

2018-19 Accountability Status Report Guide

This supporting document is to help understand the 2018-19 Accountability status determinations.

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I. Report Structure

The Excel file includes three reports on separate worksheets: Summary, Elementary-Middle, and High School. The Summary report provides the 2017-18 (prior year) district and school accountability status, the overall 2018-19 accountability status for districts and for each school in the district as well as for each charter school, and the identification results for the All Students group and the accountability subgroups within each grade level.¹

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

The top of each report includes the accountability status identification rules and the Scenario Table for identifying Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Target Districts. This information is described in more detail below.

II. 2018-19 Accountability Status

This section describes how schools can be identified as CSI or TSI Schools and how districts can be identified as Target Districts.

Understanding district and school accountability statuses

The 2018-19 accountability status determinations for schools are described below. Table 1 also presents the ways in which schools identified as either Focus or Priority Schools, schools in Good Standing, or Local Assistance Plan schools in the 2017-18 school year may be identified as CSI or TSI Schools in 2018-19. Using Table 1 as a crosswalk and the data available in the Elementary-Middle and High School reports, you can determine why a school was identified as CSI, TSI, or Good Standing.

Column #6 presents the 2018-19 Accountability status for all schools and the district. There are four possible determinations for schools:

- **Comprehensive Support and Improvement School (CSI)**
 - CSI identifications are based on the performance of all students in the school (i.e., the All Students group only).
 - Elementary-middle schools are identified as CSI if the All Students group meets any of the Scenarios 1-5 in the CSI/TSI Scenario Table (see Table 3, panel A).
 - High schools are identified as CSI if the All Students group meets any of the Scenarios 1-5 in the CSI/TSI Scenario Table (see Table 3, panel B).
 - High schools are also identified as CSI if their 4-year graduation rate is below 67 percent and their 5-year or 6-year graduation rates are not at or above 67%.

¹ Throughout this document the term “identified” refers to the final identification of schools for Comprehensive Support and Improvement of Targeted Support and Improvement or the final identification of a district as a Target District. Districts and charter schools were permitted to appeal these identifications if there were extenuating or extraordinary circumstances that impacted the performance of a district or a school.

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

- TSI identifications are based on the performance of the accountability subgroups, not the All Students group. These subgroups are: American Indian or Alaska Native, Black or African American, Hispanic or Latino, Asian or Native Hawaiian/Other Pacific Islander, White, Multiracial, English Language Learner (ELL), Students with Disabilities (SWD), and Economically Disadvantaged.
- The same Scenarios in the CSI/TSI Scenario Table (see Table 3) used to identify Comprehensive Support and Improvement Schools are used to preliminarily identify schools as TSI. A school is preliminarily identified as TSI if the school was in Priority School or Focus School accountability status in the 2017-18 school year and if any of the school's accountable subgroups meet one of the aforementioned scenarios. Schools that were in Good Standing in the 2017-18 school year are first eligible for identification as TSI schools based upon 2017-18 and 2018-19 school year results.
- If a school meets both the CSI criteria for the All Students group and the TSI criteria for any accountability subgroup(s), the school is preliminarily identified as CSI.

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

- A school that is not a TSI or CSI is automatically in Good Standing.
- If a school that was GS in the 2017-18 school year meets the TSI criteria for any accountability subgroup(s) based on 2017-18 school year results, the school may be identified as TSI in 2019-20 *if* it meets the TSI criteria for any of the same subgroup(s) based on the 2018-19 school year results. These schools are indicated as "Good Standing: Potential TSI for 2019-20" in Column #7 on the Elementary-Middle and/or High School reports and have an abbreviated label "GS:PTSI" on the Summary report.

- **Recognition School**

- Good Standing Schools that are high-performing or rapidly improving as determined by the Commissioner will be designated Recognition Schools. Recognition schools will be identified later this school year.

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

2017-18 School Year Status	2018-19 School Year Identification Criteria	2018-19 School Year Subgroups Identified	2018-19 School Year Determination for Identified Subgroups	2018-19 School Year Accountability Status for School
Good Standing	CSI	All Students group meets CSI criteria OR All Students group 4-year graduation rate total cohort is less than 67% and 5-year and 6-year graduation rate total cohorts are not 67% or above	CSI	CSI
	TSI	Any subgroup meets TSI criteria	Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Good Standing
	CSI and TSI	All Students group meets CSI criteria AND Any subgroup meets TSI criteria	CSI (All Students), TSI (subgroups)	CSI
	Not CSI or TSI	None	Good Standing	Good Standing
Focus or Priority	CSI	All Students group meets CSI criteria OR All Students group 4-year graduation rate total cohort is less than 67% and 5-year and 6-year graduation rate total cohorts are not 67% or above	CSI	CSI
	TSI	Any subgroup meets TSI criteria	TSI	TSI
	CSI and TSI	All Students group meets CSI criteria AND Any subgroup meets TSI criteria	CSI (All Students), TSI (subgroups)	CSI
	Not CSI or TSI	None	Good Standing	Good Standing

Additionally, Column #6 identifies closing schools. The “Closing” status indicates the school is in closing or phase-out status and has been not assigned a Good Standing, TSI, or CSI status. The 2018-19 accountability status for schools that closed following the 2017-18 school year are not included in the reports.

The 2018-19 accountability status determinations for districts are described below. Table 2 presents the ways in which districts identified as either Focus Districts or districts in Good Standing in the 2017-18 school year may be identified as Target Districts in 2018-19. Using Table 2 as a crosswalk and the data available in the Elementary-Middle and High School reports, you can determine why a district was identified as Target District or District in Good Standing.

There are two possible determinations for the district:

- **Target District (TD)**

A district that meets any of the following criteria is identified as a Target District:

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

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

A district that is not a Target District is automatically in Good Standing.

