2023–2024 School Year Preliminary Accountability Status Report Guide

This supporting document is to help districts, schools, and charter schools understand their 2023–2024 school year (SY) preliminary accountability status determinations. The document is divided into the following sections:

I.   Report Structure
II.   2023–2024 SY Accountability Status
III. Navigating the Status Summary, Elementary-Middle, and High School Reports
IV.   Additional Resources
V.   Accountability Report Definitions

I.   Report Structure

The Excel file includes three reports on separate worksheets: Status Summary, Elementary-Middle, and High School. The Status Summary report provides the 2022–2023 SY (prior year) district and school accountability status, the Made Progress status for schools and districts, the overall 2023–2024 SY accountability status for the district and for each school in the district, and the initial preliminary identification results for the All Students group and the accountability subgroups within each grade level.[1] Districts and schools (and subgroups) that were in accountability status during the prior year that are preliminarily identified for Local Support and Improvement (LSI) for 2023–2024 SY will not have a Made Progress outcome displayed as they were deemed to have made progress and exited the prior accountability status.

The Elementary-Middle and High School detail reports include the accountability status at the subgroup level for the district and for each school in the district, as well as the indicator levels used to make determinations and the data from which the indicator levels were calculated. The same information is provided to charter schools. These reports include one row per accountability subgroup. Only subgroups previously identified for Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), or Targeted Support and Improvement (TSI) or those with a Weighted Average Achievement level for the 2022–2023 SY are included in the reports. The accountability status is determined separately for the All Students group and for each subgroup (in the Elementary-Middle and High School Reports use Column #4 to filter by District/School Name and Column #5 to filter by subgroup). Accountability statuses for schools that do not have a Weighted Average Achievement Level for the All Students group were determined through a separate Self-Assessment process and are included in the report.

The top of each report includes the accountability status identification rules and the Scenario Table for identifying schools for CSI, ATSI, TSI, and Target Districts as well as the Making Progress criteria for schools identified for CSI, ATSI, or TSI and Target Districts for the 2022–2023 SY. This information is described in more detail below.

II.   2023–2024 SY Accountability Status

This section describes how schools can be newly identified for TSI and how districts can be identified as Target Districts. It also describes how schools identified for CSI, ATSI, or TSI and Target Districts for the 2022–2023 SY may Make Progress.

Understanding your District and School Accountability Statuses

The 2023–2024 SY accountability status determinations for schools are described below. Using Table 1 as a crosswalk and the 2022–2023 SY data available in the Elementary-Middle and High School reports, stakeholders can determine whether a school was newly identified for TSI or remained identified for CSI, ATSI, or TSI.

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[1] Throughout this document, the term "identified" refers to the initial preliminary identification for CSI, ATSI, TSI, or Target Districts, as well as preliminary progress statuses for schools previously identified for CSI, ATSI, TSI, and for Target Districts. Districts and charter schools may appeal these preliminary identifications and progress determinations if there are extenuating or extraordinary circumstances that impacted the performance of a district or a school.

In the Status Summary Report, Column #6 displays the 2023–2024 SY Accountability status for all schools and the district (column #5 displays 2022–2023 SY accountability status). There are four possible determinations for schools:

- **CSI**
  - CSI identifications are based on the performance of all students in the school (i.e., the All Students group only).
  - Schools are identified once every three years. Schools were identified for CSI using 2021–2022 SY results. No new schools will be identified for CSI in the 2023–2024 SY based up 2022–2023 SY results. Schools will next be identified for CSI in the 2025–2026 SY based on 2024–2025 SY results.
  - Elementary-Middle schools were identified for CSI if the All Students group met **Scenario 1** in the Elementary-Middle School Identification Scenario Table (see below for more details) using 2021–2022 SY results.
  - High schools were identified for CSI if the All Students group met **Scenario 1** in the High School Identification Scenario Table (see below for more details) using 2021–2022 SY results.
  - High schools were also identified for CSI if their 4-year graduation rate was below 67 percent and their 5-year or 6-year graduation rates were not at or above 67 percent.
  - To be removed from the CSI support model based upon 2022–2023 SY results, the All Students group for the grade level(s) for which the school was identified for CSI must not meet Scenario 1 based upon the Elementary-Middle or High School Identification Scenario Table and must meet one of the following conditions:

    Elementary-Middle Schools
    - The 2022–2023 SY Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
    - The 2022–2023 SY Core Subject Performance Index is higher than at the time of identification (2021–2022).

    High Schools
    - The 2022–2023 SY Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
    - The 2022–2023 SY Core Subject Performance Index is higher than at the time of identification (2021–2022).
    - The Graduation Rate (unweighted average of the 2018 4-year, 2017 5-year, and 2016 6-year cohorts) is higher than the Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year cohorts) at the time of identification (2021–2022 SY results).
    - For schools identified for CSI for having a Graduation Rate less than 67%, the school must have a Graduation Rate at or above 67%.

- **ATSI**
  - The United States Department of Education (USDE) required that schools identified for TSI in the 2018–2019 SY based on 2017–2018 SY results be identified for ATSI. The schools identified for TSI in the 2018–2019 SY had previously either been identified as Priority or Focus Schools and had a history of low performance requiring them to be identified for ATSI.
  - USDE also required that New York State Education Department (NYSED or "the Department") identify schools for ATSI based on the 2021–2022 SY results. Schools identified for TSI in the 2019–2020 SY were newly identified for ATSI if the subgroup met **Scenario 1**. Schools will not be newly identified for ATSI until the 2025–2026 SY based on 2024–2025 SY results.
  - Elementary-Middle schools were identified for ATSI if the subgroup met **Scenario 1** in the Elementary-Middle School Identification Scenario Table (see below for more details) using 2021–2022 SY results.
  - High schools were identified for ATSI if the All Students group met **Scenario 1** in the High School Identification Scenario table (see below for more details) using 2021–2022 SY results.
  - To be removed from the ATSI support model based upon 2022–2023 SY results, the subgroup(s) for the grade level(s) for which the school was identified for ATSI must not meet Scenario 1 based upon the

Elementary-Middle or High School Level Identification Scenario Table and must meet one of the following conditions:

Elementary-Middle Schools
- The 2022–2023 SY Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
- The 2022–2023 SY Core Subject Performance Index is higher than at the time of identification (2021–2022).

