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To: District Superintendents, Superintendents of Districts, and Principals of Charter Schools

From: Ira Schwartz, Associate Commissioner

Subject: Every Student Succeeds Act (ESSA) Accountability Status for 2018-19: Goals and Measures of Interim Progress (MIP), and Timeline for Preliminary Identification, Final Identification, and Public Release

Date: October 2018

On December 10, 2015, the ESSA was signed into law by President Obama. This bipartisan measure reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA), which provides federal funds to improve elementary and secondary education in the nation's public schools and requires states and school districts, as a condition of funding, to take a variety of actions to ensure all children, regardless of race, income, background, or where they live, receive the education they need to prepare them for success in postsecondary education, careers, and citizenship. After an extensive, 18-month long public engagement process, the New York State Education Department (NYSED or "the Department"), with Board of Regents approval, submitted New York State's ESSA plan to the United States Education Department (USDE) for review on September 17, 2018. On January 17, 2018, USDE approved the State's plan. More information regarding New York's ESSA plan can be found at: http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf.

Listed below are the major accountability changes that will be implemented in the 2018-19 school year as a result of the approval of New York's ESSA plan, along with the page in the memo where each change is explained:

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Please note that this memo also contains information regarding how a district may petition to have a Measure of Interim Progress (MIP) modified to reflect changes in a school's organization, enrollment, etc. (See Attachment B, pages 20-21)

New Accountability Designations

Pursuant to New York's approved ESSA plan and Commissioner's Regulations §100.21, NYSED is required to identify schools in the bottom 5% of performance for the all students subgroup as Comprehensive Support and Improvement (CSI) schools. Additionally, high schools that have a 4-year cohort graduation rate below 67% for the all students accountability subgroup will be identified as CSI, if the 5-year or 6-year cohort graduation rate is not at or above 67%.[1] Schools that are low performing for a racial/ethnic group or the English language learner, low-income, or students with disabilities subgroups may be identified as Targeted Support and Improvement (TSI) schools. Please note that the Elementary and Secondary Education Act (ESEA) Flexibility Waiver accountability designations, such as Priority, Focus, Local Assistance Plan (LAP), and Reward Schools, have sunset as of June 30, 2018.

Elementary-middle level schools will be held accountable for five indicators:

- Composite Performance (i.e., academic achievement in English language arts, math, and science);
- Student Growth in English language arts and mathematics;
- Progress of English language learners towards English Language Proficiency;
- Academic Progress in English language arts and mathematics; and
- Chronic Absenteeism.

High schools will be held accountable for six indicators:

- Composite Performance (i.e., academic achievement in English language arts, mathematics, science, and social studies);
- Graduation Rate (4-, 5-, and 6-year cohorts);
- Progress of English language learners towards English Language Proficiency;
- Academic Progress in English language arts and mathematics;
- Chronic Absenteeism; and
- College, Career and Civic Readiness (CCCR).

[1] Graduation rate data is lagged a year so that accountability designations will be based on the 2013 4-year cohort, the 2012 5-year cohort, and 2011 6-year cohort. However, should a school be able to demonstrate that its 2014 4-year cohort, 2013 5-year cohort, or 2012 6-year cohort performed at or above 67%, a district may appeal the school's preliminary designation as a CSI school.

A brief description of the indicators is given below:

Indicator	Description	Applicable to Elementary and Middle Schools	Applicable to High schools
Composite Performance	Measures achievement on state assessments in English language arts (ELA), mathematics, and science. For high schools, also measures achievement on state assessments in social studies.	Yes	Yes
Student Growth	Measures student growth on statewide assessments in ELA and mathematics for students in grades 4-8, by comparing the scores of students in the current year to the scores of students with similar scores in prior year(s).	Yes	No
Academic Progress	Measures progress on state assessments in ELA and in mathematics against long-term goals and Measures of Interim Progress (MIP).	Yes	Yes
Graduation Rates	Measures 4-, 5-, and 6-year cohort graduation rates against long-term goals and MIPs.	No	Yes
English Language Proficiency	Measures the progress of English Language Learners (ELL) in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT).	Yes	Yes
Chronic Absenteeism	Measures the percentage of students who miss 10% or more days of instruction against long-term goals and MIPs.	Yes	Yes
College, Career and Civic Readiness (CCCR)	Measures the percentage of students who are leaving school prepared for college, career and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators against long-term goals and MIPs.	No	Yes

In addition to the above indicators, a "Combined Composite Performance and Growth" level shall be assigned to elementary and middle level schools and a "Combined Composite Performance and Graduation Rate" level shall be assigned to high schools.