- A district that was in Good Standing status during the 2017-18 school year and in which no school is identified for CSI or TSI will be in Good Standing for the 2018-19 school year.
- A district that was a Focus District during the 2017-18 school year and in which no school is identified for CSI or TSI and in which all groups for which the district is accountable are in Good Standing will be a district in Good Standing for the 2018-19 school year

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

- If a district was in Good Standing status during the 2017-18 school year but meets the criteria for CSI identification for the All Students group, the district may be identified as a Target District in 2019-20 *if* it also meets the CSI criteria for the All Students group based on the 2018-19 school year results.
- If a district was in Good Standing status during the 2017-18 school year but meets the criteria for TSI identification for any accountability subgroup(s), the district may be identified as a Target District in 2019-20 *if* it meets the TSI criteria for any of the same subgroup(s) based on the 2018-19 school year results.
- If a district includes a school identified as “Good Standing, Potential TSI for 2019-20” (in Column #7 of the Elementary-Middle and/or High School reports, and with an abbreviated label “GS:PTSI” on the Summary report), the district may be identified as a Target District in 2019-20 *if* the school meets the TSI criteria for any of the same subgroup(s) based on the 2018-19 school year results.
- A district that may be identified as a Target District in 2019-20 is identified as “Good Standing: Potential Target District for 2019-20” in Column #7 on the Elementary-Middle and/or High School reports and with an abbreviated label “GS:PTD” on the Summary report.

Table 2. Summary of the Target District Identification Criteria

2017-18 School Year District Status	2018-19 School Year District Identification Criteria	2018-19 School Year District Subgroups Identified	2018-19 School Year Determination for Identified Subgroups	2018-19 School Year Accountability Status for District
Good Standing	Includes a CSI or TSI school	Automatically identified for same subgroup(s) as CSI/TSI school(s)	CSI or TSI	Target District
	CSI	All Students group meets CSI criteria OR All Students group 4-year graduation rate total cohort is less than 67% and 5-year or 6-year graduation rate total cohorts are not 67% or above	Good Standing: Potential Target District for 2019-20 (GS:PTD)	Good Standing
	TSI	Any subgroup meets TSI criteria		
	Includes a school that is Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Same subgroup(s) as Potential TSI school(s)		
	Not CSI or TSI, Does Not Include a CSI or TSI School, or a Potential TSI school (GS: PTSI)	None	Good Standing	
Focus District	Includes a CSI or TSI school	Automatically identified for same subgroup(s) as CSI/TSI school(s)	CSI or TSI	Target District
	CSI	All Students group meets CSI criteria OR All Students group 4-year graduation rate total cohort is less than 67% and 5-year or 6-year graduation rate total cohorts are not 67% or above	CSI	
	TSI	Any subgroup meets TSI criteria	TSI	
	Includes a school that is Good Standing: Potential TSI for 2019-20 (GS:PTSI)	Same subgroup(s) as Potential TSI school(s)	Good Standing: Potential Target District for 2019-20 (GS:PTD)	Good Standing
	Not CSI or TSI, Does Not Include a CSI or TSI School, or a Potential TSI school (GS:PTSI)	None	Good Standing	

Understanding the CSI/TSI identification scenarios

Under the Every Student Succeeds Act (ESSA), the New York State accountability system assigns a “Level” from 1 to 4 to each accountability subgroup for each measure for each school based on the subgroups’ performance on the measures.² These Levels are used to determine if a school is CSI or TSI.

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

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

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

A. Elementary/Middle Schools							
Scenario	Indicators						
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism	
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)		
2	Either Level 1		Level 1	None*	Any One of the Two is Level 1		
3	Either Level 1		Level 1	Level 1	Any Level		
4	Either Level 1		Level 1	Level 2	Any One of the Two is Level 1		
5	Either Level 1		Level 1	Level 3 or Level 4	Both Level 1		
B. High Schools							
Scenario	Indicators						
	Composite Performance	Graduation Rate	Combined Composite Performance & Graduation Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)		
2	Either Level 1		Level 1	None*	Any One of the Three is Level 1		
3	Either Level 1		Level 1	Level 1	Any Level		
4	Either Level 1		Level 1	Level 2	Any One of the Three is Level 1		
5	Either Level 1		Level 1	Level 3 or 4	Any Two of the Three are Level 1		

Note: Accountability status for schools that do not have a Composite Level will be determined using a separate Self-Assessment process.

* “None” means the school does not have sufficient English Language Learners (30 results) to assign an accountability level for the ELP indicator.

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

Understanding the impact of Special Situations on Indicator Levels and Accountability Statuses

The 2018-19 accountability determinations are made using the 2017-18 school year results. In special situations, the Commissioner may assign different Levels to measures and/or determine that extenuating or extraordinary circumstances faced by a school or district should be cause for the Commissioner to not identify the school as a CSI, TSI, or PTSI school or a district as a Target District or Potential Target District. These are detailed below.

Changes to Assigned Levels: In certain circumstances, the Commissioner may assign Levels to measures.

- **Combined Composite Performance Achievement and Growth Level:** If the unweighted Combined Composite and Growth Level based on the percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Growth Level, then the rounded down average of these levels is used. The Levels for which this rule was applied are indicated as “*” (see Column # 31 of the Elementary-Middle Report).
- **Combined Composite Performance Achievement & Graduation Rate Level:** If the unweighted Combined Composite and Graduation rate Level based on the percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Unweighted 4-, 5-, and 6-Year Graduation Rate Level, then the rounded down average of these levels is used. The Levels for which this rule was applied are indicated as “*” (see Column # 51 of the High School Report).
- **High School Math Progress:** The Commissioner may assign a Level 1 to a subgroup whose Performance Index is below a minimum Index established by the Commissioner, and the Commissioner may assign a Level 2 to a subgroup whose Performance Index is at or above a minimum Index established by the Commissioner. Due to the transition to the Algebra I Common Core Regents Examination that affected the results for the 2014 accountability cohort, the Commissioner assigned a Level 2 on the Math Academic Progress Level indicator to the All Students group or any accountability subgroup that did not meet the lower of the State or School MIP but exceeded a minimum Index established by the Commissioner (for the indices, see footnotes 6 and 10). The Levels for which this rule was applied are indicated as “2**” (see Column #70 of the High School Report).
- **Chronic Absenteeism:** A Chronic Absenteeism Level 1 is assigned to schools for which absenteeism data were not submitted (see footnotes 4 and 7). The schools for which this rule was applied are indicated as “1***” (see Column #59 of the Elementary-Middle Report) and as “1****” (see Column #79 of the High School Report).