High Schools
- The 2022–2023 SY Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
- The 2022–2023 SY Core Subject Performance Index is higher than at the time of identification (2021–2022).
- The Graduation Rate (unweighted average of the 2018 4-year, 2017 5-year, and 2016 6-year cohorts) is higher than the Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year cohorts) at the time of identification (2021–2022 SY results).

- **TSI**
    - 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 (ED). The same scenario(s) applied to the Elementary-Middle and High School level All Students group for determining the bottom five percent of the lowest performing schools in New York State is applied to the accountability subgroups to identify schools for TSI.
    - A school that was identified for LSI in the 2022–2023 SY that meets **Scenario 1** based on 2022–2023 SY results for a subgroup for which the school was identified for Potential TSI in the 2022–2023 SY will be preliminarily identified for TSI.
    - If an accountability subgroup that was identified for Potential TSI during the 2022–2023 SY meets **Scenario 1** of the respective Elementary-Middle School or High School Identification Scenario Tables based on 2022–2023 SY results, then the subgroup (and the school) is preliminarily identified for TSI for the 2023–2024 SY.
    - A school that was identified for CSI, ATSI, or TSI in the 2022–2023 SY with a subgroup that is identified for Potential TSI in the 2022–2023 SY that also meets **Scenario 1** of the identification criteria for TSI based upon 2022–2023 SY results will be preliminarily identified for TSI for the identified subgroup for the 2023–2024 SY.
    - If a school meets **Scenario 1** based on 2022–2023 SY results for both the All Students group and for a subgroup for which the school was identified for Potential TSI in the 2022–2023 SY, the school is identified for TSI.
- **LSI**
    - A school that is not identified for CSI, ATSI, or TSI is a school identified for LSI for the 2023–2024 SY.
    - A school identified for CSI, ATSI, or TSI in the 2022–2023 SY that does not meet **Scenario 1** and meets the exit criteria for all groups for which the school is identified is a school identified for LSI or LSI: Potential TSI if a new subgroup meets **Scenario 1** of the identification criteria for TSI for the 2023–2024 SY.
    - A school identified for LSI will continue to use the systems and processes established at the local level for continuous improvement efforts. There is no change in regulatory requirements for this group of schools.
    - If a subgroup (other than the All Students group) was identified for LSI during the 2022–2023 SY and meets **Scenario 1** of the respective Elementary-Middle School or High School Identification Scenario Tables for TSI based on 2022–2023 SY data, then the subgroup is identified for LSI: Potential TSI.
    - Conversely, if a subgroup that was identified for LSI: Potential TSI status during the 2022–2023 SY based on 2021–2022 SY results did not meet **Scenario 1** for identification of a subgroup for TSI based on 2022–2023 SY results, the subgroup is identified for LSI for the 2023–2024 SY.

Table 1. Summary of the School-Level Subgroup Identification Criteria

Subgroup	2022–2023 SY Subgroup Status	Subgroup Met Scenario 1 Based upon 2022–2023 SY Data	Subgroup Made Progress Based upon 2022–2023 SY Data	2023–2024 SY Determination for Identified Subgroup
All Students Group	LSI	Yes	n/a	LSI
	CSI	Yes	No	CSI
			Yes	CSI
		No	No	CSI
			Yes	LSI
Subgroup	LSI	Yes	n/a	LSI: Potential TSI
	LSI: Potential TSI (LSI:PTSI)	Yes	n/a	TSI
		No	n/a	LSI
	ATSI	Yes	No	ATSI
			Yes	ATSI
		No	No	ATSI
			Yes	LSI
	TSI	Yes	n/a	TSI
		No	n/a	LSI

Additionally, the "#" status indicates that the accountability status is based on a finding by the Commissioner of extenuating or extraordinary circumstances. The "+" status indicates that the accountability status is determined using a self-assessment process.

The 2023–2024 SY accountability status determinations for districts are described below. Table 2 presents the ways in which districts identified as either Target Districts or LSI for the 2022–2023 SY may be identified as Target Districts for the 2023–2024 SY. Using Table 2 as a crosswalk and the data available in the Elementary-Middle and High School reports, stakeholders can determine whether a district was identified as a Target District or for LSI.

There are two possible determinations for the district:

- **Target District**
  - o If any district-level subgroup (i.e., All Students or any accountable subgroup) meets **Scenario 1** of the identification criteria for a second consecutive year, the district will be identified as a Target District.
  - o **Component School is newly identified for TSI:** A district that had at least one school identified for TSI based upon 2022–2023 SY results is preliminarily identified as a Target District for the subgroup(s) for which the school(s) is identified.
  - o **Component School identified for CSI, ATSI, or TSI that did not exit:** The district that was in Target District status during the 2022–2023 SY will remain in Target District status if any component school identified for CSI, ATSI, or TSI does not meet the exit criteria based on 2022–2023 SY results.