Schools that are high-performing or rapidly improving will be identified as Recognition Schools later this school year. Later this school year, the methodology that will be used to identify Recognition Schools will be sent under separate cover.

State Goals, State Measures of Interim Progress (MIP), District and School MIPs, Achievement Levels

To close achievement gaps and measure progress on each of the indicators, the Commissioner has set an end goal for the state for each of the following measures:

- ELA and math Academic Progress
- 4-, 5-, and 6-year graduation rates
- English Language Proficiency
- Chronic Absenteeism (one for grades 1 - 8 and one for grades 9 – 12)
- College, Career, and Civic Readiness

For each of the above indicators and for each accountability group on such indicator, the Commissioner has set a 5-year long-term goal for the state, a yearly Measure of Interim Progress (MIP) for the state, a yearly Measure of Interim Progress (MIP) for each school and district, and an exceeding long-term goal for the state. Below are terms and definitions used for explaining goals and MIPs.

Goal or Interim Measure	Definition
"End" Goal	The desired level of performance that every subgroup in the State and in each district and school should ultimately attain. The end goal is used as a part of the process of determining how much of a gap exists between current and desired performance.
Baseline Performance	A group's performance on a measure of student performance in the base year (i.e., the 2016-17 school year for initial baselines).
Gap between "End" Goal and Current Performance	The achievement or graduation rate gap between a group's "end" goal and baseline (i.e., current) performance.
20% of Gap	The gap between the "end" goal and current performance multiplied by 0.20.
Long-Term Goal	The level of performance that each subgroup statewide and within a district and a school is expected to demonstrate five years from now. The long-term goal is computed as a specified amount of reduction between the desired end goal and the statewide baseline performance. For example, the long-term goal may be to reduce the achievement gap by 20%.
Yearly Gap Reduction Goal	Because New York State is working to close gaps by 20% in five years, the yearly gap reduction goal is the "20% of Gap" measure divided by 5.
First Annual Measure of Interim Progress (MIP)	Calculated by adding the yearly gap reduction goal to the "baseline performance" to determine an annual interim measure of progress, or target, for student performance.
Exceeding the Long-Term Goal	The threshold to be classified as exceeding a subgroup's long-term goal; set as the long-term goal plus 50% of the difference between the long-term goal and the end goal. For example, if the end goal is a 95% 4-year graduation rate and the long-term goal is 89% for a group, exceeding the long-term goal is performance at or above 92% for that group.

The following is an example of how the state goals and school MIP was set for the All Students subgroup in grades 3-8 ELA:

Goal or MIP	Year	State	School A
"End" Goal	TBD	Performance Index (PI) of 200	PI of 200
Baseline Performance	2016-17	PI of 96.6	PI of 100
Gap between "End" Goal and Current Performance	N/A	103.4 points (200 – 96.6)	100 points (200 – 100)
20% of Gap	N/A	20.7 points (103.4 x 0.20)	20 points (100 x 0.20)
Long-Term Goal (i.e., close the gap by 20%)	2021-22	117.3 points (96.6 + 20.7)	117.3 points (same as state)
Yearly Gap Reduction Goal	2017-18 to 2021-22	4.1 points (20.7/5)	4 points (20/5)
First Annual Measure of Interim Progress (MIP)	2017-18	PI of 100.7 (96.6 + 4.1)	PI of 104 (100 + 4)
Threshold to "exceed long-term goal"	2017-18	PI of 158.7 (117.3 + 0.50 (200 – 117.3)	PI of 158.7 (same as state)

For grades 3-8 ELA, grades 3-8 mathematics, high school ELA, high school mathematics, 4-year cohort graduation rate, 5-year cohort graduation rate, 6-year cohort graduation rate, Chronic Absenteeism, and CCCR, a subgroup's 2017-18 performance will be assigned an achievement level between 1 and 4 using the MIP matrix table given below.

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	N/A
Met higher of State or School MIP	Level 3	Level 4	Level 4

Please note that Chronic Absenteeism is an inverse indicator where higher performance means a lower Chronic Absenteeism rate.