Extenuating or Extraordinary Circumstances: Due to a change in the grade configuration or enrollment of a school, the Commissioner may determine that an accountability determination could not be made. In these circumstances, the Level will be suppressed and replaced with “-+”, and the source data will be displayed (see Columns #8 to # 13 of the Elementary-Middle Report and Columns #8 to #15 of the High School Report).

If a subgroup or school/district accountability status changes as a result of an extenuating or extraordinary circumstance, the subgroup or school/district status will reflect the final status, which will also be indicated by “#” (see Column #6 and #7 of the Elementary-Middle and High School Reports and Column #6 to #26 of the Summary Report).

Closing Schools: Schools that will close at the end of the 2018-19 school year do not receive a 2018-19 Accountability Status. The Levels used to make accountability determinations as well as the subgroup and school accountability statuses are indicated as “-+,” and the source data will be displayed.

Understanding how Levels are assigned for each indicator

Table 4 and Table 5 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. Table 6 and Table 7 present the same information for districts. These tables present the minimum and maximum percentile and index for each Elementary/Middle and High School indicator and provide a crosswalk from the Levels to the Long-Term Goals and Measures of Interim Progress (MIPs) for the indicator Levels that are based on these measures.

For more information on the methodology and the Long-Term MIPS and Goals for the 2018-19 Accountability designations, please refer to the October 23, 2018 memo, [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.](#)

Table 4. Elementary/Middle School Level Indicator Crosswalk

A. Crosswalk from Level to Index												
All Students												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ³		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0.8	69.7	13.4	88.5	0	10.0	0	45.0	0	10.0	0	0.49
2	69.8	119.6	88.6	141.6	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	119.7	150.4	141.7	169.1	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	150.5	241.3	169.2	241.5	75.1	100	54.1	100	75.1	100	1.25+	--
Students with Disabilities												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ³		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	25.4	2.6	42.2	0	10.0	0	45.0	0	10.0	0	0.49
2	25.5	60.3	42.5	80.2	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	60.4	85.0	80.3	105.4	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	85.1	230.3	105.5	230.3	75.1	100	54.1	100	75.1	100	1.25+	--
English Language Learners												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ³		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0	24.7	3.2	37.7	0	10.0	0	45.0	0	10.0	0	0.49
2	24.8	66.9	37.8	78.2	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	67.0	93.3	78.4	103.3	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	93.4	222.2	103.4	224.1	75.1	100	54.1	100	75.1	100	1.25+	--

³ If the Combined Composite and Student Growth Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Student Growth Level, then the rounded down average of these levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 4. Elementary/Middle School Level Indicator Crosswalk (Continued)

A. Crosswalk from Level to Index												
Economic Disadvantage												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ³		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	0.8	56.5	14.0	80.8	0	10.0	0	45.0	0	10.0	0	0.49
2	56.6	103.6	80.9	123.3	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	103.7	130.8	123.4	146.7	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	130.9	242.2	146.8	242.2	75.1	100	54.1	100	75.1	100	1.25+	--
Race/Ethnicity												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ³		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	1.0	61.1	7.3	83.3	0	10.0	0	45.0	0	10.0	0	0.49
2	61.2	117.5	83.5	140.6	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	117.6	154.7	140.7	174.7	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	154.8	247.3	174.8	247.3	75.1	100	54.1	100	75.1	100	1.25+	--
B. Crosswalk from Level to Long-Term Goals & MIPs												
Academic Progress Level (ELA & Math)				Chronic Absenteeism Level								
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal					
Did not meet either MIP	Level 1	N/A	N/A	Did not meet either MIP	Level 1 ⁴	N/A	N/A					
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4					
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4					

⁴ A Chronic Absenteeism Level 1 is assigned to schools for which absenteeism data were not submitted.

Table 5. High School Level Indicator Crosswalk

A. Crosswalk from Level to Index								
All Students								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁵		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	23.4	118.6	0	10.0	0	10.0	0	0.49
2	118.8	172.5	10.1	50.0	10.1	50.0	0.50	0.99
3	172.6	192.3	50.1	75.0	50.1	75.0	1.00	1.24
4	192.4	247.8	75.1	100	75.1	100	1.25+	--
Students with Disabilities								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁵		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	16.7	68.2	0	10.0	0	10.0	0	0.49
2	68.6	110.7	10.1	50.0	10.1	50.0	0.50	0.99
3	110.8	133.9	50.1	75.0	50.1	75.0	1.00	1.24
4	134.2	242.6	75.1	100	75.1	100	1.25+	--
English Language Learners								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁵		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	9.9	40.7	0	10.0	0	10.0	0	0.49
2	41.5	79.1	10.1	50.0	10.1	50.0	0.50	0.99
3	79.5	100.5	50.1	75.0	50.1	75.0	1.00	1.24
4	101.0	178.7	75.1	100	75.1	100	1.25+	--
Economic Disadvantage								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁵		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	23.4	116.3	0	10.0	0	10.0	0	0.49
2	116.4	160.2	10.1	50.0	10.1	50.0	0.50	0.99
3	160.3	175.6	50.1	75.0	50.1	75.0	1.00	1.24
4	175.7	246.8	75.1	100	75.1	100	1.25+	--
Race/Ethnicity								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁵		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	22.2	120.6	0	10.0	0	10.0	0	0.49
2	120.8	172.9	10.1	50.0	10.1	50.0	0.50	0.99
3	173.0	196.6	50.1	75.0	50.1	75.0	1.00	1.24
4	196.7	249.2	75.1	100	75.1	100	1.25+	--

⁵ If the Combined Composite and Graduation Rate Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Unweighted Average 4-, 5-, and 6-Year Graduation Rate Level, then the rounded down average of these levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 5. High School Level Indicator Crosswalk (Continued)

B. Crosswalk from Level to Long-Term Goals & MIPs							
Graduation Rate Level				Academic Progress Level (ELA & Math)			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A	Did not meet either MIP	Level 1 ⁶	N/A	N/A
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4
Chronic Absenteeism Level				College, Career, and Civic Readiness (CCCR) Level			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1 ⁷	N/A	N/A	Did not meet either MIP	Level 1	N/A	N/A
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4

⁶ Due to the transition to the Algebra I Common Core Regents Examination that affected the results for the 2014 accountability cohort, the Department assigned a Level 2 on the Math Academic Progress Level indicator to the All Students group or any accountability subgroup that did not meet the lower of the State or School MIP but met a minimum Index threshold established by the Commissioner for the group. The minimum Indices are as follows: All Students=100; SWD=58; Nat. Amer.=86; Asian=128; Black=76; Hispanic=81; White=111; ELL=63; ED=86; Multiracial=101.

