 4-year graduation rate is calculated for the subgroup and the school/district is not accountable for that subgroup, except when Small N condition below applies.</p> <p>5-Year: If the number of students in the 5-Year Cohort in the prior year is <30, the number of students in the 5-Year Cohort two years prior to the current reporting year are added. For example, if the 2012 5-Year Cohort <30, the 2011 5-Year Cohort is added to the 2012 5-Year Cohort to come up with a 2-year combined cohort count. If the combined count is <30, no 5-year graduation rate is calculated for the subgroup and the school/district is not accountable for that subgroup, except when Small N condition below applies.</p> <p>6-Year: If the number of students in the 6-Year Cohort in the prior year is <30, the number of students in the 6-Year Cohort two years prior to the current reporting year are added. For example, if the 2011 6-Year Cohort <30, the 2010 6-Year Cohort is added to the 2011 6-Year Cohort to come up with a 2-year combined cohort count. If the combined count is <30, no 6-year graduation rate is calculated for the subgroup and the school/district is not accountable for that subgroup, except when Small N condition below applies.</p> <p>Small N: If the Composite N (1 year if ≥ 30 in current year or 2 years if < 30 in current year but ≥ 30 for 2 years) is ≥ 30 AND all 4-, 5-, AND 6-year grad rate cohorts $N < 30$, compute 4-, 5-, and 6-year grad rate using the 2 years ≥ 15. If only one or two of these cohorts has a 2-year $N \geq 15$, grad rates are calculated only for those cohorts that have a 2-year $N \geq 15$. For example, if the 4-year cohort $N = 15$ but the 5-year =14 and the 6-year $N=14$, only a grad rate for the 4-year cohort using the 15 students in that cohort is computed.</p> <p>The same rules are applied to the baseline calculation.</p>

Measure/ Indicator	Student Cohort	N-Size	Application
E/M Progress	Continuously enrolled tested students in ELA and Math	30	<p>ELA: If the number of students in the ELA Cohort in the current reporting year is <30, the number of students in the current year is combined with the number of students in the ELA Cohort in the prior reporting year. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>Math: If the number of students in the Math Cohort in the current reporting year is <30, the number of students in the current year is combined with the number of students in the Math Cohort in the prior reporting year. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>The same rules are applied to the baseline calculation.</p>
HS Progress	4-year Accountability Cohort as of June 30 th of the reporting year for ELA and Math	30	<p>ELA: If the number of students in the ELA Cohort in the current reporting year is <30, the number of students in the current year is combined with the number of students in the ELA Cohort in prior reporting year. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>Math: If the number of students in the Math Cohort in the current reporting year is <30, the number of students in the current year is combined with the number of students in the Math Cohort in the prior reporting year. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>The same rules are applied to the baseline calculation.</p>
English Language Proficiency	Continuously enrolled ELLs with a current year and prior year NYSESLAT result plus students who scored commanding on their first NYSESLAT administration	30	<p>If the number of current year results is <30, current and prior year results are combined. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p>
Chronic Absenteeism	Students enrolled in a school for at least ten instructional days and in attendance for at least one of those days	30	<p>If number of current year results is <30, combine current and prior year results. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>The same rules are applied to the baseline calculation using the current year results only. Prior year results are not included if the current year results is <30.</p>