District and School Goals and Measures of Interim Progress

For the district/charter school and each school in the district, NYSED has posted to the Information and Reporting Services (IRS) portal at http://portal.nysed.gov/portal/page/pref/PortalApp a Microsoft Excel file called "GoalsandMIPs2017-18.xlsx" with the goals, and MIPs for grades 3-8 ELA, grades 3-8 mathematics, high school ELA, high school mathematics, 4-year cohort graduation rate, 5-year cohort graduation rate, 6-year cohort graduation rate, Chronic Absenteeism, and CCCR. This file has the school MIPs, district MIPs, and statewide goals and MIPs for the aforementioned indicators for the period 2017-18 to 2021-22.

The school and district MIPs were set using 2016-17 school year performance as the baseline. The Department intends to keep the MIPs unchanged until the end of the 2021-22 school year, unless there is a significant change to the underlying assessment or indicator data. Based on the 2018-19 assessments and annually thereafter, the Department will create the goals and MIPs for 2022-23 and beyond. The 2017-18 statewide goals and MIPs for all the indicators can be found in Attachment A. The district or charter school may appeal the assigned MIPs if a justification can be provided that the student population characteristics or the grade configuration changed significantly from the 2016-17 school year to 2017-18. Please find the MIP Appeal Form in Attachment B. The MIP Appeal Form may be submitted no later than **Friday, November 2, 2018** to accountinfo@nysed.gov.

n-size Changes

Beginning with the 2017-18 school year data, New York has changed the method used to calculate n-size for subgroups. For academic achievement; student growth; graduation rate; student progress; English language proficiency; chronic absenteeism; and college, career, and civic readiness; there must be 30 student results for a subgroup to receive an accountability rating on that indicator. Schools with fewer than 30 results for continuously enrolled students for a subgroup in the most recent school year for a measure will receive an annual accountability rating on the measure if two years of data reach the required n-size of 30 or more student results.[2] Below are examples of how n-size will be determined at the elementary/middle level for a group for which the schools would be accountable.

School Year	Subject	School A # of Results	School B # of Results	School C # of Results	School D # of Results
2017-18	ELA	10	15	5	8
2017-18	Math	10	15	5	8
2017-18	Science	10	N/A	5	N/A
2016-17	ELA	N/A	N/A	5	8
2016-17	Math	N/A	N/A	5	8
2016-17	Science	N/A	N/A	5	N/A
	Total n-size	30	30	30	32

At the high school level, there must be 30 or more results in the most recent school year, or cohort as applicable. If there are less than 30 results, two years of data will be combined to reach the 30 results. Below given are some examples of how n-size will be determined for the high school accountability cohort for which the two schools would be accountable for a group.

	Accountability Cohort		
School Year	Subject	School A # of Results	School B # of Results
2017-18	ELA	8	4
2017-18	Math	8	4
2017-18	Science	8	4
2017-18	Social Studies	8	4
2016-17	ELA	N/A	4
2016-17	Math	N/A	4
2016-17	Science	N/A	4
2016-17	Social Studies	N/A	4
	Total N-size	32	32

[2] See below in this section for exceptions to this rule under which the Department will compute a Core Subject Performance Level or a Graduation Rate Level for groups for which there are as few as 15 student results.

Below is an example of how the n-size for the 4-, 5-, and 6-year cohorts will be determined.

Cohort	2017-18 N-size	2016-17 N-size	Total 2017-18 N-size
4-year	30	N/A	30
4-year	15	15	30

In the event that a subgroup has 30 or more student results for the Weighted Average Achievement measure but has fewer than 30 student results for the Core Subject Performance measure, a Core Subject Performance Level will be assigned to the subgroup so long as it has at least 15 students results in the current and prior year combined and the n-size for the Core Subject Performance measure is at least 50% of the Weighted Average Achievement measure. For example, a subgroup with 40 students results for the Weighted Average Achievement measure and 25 student results in the current and prior year combined for the Core Subject Performance measure will be assigned a Core Subject Performance measure. In this case, there are at least 15 students results and the n-size for the Core Subject Performance measure is more than 50% of the Weighted Average Achievement measure: 25/40= 62.5%.

Similarly, in the event that a subgroup has 30 or more student results for the high school Composite Performance Indicator but has fewer than 30 results for the 4-, 5-, and 6-year cohorts, a Graduation Rate level will be assigned to any cohort in which there are at least 15 results in the current and prior year combined.