- **District Identified for LSI**
  - o A district identified solely for district-level results will be identified for LSI: Potential Target District (LSI:PTD) if any subgroup (i.e., All Students or any subgroup) that was identified for LSI for the 2022–2023 SY meets **Scenario 1** of the Identification Scenario Table used for determining the lowest performing five percent of schools based on 2022–2023 SY results for that subgroup and no component school is identified for CSI, ATSI, or TSI, the district is identified for LSI: PTD.
  - o A district that has a school with a subgroup identified for LSI: Potential TSI will be identified for LSI: PTD.
  - o A district that does not have any subgroups that meet **Scenario 1** of the identification criteria for two consecutive years at the district-level based on 2022–2023 SY results is identified for LSI.
  - o A district that has no component schools meets the criteria for CSI, ATSI, or TSI based on 2022–2023 SY results is identified for LSI for the 2023–2024 SY.

Table 2. Summary of Target District Identification Criteria

2022–2023 SY Accountability Status for District	2023–2024 SY District Identification Criteria	2023–2024 SY Subgroup Made Progress	2023–2024 SY Determination for Identified Subgroups	2023–2024 SY Accountability Status for District
LSI	Does not include a school identified for CSI, ATSI, TSI.	n/a	LSI	LSI
	Includes a school identified for Potential TSI or any district subgroup meets Scenario 1 for the first time in the Elementary/Middle or High School Scenario table.		LSI: Potential Target District (PTD)	
	Includes a school identified for CSI, ATSI, or TSI, or any district subgroup meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table.		CSI, ATSI, or TSI	Target District
Target District	Does not include a school identified for CSI, ATSI, TSI	n/a	LSI	LSI
	Includes a school that is identified for Potential TSI or district subgroup meets Scenario 1 in the Elementary/Middle or High School Scenario table.	n/a	LSI: PTD	
	Includes a school identified for CSI, ATSI, or TSI, or any district subgroup meets Scenario 1 for the second consecutive year in the Elementary/Middle or High School Scenario table.	No	CSI, ATSI, or TSI	Target District

Understanding the CSI/ATSI/TSI Identification Scenarios

Under the Every Student Succeeds Act (ESSA), the New York State accountability system assigns a *"Level"* from 1 to 4 to each accountability subgroup for each measure for each school based on the subgroups' performance on the measures.[2] These Levels are used to determine if a school is identified for CSI, ATSI, or TSI. Schools were identified for CSI using 2021–2022 SY results and were eligible to exit status after one year if it they met the exit criteria. As part of the approved amendments to the ESSA plan, there will be no new identifications for CSI or ATSI based on 2022–2023 SY results. Schools will not be newly identified for CSI or ATSI until the 2025–2026 SY based on 2024–2025 SY results. The Department will continue to determine whether schools identified for CSI, ATSI, or TSI have met exit criteria during the 2023–2024 and 2024–2025 SYs.

Identification Criteria

A minimum of five percent of the lowest performing elementary/middle schools in the State receiving Title I, Part A funds plus any non-Title I elementary/middle schools meeting the scenario criteria AND a minimum of five percent of the lowest performing high schools receiving Title I, Part A funds plus any non-Title I high schools must be determined as the lowest performing using the identification scenarios. The Department progressed through the identification scenarios in order from lowest to highest until it reached the scenario in which At least five percent of Title I schools in the State (i.e., five percent of elementary/middle schools and five percent of high schools) were determined as lowest performing. These scenarios are presented in Table 3 below, and in the header section of the Scenario Tables on the

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

Elementary-Middle and High School reports in the report file. In Table 3, the column on the left lists the scenarios for which each accountability subgroup was identified, and the other columns present the levels for each indicator used to make accountability determinations.

These scenario tables were applied to the All Students group in scenario order, from lowest to highest, scenarios 1-6 for the elementary/middle level and scenarios 1-7 for the high school level, until it established the bottom five percent of Title I schools in the State (i.e., five percent of elementary/middle schools and five percent of high schools). The Department will complete this process by determining whether each school currently identified for CSI, ATSI, or TSI meet the exit criteria for removal from their respective support model based on 2022–2023 SY results. Similar to the 2022–2023 SY, **Scenario 1 resulted in identifying the lowest performing 5% of schools and will subsequently be the only scenario used to identify schools and districts for TSI in the 2023–2024 SY based upon 2022–2023 SY results.**

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

A. Elementary/Middle Schools				
	Indicators			
Scenario	**Weighted Average Achievement**	**Core Subject Performance**	**English Language Proficiency (ELP)**	**Chronic Absenteeism**
1	Both Level 1		Any Level (None, 1-4)	
2	Level 2	Level 1	Both Not Level 3 or 4**	
3	Level 1	None	Both Not Level 3 or 4**	
4	Level 1	Level 2	Both Not Level 3 or 4**	
5	Level 3	Level 1	Both Not Level 3 or 4**	
6	Level 1	Level 3	Both Not Level 3 or 4**	

B. High Schools					
	Indicators				
Scenario	**Weighted Average Achievement**	**Core Subject Performance**	**Graduation Rate**	**ELP**	**Chronic Absenteeism**
1	Both Level 1		Level 1	Any Level (None, 1-4)	
2	Level 2	Level 1	Level 1	Both Not Level 3 or 4**	
3	Level 1	None	Level 1	Both Not Level 3 or 4**	
4	Level 1	Level 2	Level 1	Both Not Level 3 or 4**	
5	Both Level 1		Level 2	Both Not Level 3 or 4**	
6	Level 1	Level 2	Level 2	Both Not Level 3 or 4**	
7	Level 2	Level 1	Level 2	Both Not Level 3 or 4**	

Note: The accountability status for elementary/middle schools that do not have a Weighted Average Achievement level and schools with a Weighted Level 1 only and do not have a level assigned to the Core, ELP, and/or Chronic Absenteeism will be determined using a separate Self-Assessment process.