⁷ A Chronic Absenteeism Level 1 is assigned to schools for which absenteeism data were not submitted.

Table 6. District EM Level Indicator Crosswalk

A. Crosswalk from Level to Index												
All Students												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ⁸		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	6.7	74.1	15.0	105.9	0	10.0	0	45.0	0	10.0	0	0.49
2	74.5	114.9	106.0	141.5	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	115.2	135.8	141.6	161.2	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	136.1	209.7	161.3	233.8	75.1	100	54.1	100	75.1	100	1.25+	--
Students with Disabilities												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ⁸		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	8.9	33.8	17.2	53.4	0	10.0	0	45.0	0	10.0	0	0.49
2	33.9	56.9	53.5	81.3	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	57.0	72.0	81.4	99.2	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	72.1	163.9	99.3	165.5	75.1	100	54.1	100	75.1	100	1.25+	--
English Language Learners												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ⁸		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	3.0	29.8	12.1	50.0	0	10.0	0	45.0	0	10.0	0	0.49
2	30.0	64.4	50.8	82.1	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	64.6	84.6	82.2	103.1	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	84.7	184.5	103.2	193.9	75.1	100	54.1	100	75.1	100	1.25+	--
Economic Disadvantage												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ⁸		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	6.9	58.1	15.0	91.6	0	10.0	0	45.0	0	10.0	0	0.49
2	58.6	94.4	92.1	118.4	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	94.5	110.6	118.5	135.3	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	110.7	181.9	135.5	206.1	75.1	100	54.1	100	75.1	100	1.25+	--

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

Table 6. District EM Level Indicator Crosswalk (Continued)

A. Crosswalk from Level to Index												
Race/Ethnicity												
Level	Composite Performance						Growth		Combined Composite Performance & Growth ⁸		ELP	
	Wtd. Avg. Ach. Index		Core Subject Index		Percentile		Mean Growth Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min	Max
1	2.4	62.8	6.1	93.8	0	10.0	0	45.0	0	10.0	0	0.49
2	63.0	109.2	93.9	139.9	10.1	50.0	45.1	50.0	10.1	50.0	0.50	0.99
3	109.3	138.2	140.0	168.7	50.1	75.0	50.1	54.0	50.1	75.0	1.00	1.24
4	138.4	229.6	168.8	235.5	75.1	100	54.1	100	75.1	100	1.25+	--

B. Crosswalk from Level to Long-Term Goals & MIPs							
Academic Progress Level (ELA & Math)				Chronic Absenteeism Level			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A	Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4	Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4	Met higher of State or School MIP	Level 3	Level 4	Level 4

Table 7. District HS Level Indicator Crosswalk

A. Crosswalk from Level to Index								
All Students								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁹		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	36.5	155.8	0	10.0	0	10.0	0	0.49
2	156.0	182.2	10.1	50.0	10.1	50.0	0.50	0.99
3	182.4	196.0	50.1	75.0	50.1	75.0	1.00	1.24
4	196.1	236.4	75.1	100	75.1	100	1.25+	--
Students with Disabilities								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁹		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	38.6	79.7	0	10.0	0	10.0	0	0.49
2	79.8	113.9	10.1	50.0	10.1	50.0	0.50	0.99
3	114.0	132.1	50.1	75.0	50.1	75.0	1.00	1.24
4	132.3	201.8	75.1	100	75.1	100	1.25+	--
English Language Learners								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁹		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	9.4	55.0	0	10.0	0	10.0	0	0.49
2	57.3	87.9	10.1	50.0	10.1	50.0	0.50	0.99
3	88.3	105.0	50.1	75.0	50.1	75.0	1.00	1.24
4	105.2	170.0	75.1	100	75.1	100	1.25+	--
Economic Disadvantage								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁹		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	36.5	139.6	0	10.0	0	10.0	0	0.49
2	139.9	165.1	10.1	50.0	10.1	50.0	0.50	0.99
3	165.2	177.2	50.1	75.0	50.1	75.0	1.00	1.24
4	177.5	231.7	75.1	100	75.1	100	1.25+	--
Race/Ethnicity								
Level	Composite Performance				Combined Composite Performance & Graduation Rate ⁹		ELP	
	Index		Percentile		Percentile		Success Ratio	
	Min	Max	Min	Max	Min	Max	Min	Max
1	22.2	141.9	0	10.0	0	10.0	0	0.49
2	142.0	180.5	10.1	50.0	10.1	50.0	0.50	0.99
3	180.6	200.6	50.1	75.0	50.1	75.0	1.00	1.24
4	200.7	245.8	75.1	100	75.1	100	1.25+	--

⁹ If the Combined Composite and Graduation Rate Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Unweighted Average 4-, 5-, and 6-Year Graduation Rate Level, then the rounded down average of these levels is used. The overlap in the ranges of the ranks across the Levels is a result of this adjustment.