Measure/ Indicator	Student Cohort	N-Size	Application
College, Career and Civic Readiness	4-year Graduation Rate Cohort as of June 30 th of the reporting year	30	<p>If the current reporting year 4-year graduation rate cohort (e.g., 2014 4-year grad rate cohort) plus the number of students not in that cohort but who are English Language Learners (ELLs) and earned a Regents Diploma and a Seal of Biliteracy is <30, the number of students in the current year is added to the prior reporting year's 4-year graduation rate cohort. If the 2-year sum is still <30, no index is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>The same rules are applied to the baseline calculation using the current year results only. Prior year results are not included if the current year results is <30.</p>
E/M Participation Rate	Continuously enrolled tested students in ELA and Math	40	<p>ELA: If the number of students in the ELA Cohort in the current reporting year is <40, the number of students in the current year is combined with the number of students in the ELA Cohort in the prior reporting year. If the 2-year sum is still <40, no participation rate is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>Math: If the number of students in the Math Cohort in the current reporting year is <40, the number of students in the current year is combined with the number of students in the Math Cohort in the prior reporting year. If the 2-year sum is still <40, no participation rate is calculated for the subgroup and the school/district is not accountable for that subgroup.</p>
H/S Participation Rate	4-year Accountability Cohort as of June 30 th of the reporting year for ELA and Math	40	<p>ELA: If the number of students in the ELA Cohort in the current reporting year is <40, the number of students in the current year is combined with the number of students in the ELA Cohort in the prior reporting year. If the 2-year sum is still <40, no participation rate is calculated for the subgroup and the school/district is not accountable for that subgroup.</p> <p>Math: If the number of students in the Math Cohort in the current reporting year is <40, the number of students in the current year is combined with the number of students in the Math Cohort in the prior reporting year. If the 2-year sum is still <40, no participation rate is calculated for the subgroup and the school/district is not accountable for that subgroup.</p>

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

English Language Learners (ELLs): For E/M indicators, a student who at any time during the current reporting year was an English language learner will be included in the English Language Learner accountability subgroup.

For high school indicators that use cohorts, a student whose last enrollment record indicated that the student was an English language learner will be included in the English Language Learner accountability subgroup.

If there are 30 or more ELLs for E/M Weighted Academic Achievement, E/M Core Subject Performance, HS Composite Performance, E/M Growth, E/M and HS Progress, E/M and HS Chronic Absenteeism, and HS CCCR, students who are not ELLs in the current year but were ELLs in one or more of the previous four years (former ELL) are included, and results for the ELL group (including former ELLs) will be reported and used for accountability purposes. The exception to this rule is when the number of former ELLs is equal to or greater than 50% of the combined ELL and former ELL number. In this case, the former ELLs are not included in the ELL group.

If there are 30 or more ELLs for HS Graduation Rate, students who are not ELLs in the current year but were ELLs in one or more of the previous four years are included, and results for the ELL group (including former ELLs) will be reported and used for accountability purposes. The exception to this rule is when the number of former ELLs is equal to or greater than 50% of the combined ELL and former ELL number. In this case, the former ELLs are not included in the ELL group.

If there are 30 or more ELLs for elementary/middle (E/M) Weighted Academic Achievement, fewer than 30 but 15 or more ELLs for E/M Core Subject Performance, and the number of ELLs for E/M Core Subject Performance is at least 50% of the number for E/M Weighted Academic Achievement, former ELLs will be included in the ELL group for E/M Core Subject Performance.

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

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

If there are 30 or more students with disabilities for E/M Weighted Academic Achievement, E/M Core Subject Performance, HS Composite Performance, E/M Growth, E/M and HS Progress, E/M and HS ELP, E/M and HS Chronic Absenteeism, and HS CCCR, former students with disabilities (students who are not currently students with disabilities but were students with disabilities in one or more of the previous two years) are included in the students with disabilities subgroup.

If there are 30 or more students with disabilities for HS Graduation Rate, former students with disabilities (students who are not currently students with disabilities but were students with disabilities in one or more of the previous two years) are included in the students with disabilities subgroup.

Economically Disadvantaged: For E/M measures, a student who at any time during the current reporting year was an economically disadvantaged will be included in accountability subgroup.

For measures that use high school cohorts, a student who at any time during high school was an economically disadvantaged will be included in the economically disadvantaged accountability subgroup.

Race/Ethnicity: For E/M and HS measures, students will be included in race/ethnic accountability subgroup for which they are identified.

29. What data are suppressed to protect student confidentiality?

Generally, groups with fewer than 30 students will not be used to determine outcomes and will not be displayed in report cards. However, certain accountability measures require more detailed rules for suppressing data in report cards.