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

** If both ELP and Chronic Absenteeism are Levels 3 or 4, the subgroup will not be identified using this scenario.

Understanding how Progress Determinations are Made

Schools identified for CSI, ATSI, or TSI and districts identified as Target Districts may exit their status and be identified for LSI if they meet the progress criteria based upon the 2022–2023 SY results. Additionally, schools identified for CSI or ATSI must also not meet the identification criteria to exit status. Progress determinations are contingent upon the subgroup(s) for which a school is identified for CSI, ATSI, or TSI and/or a district is identified as a Target District. Progress determinations will be made for all identified subgroups, but overall CSI progress is dependent upon the All Students group. For example, if a school identified for CSI has at least one subgroup identified for TSI, determinations will be made for the subgroups identified for CSI and TSI, but overall status is contingent upon the All Students group only.

There are two options by which a school identified for CSI or ATSI can meet the progress criteria (see below). Additionally, a school that is identified for CSI or ATSI for both elementary-middle and high school levels must make progress for each grade level for which it was identified. If a subgroup identified for CSI or ATSI for the 2022–2023 SY does not make progress, Column # 8 of the Elementary-Middle and High School reports will indicate "No." Subgroups that were in accountability status during the prior year and that have been preliminarily identified for LSI for the 2023–2024 SY will not have a Made Progress outcome displayed as they are deemed to have made progress and exited the prior accountability status.

Elementary-Middle Schools
- The 2022–2023 SY Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
- The 2022–2023 SY Core Subject Performance Index is higher than at the time of identification (2021–2022).

High Schools
- The 2022–2023 SY Weighted Average Achievement Index is higher than at the time of identification (2021–2022).
- The 2022–2023 SY Core Subject Performance Index is higher than at the time of identification (2017–2018). The 2021–2022 SY.
- The Graduation Rate (unweighted average of the 2018 4-year, 2017 5-year, and 2016 6-year) is higher than the Graduation Rate (unweighted average of the 2017 4-year, 2016 5-year, and 2015 6-year) at the time of identification based upon 2021–2022 SY results.
- For schools identified for CSI for having Graduate Rate less than 67%, the Graduation Rate (average 4, 5, 6) is 67% or higher.

A school identified for TSI can make progress if the subgroups for which it was identified do not meet the criteria for TSI identification (i.e., Scenario 1 in Table 3). If a subgroup identified for TSI for the 2022–2023 SY does not make progress, Column # 8 of the Elementary-Middle and High School reports will indicate "No."

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

Understanding how Levels are Assigned for each Indicator

Tables 5 and 6 define each of the Levels in reference to the underlying source data that were used to assign these Levels to the All Students group and the accountability subgroups for schools. Tables 7 and 8 present the same information for districts. These tables present the minimum and maximum percentile, index, and rank for each Elementary/Middle and High School indicator.

Table 5. Elementary/Middle (EM) School Level

	All Students							
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	11.7	72.4	18.6	85	0	0.49	48.4	100
2	72.5	118.8	85.3	131.9	0.50	0.99	24.7	48.3
3	118.9	146	132	161	1.00	1.24	16.8	24.6
4	146.1	239.3	161.1	239.3	1.25+	--	0	16.7

Students with Disabilities								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	2.5	26.5	2.5	33.8	0	0.49	53.7	100
2	26.6	56.3	33.9	69.6	0.50	0.99	31.9	53.6
3	56.5	79.1	69.7	97.5	1.00	1.24	22.4	31.8
4	79.2	231.3	97.6	231.3	1.25+	--	0	22.3

English Language Learners								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	1.6	41.2	4.5	47.7	0	0.49	49.4	100
2	41.3	79.2	47.8	85	0.50	0.99	29.5	49.3
3	79.3	103.6	85.2	109	1.00	1.24	21.7	29.4
4	103.9	215.3	109.1	215.3	1.25+	--	0	21.6

Economically Disadvantaged								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	9	61.4	17.5	75.3	0	0.49	51.8	100
2	61.5	100	75.4	112.7	0.50	0.99	32.1	51.7
3	100.1	124.2	112.8	138	1.00	1.24	24.8	32
4	124.3	240	138.1	240	1.25+	--	0	24.7

Race/Ethnicity								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	0	64.4	11.1	77.6	0	0.49	52	100
2	64.5	117	77.7	133.5	0.50	0.99	25.8	51.9
3	117.1	152.8	133.6	168.3	1.00	1.24	16.1	25.7
4	152.9	245.3	168.4	245.3	1.25+	--	0	16

Table 6. High School (HS) Level Indicator Crosswalk

All Students										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	42.7	10.9	72.8	7	81.7	0	0.49	66.3	100
2	42.9	93.8	72.9	126.4	81.8	92.8	0.50	0.99	31.6	66.1
3	94.1	120.4	126.5	155	92.9	96.4	1.00	1.24	21.8	31.5
4	120.5	229.1	155.1	242.2	96.5	100	1.25+	--	0	21.7

Students with Disabilities										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	19.9	0	46.3	10.8	63.2	0	0.49	75.7	100
2	20.2	49.1	46.4	82.5	63.3	83.8	0.50	0.99	42.6	75.2
3	49.2	66.9	82.6	107.2	83.9	90.8	1.00	1.24	30.8	42.5
4	67.1	219.3	107.3	219.3	90.9	100	1.25+	--	0	30.7

English Language Learners										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	15.1	12.4	33.3	35	58.6	0	0.49	72.3	100
2	15.5	41	33.7	57.5	58.8	76.5	0.50	0.99	44.3	71.8
3	41.4	53.3	57.6	73.5	76.6	84.4	1.00	1.24	31.6	44.1
4	53.4	125.2	73.8	147.2	84.7	100	1.25+	--	0	31.5