Table 7. District HS Level Indicator Crosswalk (Continued)

B. Crosswalk from Level to Long-Term Goals & MIPs							
Graduation Rate Level				Academic Progress Level (ELA & Math)			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A	Did not meet either MIP	Level 1 ¹⁰	N/A	N/A
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4
Chronic Absenteeism Level				College, Career, and Civic Readiness (CCCR) Level			
	Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal		Did not meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A	Did not meet either MIP	Level 1	N/A	N/A
Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4	Met <u>lower</u> of State or School MIP	Level 2	Level 3	Level 4
Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4	Met <u>higher</u> of State or School MIP	Level 3	Level 4	Level 4

¹⁰ Due to the transition to the Algebra I Common Core Regents Examination that affected the results for the 2014 accountability cohort, the Department assigned a Level 2 on the Math Academic Progress Level indicator to the All Students group or any accountability subgroup that did not meet the lower of the State or School MIP but met a minimum Index threshold established by the Commissioner for the group. The minimum Indices are as follows: All Students=100; SWD=58; Nat. Amer.=86; Asian=128; Black=76; Hispanic=81; White=111; ELL=63; ED=86; Multiracial=101.

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

Summary Report

The District summary report provides the 2017-18 (prior year) district and school accountability status, the overall 2018-19 Accountability status for the district and for each school in the district, and the 2018-19 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 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 2017-18 (prior year) accountability status
- Column 6: 2018-19 District/School accountability status (see the Summary report worksheet for the Legend which defines the identification labels)
- Columns 7-16: Accountability status for the Elementary-Middle grades, by subgroup
- Columns 17-26: Accountability status for the High School grades, by subgroup

Figure 1. Summary Report Layout Sample

Column # 1	2	3	4	5	6	7-16			17-26		
						Elementary-Middle Subgroup Accountability Status			High School Subgroup Accountability Status		
District BEDS	District Name	District/School BEDS Code	District/School Name	17-18 Accountability Status	18-19 Accountability Status for District/School	All Students	SWD	... (other subgroups)	All Students	SWD	... (other subgroups)
100000 000000	District A	1000000 00000	District A	Focus District	TD	CSI - S	TSI - S	-	CSI - D	TSI - D	-
100000 000000	District A	1000000 00001	School A	Good Standing	GS	GS	GS	-	-	-	-
100000 000000	District A	1000000 00002	School B	Priority School	GS	-	-	-	GS	GS	-

Elementary-Middle Report

The Elementary-Middle report includes the accountability status at the subgroup level for all districts and schools that are accountable for the Elementary-Middle grades, the indicator levels used for making the determinations, as well as the data from which the indicator Levels were calculated. The report header provides a summary of the accountability status identification rules, the CSI/TSI Scenario Table (see also Table 4 and Table 6), 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: 2018-19 District/School accountability status for subgroup
- Column 7: CSI/TSI Scenario for which subgroup was identified, or Good Standing result
- Columns 8-13: Achievement Levels for CSI/TSI determinations based on the applicable indicators for Elementary-Middle grades (Composite Performance, Student Growth, Combined Composite Performance and Growth, English Language Proficiency, Academic Progress in ELA and Mathematics, Chronic Absenteeism)
- Column 14: District/School 2017-18 (prior year) accountability status

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

Figure 2. Elementary-Middle Report Layout Sample

Column #: 1-4	5	6	7	8	9	10	11	12	13	14	
				Criteria for CSI/TSI Decision Making							
District BEDS, District Name, District/School BEDS, District/School NAME	Subgroup	18-19 Accountability Status for Subgroup	Subgroup Met CSI/TSI Identification Criteria, or Good Standing	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	17-18 Accountability Status	
School A	All Students	Good Standing	Good Standing	3	4	4	2	4	3	Good Standing	
School A	Black	Good Standing	Good Standing	2	4	3		1	1	Good Standing	
School A	Asian	Good Standing	Good Standing	3		3				Good Standing	

High School Report

The High School report includes the accountability status at the subgroup level for all districts and schools that are accountable for the High School grades, the indicator levels used for making the determinations, as well as the data from which the indicator Levels were calculated. The report header provides a summary of the accountability status identification rules, the CSI/TSI Scenario Table (see also Table 5 and Table 7), 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: 2018-19 District/School accountability status for Subgroup
- Column 7: CSI/TSI Scenario for which subgroup was identified, or Good Standing result
- Columns 8-15: Achievement Levels for CSI/TSI determinations based on the applicable indicators for High School grades (Graduation Rate less than 67% rule, Composite Performance, 4/5/6 Year Graduation Rate Level, Combined Composite Performance and Graduation Rate, English Language Proficiency, Academic Progress in ELA and Mathematics, Chronic Absenteeism, College, Career, and Civic Readiness)
- Column 16: District/School 2017-18 (prior year) accountability status

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

Figure 3. High School Report Layout Sample

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

IV. Additional Resources

October 2018 memo, [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.](#)

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

V. Accountability Report Definitions

Attachment A. Elementary-Middle Report Field Definitions

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

Col. #	Column Name	Description
13	Chronic Absenteeism Level	The Chronic Absenteeism Rate is assigned a Level from 1-4 based on whether or not the school met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP.
14	17-18 Accountability Status	The 2017-2018 Accountability Status of school or district.
Composite Performance		
15	17-18 ELA Perf. Index	ELA Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
16	17-18 Math Perf. Index	Math Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator) and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
17	17-18 Sci Perf. Index	Science Achievement Index is a number between 0-250 that is computed for a subgroup by summing the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator), and dividing this result by the greater of the number of continuously enrolled students in the subgroup with valid test scores or 95% of continuously enrolled students (denominator). The result of this division is then multiplied by 100.
18	Weighted Avg. Ach. Index	Weighted Average Achievement Index is the weighted average of the ELA, Mathematics, and Science achievement indices. It is computed by summing the ELA, Math, and Science Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the greater of the continuously enrolled tested students or 95% of continuously enrolled students), and multiplying the result by 100.
19	Weighted Avg. Ach. Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Weighted Average Achievement Index and assigned a Level 1-4 in the following way: If the rank is 10% or less then 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.