For **E/M Weighted and Core Performance** for **E/M Composite Performance**, if the group used to calculate the Combined Subjects Index includes fewer than 30 students (or 15, if the 15 N-rule is being used), then the Index and Level for the Combined Subjects as well as the Indices for each individual subject will be suppressed. If the group used to calculate the Combined Subjects Index includes 30 or more students (or 15, if the N-rule is being used), then the Index and Level for the Combined Subjects will be displayed. However, the Indices for the individual subjects will only be displayed if the number of students in the group for that subject is greater than or equal to 5.

For **HS Composite Performance**, if the group used to calculate the Combined Subjects Index includes fewer than 30 students, the Index and Level for the Combined Subjects as well as the Indices for each individual subject will be suppressed. If the group used to calculate the Combined Subjects Index includes 30 or more students, the Index and Level for the Combined Subjects will be displayed. However, the Indices for the individual subjects will only be displayed if the number of students in the group for that subject is greater than or equal to 5.

For **E/M Growth**, if the group used to calculate the Growth Index includes fewer than 30 student results (number of Student Growth Percentiles), outcomes for that group will be suppressed.

For **Graduation Rate**, if the number of students in the cohort used to calculate the graduation rate is less than 30 (or 15, if the 15 N-rule is being used), the graduation rate for that cohort will be suppressed.

For **E/M and HS Progress**, if the group used to calculate the Progress MIPs for ELA and/or Math includes fewer than 30 student results, outcomes for that group will be suppressed.

For **E/M and HS ELP**, if the group used to calculate the ELP Success Ratio includes fewer than 30 English language learners, outcomes for that group will be suppressed.

For **E/M and HS Chronic Absenteeism**, if the group used to calculate the Chronic Absenteeism Rate includes fewer than 30 students, outcomes for that group will be suppressed.

For **CCCR**, if the number of students in the cohort used to calculate the CCCR Index is less than 30, outcomes for that group will be suppressed.

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

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

Elementary/Middle-Level Assessment Performance Level Assignment for Accountability		
Assessment	Level	2017-18 Score
ELA/Math NYSTP	Level 4 Level 3 Level 2 Level 1	Cut points for levels change each year and are available at http://www.p12.nysed.gov/irs/ela-math/
New York State Grade 4 Elementary-Level Science Test	Level 4 Level 3 Level 2 Level 1	85–100 65–84 45–64 0–44
New York State Grade 8 Middle-Level Science Test	Level 4 Level 3 Level 2 Level 1	85–100 65–84 44–64 0–43
Regents Algebra I & Geometry Taken in lieu of Grades 7 and 8 NYSTP Math Tests*	Level 4 Level 3 Level 2 Level 1	85–100 80–84 65–79 0–64
Regents Algebra II Taken in lieu of Grades 7 and 8 NYSTP Math Tests*	Level 4 Level 3 Level 2 Level 1	85–100 78–84 65–77 0–64
Regents Science Tests Taken in lieu of Grade 8 Middle-Level Science Test*	Level 4 Level 3 Level 2 Level 1	85–100 65–84 55–64 0–54
NYSAA in ELA, Math, and Science	Level 4 Level 3 Level 2 Level 1	Level 4 Level 3 Level 2 Level 1

* Cut points for levels may change from year to year and are available in the Student Information Repository System (SIRS) Manuals at <http://www.p12.nysed.gov/irs/sirs/home.html>.

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

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

High School-Level Assessment Performance Level Assignment for Accountability

Assessment	Level	2017-18 Score
Regents English*	Level 4	85–100
	Level 3	79–84
	Level 2	65–78
	Level 1	0–64
Approved Alternatives to Regents English, Math, Science, & Social Studies	Level 3	Pass
	Level 1	Fail
Regents Algebra I & Geometry*	Level 4	85–100
	Level 3	80–84
	Level 2	65–79
	Level 1	0–64
Regents Algebra II*	Level 4	85–100
	Level 3	78–84
	Level 2	65–77
	Level 1	0–64
Regents Transitional Global History & Geography, Global History & Geography, U.S. History & Government, Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, & Physical Setting/Physics	Level 4	85–100
	Level 3	65–84
	Level 2	55–64
	Level 1	0–54
New York State Alternate Assessment in ELA & Math (Secondary Level)	Level 4	Level 4
	Level 3	Level 3
	Level 2	Level 2
	Level 1	Level 1

*Cut points for levels may change from year to year and are available in the Student Information Repository System (SIRS) Manuals at <http://www.p12.nysed.gov/irs/sirs/home.html>.