Economically Disadvantaged										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	38.8	0	70.1	7.8	77.4	0	0.49	68.6	100
2	38.9	80.8	70.2	112.3	77.5	89	0.50	0.99	39.9	68.3
3	81	101.7	112.4	135.1	89.1	94.1	1.00	1.24	30.2	39.8
4	101.8	230.6	135.2	241.3	94.2	100	1.25+	--	0	30.1

Race/Ethnicity										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	44.2	0	73.7	8.7	80.6	0	0.49	67.4	100
2	44.3	93.2	73.8	127.5	80.7	93.3	0.50	0.99	32.6	67.3
3	93.3	122.5	127.6	159.2	93.4	97.4	1.00	1.24	20.2	32.5
4	122.6	238.6	159.3	243.2	97.5	100	1.25+	--	0	20.1

Table 7. District EM Level Indicator Crosswalk

All Students								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	27.1	80.1	51.8	97.1	0	0.49	33.6	59.3
2	80.4	115.9	97.2	130.2	0.50	0.99	20.6	33.3
3	116	134.1	130.3	154	1.00	1.24	15.5	20.5
4	134.2	211.2	154.3	213.4	1.25+	--	3.1	15.3

Students with Disabilities								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	13.2	32.7	18.8	40.6	0	0.49	41.6	66.6
2	33	51.7	40.8	67.6	0.50	0.99	27.3	41.1
3	51.8	67.5	67.7	87.6	1.00	1.24	20	27.2
4	67.7	165.4	87.7	165.4	1.25+	--	3.7	19.8

English Language Learners								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	12.5	39.3	23.3	49.3	0	0.49	40.3	64.1
2	39.4	73.1	50	82.5	0.50	0.99	25.7	40.1
3	73.3	92.8	82.6	101.6	1.00	1.24	17.7	25.6
4	93.1	169	101.7	169	1.25+	--	3.9	17.4

Economically Disadvantaged								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	24.5	64.6	38.7	79.6	0	0.49	40.3	63.4
2	64.9	93.3	79.7	109	0.50	0.99	28.5	40.2
3	93.6	109.2	109.1	124.8	1.00	1.24	23.7	28.4
4	109.3	193.1	125	197.5	1.25+	--	5.7	23.6

Race/Ethnicity								
Level	Weighted Average Achievement		Core Subject Performance		ELP		Chronic Absenteeism	
	Index		Index		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max
1	15.9	67.9	30.8	85	0	0.49	41.4	75
2	68	112.5	85.1	132	0.50	0.99	21.6	41.3
3	112.6	141.3	132.2	162.4	1.00	1.24	15.2	21.5
4	141.5	230.1	162.5	230.1	1.25+	--	0	15.1

Table 8. District HS Level Indicator Crosswalk

All Students									
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	16	71.3	53.8	103	6.1	82.3	0	0.49	42.8	76.9
2	71.4	106.9	103.3	141.2	82.5	91.4	0.50	0.99	25.4	42.7
3	107.2	126.2	141.5	161.8	91.5	94.6	1.00	1.24	18.2	25.3
4	126.3	220.5	161.9	233.2	94.7	100	1.25+	--	1	18.1

Students with Disabilities										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	3.1	27.2	18.8	50.8	3.3	55.9	0	0.49	53.4	77.7
2	27.6	51	51	90.1	56.2	75.8	0.50	0.99	34.4	53.2
3	51.1	66.2	90.2	113.6	76	83.3	1.00	1.24	25.5	34.3
4	66.9	135.3	113.7	189.9	83.5	95.7	1.25+	--	1.7	25.4

English Language Learners										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	7.8	21.8	17.3	36.6	35.2	50.6	0	0.49	56	79.1
2	22.2	41.7	37	59.1	50.7	72.1	0.50	0.99	37	55.9
3	42.1	55.5	60.1	75.2	72.2	75.8	1.00	1.24	24.8	36.9
4	55.7	96.5	75.5	122.7	76.1	95.5	1.25+	--	0	24.7

Economically Disadvantaged										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	12.1	59.5	46.2	88.4	6.1	75.4	0	0.49	50.9	76.9
2	59.7	87.3	88.5	122.1	75.5	86.5	0.50	0.99	35.7	50.8
3	87.4	102.4	122.4	141.2	86.6	90.6	1.00	1.24	28.4	35.6
4	102.5	181.8	141.5	212.1	90.8	100	1.25+	--	1.2	28.3

Race/Ethnicity										
Level	Weighted Average Achievement		Core Subject Performance		Graduation Rate		ELP		Chronic Absenteeism	
	Index		Index		Rate		Success Ratio		Rate	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	12.2	63.5	18.7	94.7	50.5	78.8	0	0.49	51.9	84.2
2	63.6	103.7	94.8	139.5	78.9	91.3	0.50	0.99	26.4	51.8
3	103.8	127.9	139.6	165.1	91.4	95.4	1.00	1.24	17.1	26.3
4	128	238.6	165.2	238.6	95.5	100	1.25+	--	0	17

For Informational Purposes Only

Table 9. Growth Level Crosswalk

Level	Mean Growth Percentile	
	Min	Max
1	0	45.0
2	45.1	50.0
3	50.1	54.0
4	54.1	100

Table 10. School and District HS College, Career, and Civic Readiness Level Crosswalk

	School									
Level	**All Students**		**Students With Disabilities**		**Economically Disadvantaged**		**English Language Learners**		**Race/Ethnicity**	
	Index		Index		Index		Index		Index	
	Min	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**
1	0	113.1	40.6	81.8	0	104.1	31.7	65	0	112
2	113.5	157.4	82.1	119.7	104.2	142.5	65.4	104.7	112.1	158.3
3	157.5	175.4	119.8	143.8	142.6	159.3	105.9	125.4	158.4	179.2
4	175.5	200	144	190.9	159.4	200	127.1	196.4	179.3	201.4