Col. #	Column Name	Description
20	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.
21	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.
22	Sci. Core Subject Perf. Index	Science Core Subject Performance Index is a number between 0-250 that is computed for a subgroup by summing the results of the number of continuously enrolled students who scored at Level 2, plus the number of continuously enrolled students who scored at Level 3 multiplied by 2, plus the number of continuously enrolled students who scored at Level 4 multiplied by 2.5 (numerator), and dividing this result by the number of valid test results for continuously enrolled students (denominator). The result of this division is then multiplied by 100 to determine the Index.
23	Core Subject Perf. Index	Core Subject Performance Index is the weighted average of the ELA, Mathematics, and Science Core Subject Performance Indices. It is computed by summing the ELA, Math, and Science Achievement Index numerators, dividing by the sum of the denominators (where the denominator for each subject is the number of continuously enrolled tested students), and multiplying the result by 100.
24	Core Subject Perf. Index Level	All elementary-middle groups for which a school or district is accountable are rank ordered on their Core Subject Performance Index and assigned a Level 1-4 in the following way If the rank is 10% or less then 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.
25	Comp. Perf. Index Level	The Composite Performance Index Level is calculated by adding the Weighted Average Achievement Level (Column #19) and the Core Subject Performance Index Level (Column #24).
26	Comp. Perf. Ach. Level	Same as described in Column #8.
27	Comp. Perf. Level Details	The statewide percentile range corresponding to the Composite Performance Achievement Level.
Growth		
28	Mean Growth Percentile	Mean Growth Percentile (MGP) is the mean of Student Growth Percentiles (SGPs) that compare student growth in grades 4-8 across the state to those who had similar scores in prior years. This column sums three years of ELA SGPs and three years of math SGPs for all students in the subgroup and is then divided by the number of results.
29	Student Growth Level	Same as described in Column #9.

Col. #	Column Name	Description
30	Student Growth Level Details	The statewide Mean Growth Percentile range corresponding to the Growth Level.
Combined Composite Performance and Growth		
31	Comb. Comp. and Student Growth Level	Same as described in Column #10.
32	Comb. Comp. and Growth Level Details	The statewide percentile range corresponding to the Combined Composite Performance and Growth Level Rank.
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 English language proficiency (ELP) as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compared to the school's benchmark.
34	ELP Proficiency Level	Same as described in Column #11.
35	ELP Proficiency Level Details	The Success Ratio range corresponding to the English Language Proficiency Level.
ELA and Math Academic Progress		
36	17-18 ELA Acad. Ach.	Same as described in Column #15.
37	ELA State Long-term Goal	ELA State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward achieving the State End-goal . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State Long-Term Goal will achieve at least a Level 3 in ELA Academic Progress.
38	ELA State Exceed Long-term Goal	ELA State Exceed Long-term Goal is computed as the State Long-Term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-Term Goal will be assigned Level 4 on the ELA Academic Progress measure.
39	17-18 ELA State MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on ELA based on the State baseline so that the subgroup can meet the State Long-term Goal in five years. The 2017-18 MIP is computed as state baseline plus 4% of the difference between the State baseline and the State Long-term goal.
40	16-17 ELA Sch./Dist. Baseline	The School ELA Academic Achievement for a subgroup that was used as the baseline to set School MIPs for the next five years.
41	17-18 ELA Sch./Dist. MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on ELA based on the School baseline so that it can meet the State Long-term Goal in five years. The 2017-18 MIP is computed as the school/district baseline plus 4% of the difference between the State baseline and the State Long-term Goal.
42	ELA Academic Progress Level	Academic Progress Level in ELA is a Level from 1-4 assigned to a group based on whether or not the group's ELA Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (3) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term goal will be Level 2. A group that meets one of the MIPs and the State Long-term goal will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will

Col. #	Column Name	Description
		be Level 4.
43	ELA Academic Progress Level Details	The outcome corresponding to the ELA Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix.
44	17-18 Math Acad. Ach	Same as described in Column #16.
45	Math State Long-term Goal	Math State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward achieving the State End-goal . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State long-term goal will achieve at least a Level 3 in Math academic Progress.
46	Math State Exceed Long-term Goal	Math State Exceed Long-term Goal is computed as the State Long-Term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-Term Goal will be assigned Level 4 on the Math Academic Progress measure.
47	17-18 Math State MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Math based on the State baseline so that it can meet the State Long-term Goal in five years. The 2017-18 MIP is computed as state baseline plus 4% of the difference between the State baseline and the State Long-term goal.
48	16-17 Math Sch./Dist. Baseline	The School Math Academic Achievement that was used as the baseline to set School MIPs for the next five years.
49	17-18 Math Sch./Dist. MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on Math based on the School baseline so that it can meet the State long-term goal in five years. The 2017-18 MIP is computed as the school/district baseline plus 4% of the difference between the State baseline and the State Long-term Goal.
50	Math Acad. Progress Level	Academic Progress Level in Math is a Level from 1-4 assigned to a group based on whether or not the group’s Math Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (3) the school’s MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term goal will be Level 2. A group that meets one of the MIPs and the State Long-term goal will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
51	Math Academic Progress Level Details	The outcome corresponding to the Math Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix.
52	Avg. ELA and Math Acad. Progress Level. Rounded down average of column # 42 and 50.	Same as described in Column #12.
Chronic Absenteeism		
53	17-18 Chronic Abs. Rate	Chronic Absenteeism Rate is the number of students enrolled in grades K-8 during the school year in a school for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10 percent of enrolled instructional days divided by the total number of students enrolled during the school year, expressed as a percentage.

Col. #	Column Name	Description
54	State Long-term Goal	State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
55	State Exceed Long-term Goal	State Exceed State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
56	17-18 State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Chronic Absenteeism based on the State baseline so that it can meet the long-term goal in five years.
57	16-17 Sch./Dist. Baseline	The School Chronic Absenteeism Rate that was used as the baseline to set School MIPs for the next five years.
58	17-18 Sch./Dist. MIP	The School Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on Chronic Absenteeism based on the School baseline so that it can meet the State long-term goal in five years.
59	Chronic Abs. Level	Same as described in Column #13.
60	Chronic Abs. Level Details	The outcome corresponding to the Chronic Absenteeism Level based on the Measures of Interim Progress (MIP) Matrix.