Performance Index (PI) Calculation

A Performance Index (PI) is based on measures of proficiency on statewide assessments in each subject. A school earns partial credit for students who are partially proficient, full credit for students who are proficient, and extra credit for students who are advanced. For the elementary-middle and high school levels, the Performance Index will now range from 0 to 250. The revised PI formula is as follows:[3]

$$\frac{(\#\text{ of Level 2 x 1}) + (\#\text{ of Level 3 x 2}) + (\#\text{ of Level 4 x 2.5})}{(\#\text{ of Level 1} + \#\text{ of Level 2} + \#\text{ of Level 3} + \#\text{ of Level 4})} \times 100$$

This new formula will be used to calculate the 2017-18 Performance Indices for all accountable subgroups in 3-8 ELA, 3-8 mathematics, 4 & 8 science, high school ELA, high school mathematics, high school science, and high school social studies. Please note that high school Regents exams with five performance levels will be converted to four accountability levels based on the scale scores given below.

Regents Exam	Level 1	Level 2	Level 3	Level 4
ELA	0-64	65-78	79-84	85-100
Algebra I and Geometry	0-64	65-79	80-84	85-100
Algebra II	0-64	65-77	78-84	85-100
Science	0-54	55-64	65-84	85-100

[3] This example applies to computation of the Core Subject Performance Index and the Composite Performance Index for high schools. The Weighted Average Achievement Index has a denominator that is adjusted for when fewer than 95% of continuously enrolled students in an accountability group participate in State assessments, as described in the next section of this memo.

Regents Exam	Level 1	Level 2	Level 3	Level 4
Social Studies	0-54	55-64	65-84	85-100

Elementary-Middle Schools: Weighted Average Achievement Index, Core Subject Performance Index

At the elementary-middle level, ELA, mathematics and science achievement will be calculated in two different ways. As required by USDE, the Department will calculate a Weighted Average Achievement Index (which is influenced by the number of students who do not participate in the assessments), and a separate Core Subject Performance Index (which is not influenced by the number of students who do not participate in the assessments). The calculation formulas are as follows:

Weighted Average Achievement Index:

(# of students at Level 2 x 1) + (# of students at Level 3 x 2) +
(# of students at Level 4 x 2.5)
_____ x 100
[The greater of: (1) # of continuously enrolled students who are
tested or (2) 95% of continuously enrolled students with or without test scores]

Weighted Average Achievement Index Example:

Subject	# Continuously Enrolled	# Continuously Enrolled Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	PI
ELA	198	180	30	70	58	22	241	188*	128

*95 percent of 198=188.

Core Subject Performance Index:

(# of students at Level 2 x 1) + (# of students at Level 3 x 2) +
(# of students at Level 4 x 2.5)
_____ x 100
(# of continuously enrolled students who are tested)

Core Subject Performance Index Example:

Subject	# Continuously Enrolled	# Continuously Enrolled Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	PI
ELA	198	180	30	70	58	22	241	180	134

The Department will combine the performances of ELA, mathematics, and science (if applicable for the school) and calculate a Weighted Average Achievement Index, and Core Subject Performance Index as follows:

Weighted Average Achievement Index Example:

Subject	# Continuously Enrolled	# Continuously Enrolled Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	PI
Math	200	200	40	80	60	20	250	200	125
ELA	198	180	30	70	58	22	241	188*	128
Science	60	60	4	4	22	30	123	60	205
							614	448	137

*95 percent of 198=188.

Core Subject Performance Index Example:

Subject	# Continuously Enrolled	# Continuously Enrolled Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	PI
Math	200	200	40	80	60	20	250	200	125
ELA	198	180	30	70	58	22	241	180	134
Science	60	60	4	4	22	30	123	60	205
							614	440	140

Elementary-Middle Schools: Determination of Composite Performance

For each accountability subgroup, the Weighted Average Achievement Index of all schools are ranked statewide and an achievement level between 1 and 4 is assigned using the table given below.