	District									
Level	**All Students**		**Students With Disabilities**		**Economically Disadvantaged**		**English Language Learners**		**Race/Ethnicity**	
	Index		Index		Index		Index		Index	
	Min	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**
1	1	127.9	42.5	75.2	67.7	109.7	32.4	61.2	1.1	119.7
2	128	161.4	76.3	109.4	110	142.1	61.4	97.1	120	159.9
3	161.5	175	110	131.7	142.3	155.9	98.1	111.1	160	177
4	175.3	198.3	133.8	193.9	156	194.4	111.9	142	177.1	200

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

Summary Report

The district status summary report provides the 2022–2023 SY (prior year) district and school accountability status, the overall 2023–2024 SY accountability status for the district and for each school in the district, and the 2023–2024 SY identification results for the All Students group and the accountability subgroups within each grade level. The report header provides a summary of the accountability status identification rules as well as a legend, which defines the identification labels.

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

- Columns 1-4: District and School identifying information
- Column 5: District/School 2022–2023 SY (prior year) accountability status
- Column 6: 2023–2024 SY District/School accountability status (see the Summary report worksheet for the Legend which defines the identification labels)
- Column 7: 2023–2024 SY District/School Made Progress status
- Columns 8-17: Accountability status for the Elementary-Middle grades, by subgroup
- Columns 18-27: Accountability status for the High School grades, by subgroup

Figure 1. Status Summary Report Layout Sample

Column # 1	2	3	4	5	6	7	8-17			18-27		
							Elementary-Middle Subgroup Accountability Status			High School Subgroup Accountability Status		
District BEDS	District Name	District/ School BEDS Code	District/ School Name	Accountability Status for District/ School in 2022-23 SY	Accountability Status for District/ School in 2023-24 SY	Made Progress	All Students	SWD	… (other subgroups)	All Students	SWD	… (other subgroups)
100000 000000	District A	100000 000000	District A	TD	TD	No	CSI - S	TSI - S	-	LSI	LSI	-
100000 000000	District A	100000 000001	School A	LSI	LSI	-	LSI	LSI	-	-	-	-
100000 000000	District A	100000 000002	School B	LSI	LSI	-	-	-	-	LSI	LSI	-

Elementary-Middle Report

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

Figure 2 shows a sample of the Elementary-Middle report. The information in the report is organized in sections that correspond to the numbered columns on the worksheet, as follows:

- Columns 1-4: District and School identifying information (same as the Summary report layout)
- Column 5: District/School accountability subgroup

- Column 6: 2022–2023 SY District/School accountability status for subgroup
- Column 7: 2023–2024 SY Districts/School accountability status for subgroup
- Column 8: Made Progress status for subgroup(s) identified for CSI/ATSI/TSI for the 2023–2024 SY
- Columns 9-12: Achievement Levels for CSI/ATSI/TSI determinations based on the applicable indicators for Elementary-Middle grades (Weighted Average Achievement, Core Subject Performance, ELP, Chronic Absenteeism)

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

Figure 2. Elementary-Middle Report Layout Sample

Column #: 1-4	5	6	7	8	9	10	11	12
						Criteria for CSI/ATSI/TSI Decision Making		
District BEDS, District Name, District/School BEDS, District/School NAME	Subgroup	Accountability Status for Subgroup in 2022-2023 SY	Accountability Status for Subgroup in 2023-2024 SY	Made Progress	Weighted Avg. Ach. Level	Core Subject Perf. Level	English Language Proficiency Level	Chronic Absenteeism Level
School A	All Students	LSI	LSI	-	3	4	2	3
School A	Black	LSI	LSI	-	2	4		1
School A	Asian	LSI	LSI	-	3			

High School Report

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

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

- Columns 1-4: District and School identifying information (same as the Summary report layout)
- Column 5: District/School accountability subgroup
- Column 6: 2022–2023 SY District/School accountability status for subgroup
- Column 7: 2023–2024 SY Districts/School accountability status for subgroup
- Column 8: Made Progress status for subgroup(s) identified for CSI/ATSI/TSI for the 2023–2024 SY
- Column 9: School identified for CSI because the 4-Year Graduation Rate was less than 67%
- Columns 10-14: Achievement Levels for CSI/ATSI/TSI determinations based on the applicable indicators for High School grades (Graduation Rate less than 67% rule, Weighted Average Achievement, Core Subject Performance, 4/5/6 Year Graduation Rate Level, ELP, Chronic Absenteeism)

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

Figure 4. High School Report Layout Sample

Column #: 1-4	5	6	7	8	9	10	11	12	13	14
					Criteria for CSI/ATSI/TSI Decision Making					
District BEDS, District Name, District/School BEDS, District/School NAME	Subgroup	Accountability Status for Subgroup in 2022-2023 SY	Accountability Status for Subgroup in 2023-2024 SY	Made Progress	2021-22 4Yr Grad Rate <67%	Weighted Avg. Ach. Level	Core Subject Perf. Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	English Language Proficiency Level	Chronic Absenteeism Level
School A	All Students	LSI	LSI	-		3	4	2	2	3
School A	Black	LSI	LSI	-		2	4	2		1
School A	Asian	LSI	LSI	-		3		2		

IV. Additional Resources

For further information on the accountability system for the 2023–2024 SY under the USDE approved New York State ESSA plan, please see the document titled, "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2023-2024 Accountability Statuses Based on 2022-2023 Results," found on the [NYSED School and District Accountability page](#).

- For information about the September 2023 Approved ESSA State Plan Amendment, see the [New York State ESSA Plan page.](#)
- For information about the accountability system, see the [Office of Accountability ESSA page](#).
- For information about data collections, see the [Office of Information and Reporting Services page](#).
- For information about the assessments, see the [Office of Assessment page](#).