Attachment B. High School Report Field Definitions

Col. #	Column Name	Description
1	District BEDS	District's Basic Educational Data System Code
2	District Name	District Name
3	District/School BEDS Code	District's or School's Basic Educational Data System Code
4	District/School Name	District or School Name
5	Subgroup	All Students group for CSI, or accountability subgroup for TSI determination.
6	18-19 Accountability Status for Subgroup	The 2018-19 Accountability Status for the All Students group or subgroup: CSI, TSI, or Good Standing.
7	Subgroup Met CSI/TSI Identification Criteria, or Good Standing	The respective scenario in the CSI/TSI Scenario Table. If a subgroup did not meet any of the CSI/TSI scenarios then it is indicated as "Good Standing." The Potential TSI or Potential Target District status will also be displayed in this field, where applicable.
Criteria for CSI/TSI Decision Making		
8	4 Yr Grad. Rate <67%	Any school whose all students 4 Yr graduation cohort rate is below 67% and whose 5 Yr. or 6 yr. graduation rate is not at or above 67% will be notated with a "Yes."
9	Composite Performance Achievement Level	All accountability groups are rank ordered on their Composite Performance Index and assigned a Level 1-4 in the following way: If the rank is 10% or less then 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	Average of 4-, 5-, and 6-year Graduation Rate Levels	An accountability group is assigned a graduation rate level that is average of the group's 4-year, 5-year, and 6-year graduation rate levels using normal rounding rules.
11	Combined Composite Performance Achievement and Graduation Rate Level	All groups for which a school or district is accountable are rank ordered on their Combined Composite Performance Achievement Level Rank and Graduation Rate Rank and assigned a Level 1-4 in the following way: If the rank is 10% or less then Level is 1; If the rank is between 10.1 to 50% then the Level is 2; If the rank is between 50.1 to 75% then the Level is 3; If the rank is greater than 75% then the Level is 4. If the Combined Composite and Graduation Rate Level based on percentile rank is less than the rounded down average of the Composite Performance Achievement Level and the Graduation Rate Level, then the rounded down average of these levels is used.
12	English Language Proficiency Level	Based on ELP Success Ratio, all groups for which a school or district is accountable are assigned a Level 1-4 in the following way: If the Success Ratio is 0.49 or less then Level is 1; If the Success Ratio is between 0.50 and 0.99 then Level is 2; If the Success Ratio is between 1.0 and 1.24 then the Level is 3; If the Success Ratio is 1.25 or higher then the Level is 4.
13	Average ELA and Math Academic Progress Level	Average ELA and Math Academic Progress Level is the resulting average of ELA Academic Progress Level and Math Academic Progress Level rounded down to the nearest whole number.
14	Chronic Absenteeism Level	The Chronic Absenteeism Rate is assigned a Level from 1-4 based on whether or not the school met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP.

Col. #	Column Name	Description
15	College, Career, Civic, Readiness (CCCR) Level	The CCCR Index is assigned a Level from 1-4 based on whether or not the school met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP.
16	17-18 Accountability Status	The 2017-2018 Accountability Status of school or district.
Composite Performance		
17	17-18 ELA Perf. Index	ELA Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort who scored at Level 2, plus the number who scored at Level 3 multiplied by 2, plus the number 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	17-18 Math Perf. Index	Math Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort who scored at Level 2, plus the number who scored at Level 3 multiplied by 2, plus the number who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
19	17-18 Sci Perf. Index	Science Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort who scored at Level 2, plus the number who scored at Level 3 multiplied by 2, plus the number who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
20	17-18 Soc. Studies Perf. Index	Social Studies Performance Index is a number between 0-250 that is computed for a subgroup in the Accountability Cohort who scored at Level 2, plus the number who scored at Level 3 multiplied by 2, plus the number who scored at Level 4 multiplied by 2.5 (numerator), divided by the number of students in the Accountability Cohort (denominator). The result of this division is then multiplied by 100.
21	Comp. Perf. Index	Composite Performance Index is calculated by combining the Performance Indices for ELA, Mathematics, Science, and Social Studies. The formula to do so is the following: The sum of the ELA Performance Index multiplied by three, plus the result of the Mathematics Performance Index multiplied by three, plus the result of the Science Performance Index multiplied by two, plus the result of the Social Studies Performance Index multiplied by one, divided by the sum of the multipliers.
22	Comp. Perf. Ach. Level	Same as described in Column #9.
23	Composite Performance Level Details	The statewide percentile range corresponding to the Composite Performance Achievement Level.
Graduation Rate		
24	4 Yr Grad. Rate (2013 4 Yr)	The graduation rate for the 2013 4 year Cohort.
25	4 Yr Grad. Rate State Long-term Goal	The 4 Yr Graduation Rate State Long-term Goal is the amount of progress the State expects a subgroup to make for 4 Yr Graduation Rate based on the State baseline at the end of a 5-year period towards achieving the State End-goal.