<=10%	Level 1
10.1 - 50%	Level 2
50.1 - 75%	Level 3
>75%	Level 4

Similarly, the Core Subject Performance Index is also ranked statewide and an achievement level between 1 and 4 is assigned using the aforementioned table. The achievement levels on both the Weighted Average Achievement Index and the Core Subject Performance Index are added together to determine the Composite Performance Index Level. Within each Composite Performance Index Level, the schools are again rank ordered based on the higher of the school's rank for the Weighted Average Achievement Index and Core Subject Performance Index. All the schools are rank ordered a second time and assigned a Composite Performance Level between 1 and 4 using the aforementioned table. Below is an example of how Composite Performance Level is determined.

School	Weighted Average Achievement Index Rank	Percentile	Weighted Average Achievement Index Level	Average Core Subject Performance Index Rank	Percentile	Average Core Subject Performance Index Level	Composite Performance Index Level	Higher Rank	Percentile based on Higher Ranks	Composite Performance Level
A	319	9%	1	1235	33%	2	2 + 1 = 3	1235	12%	2
B	1768	48%	2	1244	34%	2	2 + 2 = 4	1768	36%	2
C	1804	49%	2	1177	32%	2	2 + 2 = 4	1804	37%	2
D	2595	70%	3	1915	52%	3	3 + 3 = 6	2595	63%	3
E	3192	86%	4	2799	76%	4	4 + 4 = 8	3192	85%	4

High Schools: Determination of Composite Performance

At the high school level, NYSED will calculate a Composite Performance Index by combining PIs of ELA, mathematics, science and social studies for the high school accountability cohort and applying differentiated weights. Below is an example of how high school Composite Performance Index will be calculated.

Subject	PI	Weighting	Weighted Value	Composite Index
Math	196	3	(196 x 3) = 588	1739 ÷ 9 = 193
ELA	202	3	(202 x 3) = 606	
Science	185	2	(185 x 2) = 370	
Social Studies	175	1	(175 x 1) = 175	
		Sum = 9	Sum = 1739	193

4-, 5-, and 6-year Cohort Graduation Rates

Beginning with the 2017-18 school year data, NYSED will use the performance of 4-, 5-, and 6-year cohorts to measure graduation rate achievement. Each of the cohort's graduation rate is assigned an achievement level between 1 and 4 using the aforementioned MIP matrix table. Additionally, the three cohort levels are averaged to determine the combined 4-, 5-, and 6-year cohort graduation rate level.

Measuring Student Growth

Student Growth is based on grades 4-8 Student Growth Percentiles (SGPs) that compare students across the state to those who had similar scores in prior year(s). Three years of ELA and mathematics SGPs for all students in the subgroup are added together and then divided by the number of results for those grades/subjects to create the Mean Growth Percentile (MGP) or Growth Index.

Year	Number of ELA SGPs	Number of Math SGPs	SUM of ELA SGPs	Sum of Math SGPs
2017-18	30	31	1600	1578
2016-17	29	32	1306	1600
2015-16	28	33	1500	2864
3 Year Total	87	96	4406	6042
Combined Total	183		10448	
MGP Growth Index	(10,448/183) = 57.1			

The MGP is then assigned a level between 1 and 4 using the table given below.

45 or less	Level 1
45.1 - 50	Level 2
50.1 - 54	Level 3
>54	Level 4

Measuring English Language Proficiency (ELP)

NYSED will use the performance of New York State English as a Second Language Achievement Test (NYSESLAT) to measure the individual progress made by English Language Learners (ELL). Based on the 2016-17 administration of the NYSESLAT students, will be classified into 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. Entering, Emerging, Transitioning, and Expanding levels each year are broken into four quartiles based on the scores of all students in the same grade level who earned that performance level statewide. Forward movement within the four quartiles (for example, moving from 1st quartile to 4th quartile) is considered making 0.75 progress points worth of growth. Depending on each student's performance level and the number of years the student received ELL service, the student is required to meet the progress target (as shown in transition matrix below) for the district or school to get credit for the student's performance.