Notes on Out-of-State Late Entry Students:

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

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

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

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

Schools are required to test 95% of their students in English language arts (ELA) and 95% of their students in mathematics at both the elementary/middle and the secondary levels. Schools are only accountable for a subgroup if there are 40 students in the subgroup. If the subgroup fails to test 95% of students in the current year, the previous year's data are combined with the current year's data.

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

Note: In 2017-18 only, students whose scores were invalidated due to a technical error during the computer-based testing (CBT) administration of the test will be counted in the numerator and denominator and will be counted as having participated in the state assessment.

At the secondary level, the denominator is the number of 12th graders. The numerator at the secondary level is the number of students in the denominator with a valid score on a Regents ELA or math exam, a Regents Competency Test (RCT) in Writing, Reading, or Math, or the New York State Alternate Assessment (for eligible student with disabilities).

Beginning with 2017-2018 and 2018-2019 school year results, any public elementary/middle or high school that has a Weighted Average Achievement Level of 1 or 2 and that fails to meet the required 95 percent participation rate for the same subgroup(s), in the same subject (i.e., ELA or math) for two consecutive years, and that fails to improve participation rate as compared to the previous year for the same subgroup(s) and subject(s) for two consecutive years must conduct a participation rate self-assessment and develop a participation rate improvement plan. Schools that rank in the bottom 10% of participation across the State will be required to submit their self-assessment and participation rate improvement plan to NYSED for the Commissioner's approval no less than three months prior to the next test administration period.

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

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

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

33. How is accountability status determined for Schools with a Performance Based Assessment Variance?

There are two types of variances: 1) for schools in which students may use portfolios to meet graduation assessment requirements in math, science, and social studies; and 2) for schools in which students may use portfolios to meet graduation assessment requirements in science and social studies.

Portfolio Schools in which students are only required to take the ELA Regents to meet graduation rate assessment requirements will have their Composite Performance Index and Progress Measures of Interim Progress computed based solely on ELA results. Portfolio Schools in which students are only required to take ELA and math Regents to meet graduation rate assessments requirements will have their Composite Performance Index computed based solely on ELA and math results.

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

A Transfer High School is a high school in which:

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

For districts and charters that have committed to develop and implement a plan to improve outcomes for youth placed at-risk, transfer high schools may participate in an automatic appeals process. If the school meets the condition established for an automatic appeal, the school may be removed from potential identification as CSI and/or TSI school. If the school is not removed from such consideration the district or charter school may appeal the school's preliminary designation.

35. How is accountability status determined for Self-Assessment Schools?

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

36. How is accountability status determined for schools with only grades below grade three?

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

The Combined Performance Level for backmapping schools is their Composite Performance Level. For ELP, student performance on the NYSESLAT for students in grades one through two (and kindergarten

for students who score commanding on the NYSESLAT) will be used. For Chronic Absenteeism, the chronic absenteeism rate will be based on student attendance in grades one through two.

37. How are the assessment results for advanced middle-school students who take Regents exams in grades seven and eight included in accountability calculations?

An advanced middle-school student who takes a Regents math exam in grade seven or grade eight or a Regents science exam in grade eight may “bank” the Regents results for use at the secondary level if the student took:

- 1) the NYSTP in math or the Grade 8 Science Test in addition to a Regents, then the NYSTP and Grade 8 Science Test results will be used at the elementary/middle level for accountability and the Regents results will be “banked” for use when the student enters high school; or
- 2) multiple Regents math or science exams in middle school, then the student must take a Regents exam from a different “category” for one to be used at the elementary/middle level and one to be banked. For example, if a student takes Algebra I and uses that score at the elementary/middle level, the student must take Geometry or Algebra II for the score to be banked for use at the secondary level.