V. Accountability Report Definitions

Attachment A. Elementary-Middle Report Field Definitions

Col. #	Column Name	Description
1	District BEDS	District's Basic Educational Data System (BEDS) Code
2	District Name	District Name
3	District/School BEDS Code	District's or School's Basic Educational Data System Code
4	District/School Name	District or School Name
5	Subgroup	The accountability group in a district or school for which data are provided.
6	Accountability Status for Subgroup in 2022–2023 SY	The 2022–2023 school year (SY) Accountability Status for the All Students group or subgroup: Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Local Support and Improvement (LSI).
7	Accountability Status for District/ School in 2023-2024 SY	The 2023–2024 SY Accountability Status for the All Students group or subgroup. If a subgroup did not meet Scenario 1, then "LSI" is displayed in this field. The Potential TSI or Potential Target District status will also be displayed in this field, where applicable.
8	Made Progress	Yes/No flag indicating that a subgroup in CSI, ATSI, or TSI status for the 2023–2024 SY met the progress criteria necessary to exit CSI, ATSI, or TSI status.
Criteria for CSI/ATSI/TSI Decision Making		
9	Weighted Average (Avg.) Achievement (Ach.) Level	All elementary-middle groups for which a school or district is accountable are rank ordered by their Weighted Average Achievement Level Rank and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
10	Core Subject Performance (Perf.) Level	The Core Subject Performance Index is rank ordered and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
11	English Language Proficiency (ELP) Level	Based on ELP Success Ratio, all groups for which a school or district is accountable are assigned a Level 1-4 in the following way: If the Success Ratio is 0.49 or less than Level is 1; If the Success Ratio is between 0.50 and 0.99 then Level is 2; If the Success Ratio is between 1.0 and 1.24 then the Level is 3; If the Success Ratio is 1.25 or higher, then the Level is 4.

12	Chronic Absenteeism (Abs.) Level	The Chronic Absenteeism Rate is rank ordered and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
	Weighted Average Achievement	
13	ELA Ach. Index	English language arts (ELA) Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
14	Math Ach. Index	Math Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
15	Weighted Avg. Ach. Index	Weighted Average Achievement Index is the weighted average of the ELA and Mathematics achievement indices. It is computed by summing the ELA and Math Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the greater of the continuously enrolled tested students or 95% of continuously enrolled students), and multiplying the result by 100.
16	Weighted Avg. Ach. Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Weighted Average Achievement Index and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4. Same as Column 9.
17	Weighted Avg. Ach. Level Details	The statewide percentile range corresponding to the Weighted Average Achievement Level.
	Core Subject Performance	
18	ELA Core Subject Perf. Index	ELA Core Subject Performance Index is a number between 0-250 that is computed for a subgroup by summing the results of the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the number of valid test results for continuously enrolled students (denominator). The result of this division is then multiplied by 100 to determine the Index.

19	Math Core Subject Perf. Index	Math Core Subject Performance Index is a number between 0-250 that is computed for a subgroup by summing the results of the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the number of valid test results for continuously enrolled students (denominator). The result of this division is then multiplied by 100 to determine the Index.
20	Core Subject Perf. Index	Core Subject Performance Index is the weighted average of the ELA and Mathematics Core Subject Performance Indices. It is computed by summing the ELA and Math Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.
21	Core Subject Perf. Level	Same as Column 10.
22	Weighted Avg. Ach. Level Details	The statewide percentile range corresponding to the Core Subject Performance Level.
	English Language Proficiency (ELP)	
23	ELP Success Ratio	The school's success ratio is the percentage of English language learners (ELLs) making progress toward achieving ELP as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compared to the school's benchmark.
24	English Language Proficiency Level	Same as described in Column 11.
25	English Language Proficiency Level Details	The Success Ratio range corresponding to the ELP Level.
	Chronic Absenteeism	
26	Chronic Abs. Rate	Chronic Absenteeism Rate is the number of students in grades 1-8 who during the school year were enrolled for a minimum of ten instructional days, were in attendance at least one of those days, and were absent (excused or unexcused) for at least 10 percent of their enrolled instructional days, divided by the total number of students enrolled during the school year, expressed as a percentage.
27	Chronic Abs. Level	Same as described in Column 12.
28	Chronic Abs. Level Details	The statewide percentile range corresponding to the Chronic Absenteeism Rate Level.
	Reference for CSI/ATSI Exit Criteria	
29	2021–2022 Weighted Avg. Ach. Index (ELA & Math)	Weighted Avg. Ach. Index is the weighted average of the ELA and Mathematics Weighted Average Achievement Indices. It is computed by summing the ELA and Math Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.

30	2021–2022 Core Subject Perf. Index (ELA & Math)	Core Subject Performance Index is the weighted average of the ELA and Mathematics Core Subject Performance Indices. It is computed by summing the ELA and Math Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.

Attachment B. High School Report Field Definitions

Col. #	Column Name	Description
1	District BEDS	District's Basic Educational Data System (BEDS) Code
2	District Name	District Name
3	District/School BEDS Code	District's or School's Basic Educational Data System Code
4	District/School Name	District or School Name
5	Subgroup	The accountability group in a district or school for which data are provided.
6	Accountability Status for Subgroup in 2022–2023 SY	The 2022–2023 school year (SY) Accountability Status for the All Students group or subgroup: Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), or Local Support and Improvement (LSI).
7	Accountability Status for District/ School in 2023–2024 SY	The 2023–2024 SY Accountability Status for the All Students group or subgroup. If a subgroup did not meet Scenario 1, then "LSI" is displayed in this field. The Potential TSI or Potential Target District status will also be displayed in this field, where applicable.
8	Made Progress	Yes/No flag indicating that a subgroup in CSI, ATSI, or TSI status for the 2023–2024 SY met the progress criteria necessary to exit CSI, ATSI, or TSI status.
	Criteria for CSI/ATSI/TSI Decision Making	
9	2021–2022 4-Yr Grad Rate <67%	Any school whose All Students 4-Year Graduation Cohort Rate was below 67% and whose 5-Year or 6-Year Graduation Cohort Rate were not at or above 67% will be notated with a "Yes."
10	Weighted Average (Avg.) Achievement (Ach.) Level	All high school groups for which a school or district is accountable are rank ordered by their Weighted Average Achievement Level Rank and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
11	Core Subject Performance (Perf.) Level	The Core Subject Performance Index is rank ordered and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.