NYSESLAT Level Earned in Initial Year of Identification	Progress Target from Previous Year to Current Year for Students Who Have Been in ELL Status for:			
	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	
Transitioning	1 progress point	1 progress point		
Expanding	Required to score Commanding to demonstrate progress			

The district or school can also get credit for the student making cumulative progress (known as "safe harbor") from the initial year of ELL identification. For example, a student was classified as "Entering" based on the 2016-17 NYSESLAT. In 2018-19 after three years of ELL service, the student should either met the 1 progress point worth of growth from 2017-18 to 2018-19, or cumulatively make 2.25 progress points (safe harbor goal) worth of growth for 2017-18 and 2018-19 combined. Below is an example of safe harbor targets for a student scoring Quartile 1 of Entering in the 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															
Year 3		2.25 progress points required in Year 2 & 3 combined															
Year 4		3.25 progress points required in Year 2 & 3 & 4 combined															
Year 5		Required to score Commanding															

If the student makes the required yearly or cumulative progress, the school will be credited with having made progress with the student. Students who exceed their expected trajectory in the transition matrix may still show annual progress by making 0.75 progress points. In New York State, a Long Term ELL is a student who has received at least 6 full years of ELL service. So, this allowance includes Long Term ELLs, but also those who have exceeded their trajectory that is based on initial NYSESLAT level. For example, a student who initially scored Transitioning and who has been in ELL status for 4 years is expected to make 0.75 progress points.

Later this month, the Department will share your students' NYSELAT identification levels and whether the students made the required progress in 2017-18 via the IRS portal at http://portal.nysed.gov/portal/page/pref/PortalApp..

ELP School Benchmark, School Success Ratio, and Achievement Levels

Based on the 2017-18 NYSESLAT, the Department will determine a statewide probability of making expected progress for each student at the elementary-middle and high school levels. The probability is determined after students are grouped by initial performance levels (Entering, Emerging, Transitioning, and Expanding) and years identified as ELL. For example, entering students identified as ELL for 3 years will be grouped together and the statewide probability of making expected progress is determined. For an accountable subgroup in a school, the individual student probabilities will be averaged together to create a school benchmark. The subgroup's percent of students making progress is then divided by the school benchmark to determine a Success Ratio. This ratio is then compared to the table given below and assigned an achievement level between 1 and 4.

Success Ratio	ELP Achievement Level
0 – 0.49	1
0.50 – 0.99	2
1.0 – 1.24	3
1.25 +	4

For more details on the measurement of English language proficiency, please refer to New York's ESSA plan posted at:
http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf.

Preliminary Identification of CSI Schools, TSI Schools, and Target Districts

The Department will preliminarily identify CSI and TSI Schools during the fall of 2018. A school will be preliminarily identified as a CSI School if the school meets one of the following criteria:

1. The all students subgroup's 2013 4-year cohort graduation rate is less than 67%, and either the 2012 5-year or the 2011 6-year cohort graduation rate is not above 66%.
2. The all students subgroup meets one of the five scenarios given in the table below.

Scenario	Composite Performance Level	Growth Level or Graduation Rate Level	Combined Composite & Growth Level (or Graduation Rate Level)	ELP Level	ELA & Math Progress Level	Chronic Absenteeism Level	College, Career and Civic Readiness Level (for High Schools)
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level		
2	Either Level 1		Level 1	None	Any One Level 1		
3	Either Level 1		Level 1	Level 1	Any Level		
4	Either Level 1		Level 1	Level 2	Any One Level 1		
5	Either Level 1		Level 1	Level 3 or Level 4	Any Two Level 1		

A school will be preliminarily identified as TSI if the school was in Priority School or Focus School status in the 2017-18 school year and any of the school's accountable subgroups met one of the aforementioned scenarios.

A district with an identified CSI or TSI school will be preliminarily identified as a Target District. A district that was in Focus status during the 2017-18 school year and whose All Students subgroup meets the criteria for CSI identification or has a subgroup for which the district was identified as Focus in 2017-18 and that subgroup meets the criteria TSI identification will also be preliminarily identified as a Target District. CSI schools are identified every three years beginning with the 2018-19 school year, and TSI schools are identified annually. A district will be identified as a Target District if any subgroup for two consecutive years meets a CSI/TSI identification scenario.

Later this fall, districts and charter schools will be individually informed of the new preliminary accountability status of the district and its schools; school improvement requirements; and Title I requirements associated with each identification. Districts and charters will be given the opportunity to review their preliminary data in the IRS Portal and submit an appeal to the Commissioner regarding their preliminary identification statuses.

How Schools can Exit CSI and TSI Status

To exit CSI status, the school must for two consecutive years be above the levels that would cause it to be identified for CSI status:

1. The school's Composite Performance Level and Student Growth Level or Graduation Rate Level are both Level 2 or higher, or
2. Both the Composite Performance Index and Student Growth Index or Composite Performance Index and Graduation Rate Index are higher than at the time of identification; AND either Combined Composite Performance and Growth or Combined Composite Performance and Graduation Rate is Level 2 or higher; AND none of the following is Level 1: Academic Progress; English Language Proficiency; Chronic Absenteeism; and College, Career and Civic Readiness

Alternatively, the school will exit CSI status if the school is not on the list of CSI schools created every three years.