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

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

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

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

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

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

Beginning in 2018-19, MIC students who are reported with an (as yet determined) MIC ELA, MIC Math, MIC Science, and/or MIC Social Studies Assessment Measure Code in the Student Information

Repository System (SIRS) will be counted as tested for ELA and math participation and as Level 3 for High School Achievement and High School Progress.

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

Schools that do not have previous year(s) data will not have an accountability Level determined for that measure. If, in future year(s), schools have previous year(s) data, and accountability Level will be determined for that measure.

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

If a school does not have a MIP because of extenuating or extraordinary circumstances, the Department will recalculate a MIP the following school year.

42. How do we know if former students with disabilities and/or former English Language Learners were used to determine outcomes?

A flag next to the number of students in the cohort used to determine that outcome will refer you to a footnote that indicates that former students with disabilities and/or former ELLs were used. If there is no flag, only one year of data was used.

Definitions of Terms Used in the New Accountability System

All Students: All students, regardless of ethnicity, ELL status, disability status, or economic status.

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

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

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

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

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

Cohort (Accountability): Students who entered grade 9 (or ungraded students with disabilities who turned 17) four years prior to the reporting year. Students whose last regular enrollment record indicates that the student transferred to an alternative high school equivalency preparation program but who leave the program before the end of the third school year after the school year in which they first

entered grade 9 without having earned a high school equivalency diploma or without entering a program leading to a high school diploma ARE included in the cohort.

The following students ARE NOT included in the accountability cohort:

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

Cohort (Graduation Rate):

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

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

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

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

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

Comprehensive Support and Improvement (CSI) School: Schools for which the All Students group is in the bottom 5% of all schools, high schools for which the All Students group a 4-year graduation rate total cohort that is less than 67% and the 5-year and 6-year graduation rate total cohorts are not 67% or above.

CSI identifications are based upon the performance of the All Students group and are made every three years, beginning with the 2018-19 school year. CSI schools are schools for which the All Students group

meets the criteria for identification or for which the All Students group 4-year total cohort graduation rate is less than 67% and the 5-year and 6-year total cohort graduation rates are not 67% or above.

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

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

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

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

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

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

Foreign Exchange Students: Foreign exchange students are NOT included in accountability calculations. These students must be correctly coded as foreign exchange students to be excluded from these calculations.

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

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

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

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

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

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

Home-Schooled Students: Home-schooled students are not included in accountability calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

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

Medically Excused: Students with a significant medical emergency during both the regular and makeup examination period for which a school district has documentation from a medical practitioner that a student is so incapacitated as to be unable to participate in the State assessment given during that examination period. These students are excluded from the elementary/middle-level Composite Performance, Growth, and Progress measure calculations.

MGP: Mean Student Growth Percentile, which is the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State assessment and compares each student's performance to that of similarly achieving students.

MIP: Measure of Interim Progress for each accountability measure that a State baseline has been established.

Multiracial: A student reported as belonging to more than one racial/ethnic group.

NYSAA: New York State Alternate Assessment. An assessment recommended by the committee on special education for students with severe disabilities as defined in section 100.1(t)(2)(iv) of this Part, in lieu of a required State assessment.

Out-of-School Suspensions: Out-of-school suspension rate is calculated by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school by the number of students enrolled on BEDS day of that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

Recognition School: A school in Good Standing that has been recognized by the Commissioner for high performance.

Regents Alternative Examination: Department-approved alternative examination to a Regents examination.

Self-Assessment School: Schools with too few student results to make accountability status determinations using the standard process are considered Self-Assessment Schools.

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

Target District: Districts that have at least one school identified as CSI or TSI schools or that have been identified for the low performance of one or more accountability groups at the district level.

Targeted Support and Improvement (TSI) School: TSI identifications are based upon the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific islander, White, Multiracial, English Language Learner, Students with Disabilities, and Economically Disadvantaged. TSI schools are schools for which any accountability subgroup meets the criteria for identification for two consecutive years. For the 2018-19 school year, a school may also be identified as TSI if the school was in Priority School or Focus School accountability status in the 2017-18 school year and if any of the school’s accountability subgroups meet the TSI criteria.

Transfer High School: A transfer high school is:

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

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

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