12	Average of 4-, 5-, and 6-year Graduation Rate Levels	The unweighted average of the 4-, 5-, and 6-year Graduation Rate is rank ordered and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
13	English Language Proficiency (ELP) Level	Based on ELP Success Ratio, all groups for which a school or district is accountable are assigned a Level 1-4 in the following way: If the Success Ratio is 0.49 or less than Level is 1; If the Success Ratio is between 0.50 and 0.99 then Level is 2; If the Success Ratio is between 1.0 and 1.24 then the Level is 3; If the Success Ratio is 1.25 or higher, then the Level is 4.
14	Chronic Absenteeism (Abs.) Level	The Chronic Absenteeism Rate is rank ordered and assigned a Level 1-4 in the following way: If the rank is 10% or less than Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4.
	Weighted Average Achievement	
15	English Language Arts (ELA) Ach. Index	ELA Achievement Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
16	Math Ach. Index	Math Achievement Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
17	Science Ach. Index	Science Achievement Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
18	Weighted Avg. Ach. Index	Weighted Average Achievement Index is calculated by combining the Performance Indices for ELA, Mathematics, and Science. The formula to do so is the following: The sum of the ELA Performance Index multiplied by three, plus the result of the Mathematics Performance Index multiplied by three, plus the result of the Science Performance Index multiplied by two, divided by the sum of the multipliers.
19	Weighted Avg. Ach. Level	Same as described in Column 10.

20	Weighted Avg. Ach. Level Details	The statewide percentile range corresponding to the Weighted Average Achievement Level.
	Core Subject Performance	
21	ELA Core Subject Perf. Index	ELA Core Subject Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort with valid test scores by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
22	Math Core Subject Perf. Index	Math Core Subject Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort with valid test scores by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
23	Sci Core Subject Perf. Index	Science Core Subject Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort with valid test scores by summing the results of the number of students who scored at Level 2, plus the number of students who scored at Level 3 multiplied by 2, plus the number of students who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
24	Core Subject Perf. Index	Core Subject Performance Index is calculated by combining the Core Subject Performance Indices for ELA, Mathematics, and Science. The formula to do so is the following: The sum of the ELA Core Subject Performance Index multiplied by three, plus the result of the Mathematics Core Subject Performance Index multiplied by three, plus the result of the Science Core Subject Performance Index multiplied by two, divided by the sum of the multipliers.
25	Core Subject Perf. Level	Same as described in Column 11.
26	Core Subject Perf. Level Details	The statewide percentile range corresponding to the Core Subject Performance Level.
	Graduation Rate	
27	4-Yr Graduation (Grad.) Rate (2018 4- Yr)	The graduation rate for the 2018 4-year Cohort.
28	5Yr Grad. Rate (2017 5-Yr)	The graduation rate for the 2017 5-Year Graduation Rate Cohort.
29	6-Yr Grad. Rate (2016 6-Yr)	The graduation rate for the 2016 6-Year Graduation Rate Cohort.
30	Unweighted (Unwtd.) Avg. of 4-, 5-, and 6-year Grad. Rate	The unweighted average of the 4-Year, 5-Year, and 6-Year Graduation Rates.

31	Unwtd. Avg. of 4-, 5-, and 6-year Grad. Rate Level	Same as described in Column 12.
32	Unwtd. Avg. of 4-, 5-, and 6-year Grad. Rate Level Details	The statewide percentile range corresponding to the Average of 4-, 5-, and 6-year Graduation Rate Levels Level.

	English Language Proficiency (ELP)	
33	ELP Success Ratio	The school's success ratio is the percentage of English language learners (ELLs) making progress toward achieving ELP as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compared to the school's benchmark.
34	ELP Level	Same as described in Column 13.
35	ELP Level Details	The Success Ratio range corresponding to the ELP Level.

	Chronic Absenteeism	
36	Chronic Abs. Rate	Chronic Absenteeism Rate is the number of students in grades 9-12 who during the school year were enrolled for a minimum of ten instructional days, were in attendance at least one of those days, and were absent (excused or unexcused) for at least 10 percent of their enrolled instructional days, divided by the total number of students enrolled during the school year, expressed as a percentage.
37	Chronic Abs. Level	Same as described in Column 14.
38	Chronic Abs. Level Details	The statewide percentile range corresponding to the Chronic Absenteeism Rate Level.

	Reference for CSI/TSI Exit Criteria	
39	2021–2022 Weighted Avg. Ach Index (ELA, Math, & Sci)	Weighted Average Achievement Index is the weighted average of the ELA, Mathematics, and Science Weighted Average Achievement Indices. It is computed by summing the ELA, Math, and Science Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.
40	2021–2022 Core Subject Perf. Index (ELA, Math, & Sci)	Core Subject Performance Index is the weighted average of the ELA, Mathematics, and Science Weighted Average Achievement Indices. It is computed by summing the ELA, Math, and Science Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.
41	2021–2022 Unwtd. Avg. of 4-, 5-, and 6-year Grad. Rate	The unweighted average of the 4-Year, 5-Year, and 6-Year Graduation Rate Rank is the order or rank of schools based on their Unweighted Average Graduation Rate.