To exit TSI status, the low-performing subgroups of students in the school must for two consecutive years be above the levels that would cause the school to be identified for the subgroup(s) of students for which the schools has been identified as TSI. In addition, the school must not be newly identified for any subgroup of students.

If a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the group(s) for which the school is identified is performing at Level 1 on the Weighted Average Achievement indicator.

Final Identification of CSI and TSI Schools

Later this fall, NYSED will inform the identified districts and charters of their final ESSA accountability status. The Department will also inform districts and charters on the status of appeals received (if any). Subsequently, the Department will publicly release the lists of CSI Schools, TSI Schools, and Target Districts.

Next Steps for Districts

The Department is committed to ensuring that districts and charters are aware of the next steps in the identification and intervention process. To that end, there are several key dates that should be noted:

- **October 2018** – District and school goals and MIPs posted to IRS Portal. Please review these and submit appeal by November 2, 2018 if there is a justification for revising a MIP.
- **November 2018** – Preliminary CSI School, TSI School and Target Districts identified.
  - If applicable, districts should prepare and submit appeals of preliminary status determinations to the Commissioner. The appeal process and form will be detailed in the notification letter.
- **December 2018**: Final identification of CSI Schools, TSI Schools, and Target Districts. Public release of identified schools and districts.
- **December 18th -20th, 2018:** NYSED will host a statewide orientation meeting for districts with CSI schools (including CSI Receivership schools) and TSI schools in Albany on December 18-20. Districts with identified schools will be required to send at least ONE representative to attend some or all of the orientation meetings, depending on the identification status of schools. More information about the orientation meetings, including the specific staff who will be required to attend, will be sent under a separate cover.

Please note: A charter school identified as a CSI or TSI school shall take such actions as are required by its charter authorizer pursuant to Article 56 of the Education Law consistent with the charter agreement that each charter school has with its charter authorizer.

Additional Resources related to ESSA and District and School Accountability

The Department has created an ESSA website which includes mini-webinars on the different components of the new ESSA school and district accountability system, in addition to helpful parent and teacher monographs describing New York's approved ESSA plan. Please visit http://www.p12.nysed.gov/accountability/essa.html to find these resources. The Department will be continually updating the website with new resources and guidance for schools and districts.

Questions concerning the information contained in this memo should be directed to: accountinfo@nysed.gov.

cc: MaryEllen Elia
Jhone Ebert
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Stephen Earley
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Attachment A

Statewide End Goals, Long-Term Goals, and Measures of Interim Progress (MIP) from 2017-18 to 2021-22

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

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

High School ELA							
Group Name	2016-17 Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
All Students	188.3	189.4	190.5	191.6	192.7	193.6	215
Asian/Pacific Islander	208.4	208.7	209	209.3	209.6	209.7	215
Black	158.1	160.4	162.7	165	167.3	169.5	215
Economically Disadvantaged	166.9	168.8	170.7	172.6	174.5	176.5	215
English Language Learners	82.4	87.7	93	98.3	103.6	108.9	215
Hispanic	161.3	163.4	165.5	167.6	169.7	172	215
Multiracial	197	197.7	198.4	199.1	199.8	200.6	215
American Indian/Alaska Native	166.1	168.1	170.1	172.1	174.1	175.9	215
Students with Disabilities	112.2	116.3	120.4	124.5	128.6	132.8	215
White	207.5	207.8	208.1	208.4	208.7	209	215

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

4-year Cohort Graduation Rate (%)							
Group Name	2012 4 Yr GR Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
All Students	81.8	82.3	82.8	83.3	83.8	84.4	95
Asian/Pacific Islander	87.7	88	88.3	88.6	88.9	89.2	95
Black	71.5	72.4	73.3	74.2	75.1	76.2	95
Economically Disadvantaged	75.3	76.1	76.9	77.7	78.5	79.2	95
English Language Learners	49.4	51.2	53	54.8	56.6	58.5	95

Hispanic	71.2	72.2	73.2	74.2	75.2	76	95.
Multiracial	82.7	83.2	83.7	84.2	84.7	85.2	95
American Indian/Alaska Native	67.5	68.6	69.7	70.8	71.9	73	95
Students With Disabilities	56.7	58.2	59.7	61.2	62.7	64.4	95
White	89.8	90	90.2	90.4	90.6	90.8	95

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

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

College, Career and Civic Readiness							
Group Name	2016-17 Baseline	2017-18 MIP	2018-19 MIP	2019-20 MIP	2020-21 MIP	2021-22 Long Term Goal	End Goal
All Students	126.2	128.2	130.2	132.2	134.2	136	175

Asian/Pacific Islander	152.3	153.2	154.1	155	155.9	156.8	175
Black	94.8	98	101.2	104.4	107.6	110.8	175
Economically Disadvantaged	107.5	110.2	112.9	115.6	118.3	121	175
English Language Learner	32	37.7	43.4	49.1	54.8	60.6	175
Hispanic	98.3	101.4	104.5	107.6	110.7	113.6	175
Multiracial	125.9	127.9	129.9	131.9	133.9	135.7	175
American Indian/Alaska Native	97.3	100.4	103.5	106.6	109.7	112.8	175
Students with Disabilities	67.9	72.2	76.5	80.8	85.1	89.3	175
White	147.5	148.6	149.7	150.8	151.9	153	175

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

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

Attachment B

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

This form must be completed and certified by the Superintendent (for New York City, the Chancellor). It must be submitted via e-mail to accountinfo@mail.nysed.gov by **Friday, November 2, 2018**.

To appeal the measures of interim progress set by the Department for the period 2017-18 to 2021-22, districts and charter schools must submit a completed, signed, and dated Measures of Interim Progress (MIP) Appeal Form with all required supporting evidence. Districts/charter schools must submit the appeal by Friday, November 2, 2018. Appeals may be granted if the district/charter school can prove to the satisfaction of NYSED that from 2016-17 to 2017-18 there was a significant change to the characteristics of student population, or a grade re-configuration change was done.

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

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

Completing the Appeal Form:

1. Within the designated fields, provide the district's Name and BEDS Code.
2. Please provide the school's name and BEDS Code.
3. Check the corresponding box next to the appropriate accountability designation for the school or district that is being appealed.
4. Check the corresponding box next to the appropriate indicator(s) and subgroup(s) being appealed.
5. Please provide a narrative rationale for why the MIPs should be changed. The rationale should be brief and based on facts related to the submitted evidence. Note: Excessive details are unnecessary. Please eliminate information that is unrelated to the evidence submitted.
6. Protect personal identification information. Documents submitted to NYSED should not include social security number(s) (except the last 4 digits), date of birth, race/ethnicity, disability status, or other non-directory information. Protecting this information from unauthorized access is a legal requirement and is an important priority for NYSED. To ensure the security, if the supporting evidence for your appeal includes any of the sensitive and protected information listed above, please send this evidence to NYSED either (1) in an enclosed envelope via secure ground mail, or (2) electronically over the internet via secure file transfer protocol (SFTP). Data sent via e-mail and standard FTP (including FTP sites with password protection) is unencrypted and therefore not secure. Consequently, these methods must not be used to transmit sensitive and protected data.
7. The superintendent (for New York City, the Chancellor) must certify the document and submit it via e-mail to accountinfo@nysed.gov by **Friday, November 2, 2018**.

Measures of Interim Progress (MIP) Appeal Form

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

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

School Name:	
BEDS Code:	

Check the Indicator(s) being Appealed	**Reason for Appeal**
☐ 3-8 ELA ☐ 3-8 Math ☐ 1 – 8 Chronic Absenteeism ☐ HS ELA ☐ HS Math ☐ CCCR ☐ 9 – 12 Chronic Absenteeism ☐ 4-yr GR ☐ 5-yr GR ☐ 6-yr GR	☐ Grade Re-configuration in 2017-18 ☐ Student Population Change ☐ Data Issue ☐ Other (e.g., school closure)

Check the Subgroup(s) being Appealed

☐ All ☐ Students with Disabilities ☐ Native American ☐ Asian ☐ Black ☐ Hispanic
☐ White ☐ English Language Learners ☐ Econ. Disadvantaged ☐ Multiracial

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

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

Superintendent's Name:			
Superintendent's Signature		Date:	