Col. #	Column Name	Description
26	4 Yr Grad. Rate State Exceed Long-term Goal	The 4 Yr Graduation Rate State Exceed Long-term Goal is the amount of progress the State expects a subgroup to make for 4 Yr Graduation Rate based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-Term Goal and the State End-goal.
27	4 Yr Grad. Rate State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on the 2013 4 Yr Cohort based on the State baseline so that it can meet the long-term goal in five years.
28	4 Yr Grad. Rate Sch./Dist. Baseline (2012 4 Yr)	The 2012 4 Yr Graduation Rate that was used as the baseline to set School MIPs for the next five years.
29	4 Yr Grad. Rate Sch./Dist. MIP	The School Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on the 2013 4 Yr Cohort based on the School baseline so that it can meet the long-term goal in five years.
30	4 Yr Grad. Rate Level	4 Yr Graduation Rate Level is assigned a Level from 1-4 based on whether or not the school's 2013 4 Yr Cohort Graduation Rate met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP.
31	4 Yr Grad. Rate Level Details	The outcome corresponding to the 4 Yr Graduation Rate Level based on the Measures of Interim Progress (MIP) Matrix.
32	5 Yr Grad. Rate (2012 5 Yr)	The graduation rate for the 2012 5 year Cohort.
33	5 Yr Grad. Rate State Long-term Goal	The 5 Yr Graduation Rate State Long-term Goal is the amount of progress the State expects a subgroup to make for 5 Yr Graduation Rate based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
34	5 Yr Grad. Rate State Exceed Long-term Goal	The 5 Yr Graduation Rate State Exceed Long-term Goal is the amount of progress the State expects a subgroup to make for 5 Yr Graduation Rate based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-Term Goal and the State End-goal.
35	5 Yr Grad. Rate State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on the 2012 5-Yr Cohort based on the State baseline so that it can meet the long-term goal in five years.
36	5 Yr Grad. Rate Sch./Dist. Baseline (2011 5 Yr)	The 2011 5 Yr Graduation Rate that was used as the baseline to set School MIPs for the next five years.
37	5 Yr Grad Rate Sch./Dist. MIP	The School Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on the 2012 5 Yr Cohort based on the School baseline so that it can meet the long-term goal in five years.
38	5 Yr Grad. Rate Level	5 Yr Graduation Rate Level is assigned a Level from 1-4 based on whether or not the school's 2012 5 Yr Cohort Graduation Rate met, exceeded, or failed to meet: (1) the State Long-Term Goal, (2) the State Exceed Long-Term Goal, (3) the State MIP, and/or (4) the school's MIP.
39	5 Yr Grad. Rate Level Details	The outcome corresponding to the 5 Yr Graduation Rate Level based on the Measures of Interim Progress (MIP) Matrix.
40	6 Yr Grad. Rate (2011 6 Yr)	The graduation rate for the 2011 6 year Cohort.
41	6 Yr Grad. Rate State Long-term Goal	The 6 Yr Graduation Rate State Long-term Goal is the amount of progress the State expects a subgroup to make for 6 Yr Graduation Rate based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
42	6 Yr Grad. Rate State Exceed Long-term Goal	The 6 Yr Graduation Rate State Exceed Long-term Goal is the amount of progress the State expects a subgroup to make for 6 Yr Graduation Rate based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between

Col. #	Column Name	Description
		the State Long-term Goal and the State End-goal.
43	6 Yr Grad. Rate State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on the 2011 6 Yr Cohort based on the State baseline so that it can meet the long-term goal in five years.
44	6 Yr Grad. Rate Sch./Dist. Baseline (2010 6 Yr)	The 2010 5 Yr Graduation Rate that was used as the baseline to set School MIPs for the next five years.
45	6 Yr Grad Rate Sch./Dist. MIP	The School Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on the 2011 6 Yr Cohort based on the School baseline so that it can meet the long-term goal in five years.
46	6 Yr Grad. Rate Level	6 Yr Graduation Rate Level is assigned a Level from 1-4 based on whether or not the school's 2011 6 Yr Cohort Graduation Rate met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (4) the school's MIP.
47	6 Yr Grad. Rate Level Details	The outcome corresponding to the 6 Yr Graduation Rate Level based on the Measures of Interim Progress (MIP) Matrix.
48	Average of 4-, 5-, and 6-year Grad. Rate Levels. Rounded down average of column # 30, 38, and 46.	Same as described in Column #10.
49	Combined 4 Yr, 5 Yr, 6 Yr Grad. Rate Level Details	The statewide percentile range corresponding to the Combined 4 Yr, 5 Yr, and 6 Yr Graduation Rate Level.
50	Unwtd. Avg. 4 Yr, 5 Yr, 6 Yr Grad. Rate	The unweighted average of the 4 Yr, 5 Yr, and 6 Yr graduation rates.
Combined Composite Performance and Grad Rate		
51	Comb. Comp. Perf. Ach. & Grad. Rate Level	Same as described in Column #11.
52	Combined Composite Performance Achievement & Grad. Rate Level Details	The statewide percentile range corresponding to the Combined Composite Performance and Graduation Rate Level Rank.
English Language Proficiency (ELP)		
53	ELP Success Ratio	The school's success ratio for the percentage of English language learners (ELLs) making progress toward achieving English language proficiency (ELP) as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compared to the school's benchmark.
54	EL Proficiency Level	Same as described in Column #12.
55	EL Proficiency Level Details	The Success Ratio range corresponding to the English Language Proficiency Level.
ELA and Math Academic Progress		
56	17-18 ELA Acad. Ach.	Same as described in Column #17.
57	ELA State Long-term Goal	ELA State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward achieving the State End-goal . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State Long-Term Goal will achieve at least a Level 3 in ELA Academic Progress

Col. #	Column Name	Description
58	ELA State Exceed Long-term Goal	ELA State Exceed Long-term Goal is computed as the State Long-Term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-Term Goal will be assigned Level 4 on the ELA Academic Progress measure.
59	17-18 ELA State MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on ELA based on the State baseline so that it can meet the State Long-term Goal in five years. The 2017-18 MIP is computed as state baseline plus 4% of the difference between the State baseline and the State Long-term goal.
60	16-17 ELA Sch./Dist. Baseline	The School ELA Academic Achievement that was used as the baseline to set School MIPs for the next five years.
61	17-18 ELA Sch./Dist. MIP	The ELA Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on ELA based on the School baseline so that it can meet the State Long-term Goal in five years. The 2017-18 MIP is computed as the school/district baseline plus 4% of the difference between the State baseline and the State Long-term Goal.
62	ELA Academic Progress Level	Academic Progress Level in ELA is a Level from 1-4 assigned to a group based on whether or not the group's ELA Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (3) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term goal will be Level 2. A group that meets one of the MIPs and the State Long-term goal will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4.
63	ELA Academic Progress Level Details	The outcome corresponding to the ELA Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix.
64	17-18 Math Acad. Ach	Same as described in Column #18.
65	Math State Long-term Goal	Math State Long-term Goal is the amount of progress at the end of a 5-year period the State expects a subgroup to make toward achieving the State End-goal . It is computed as the state baseline plus twenty percent of the difference between the State baseline and the State End-goal. A subgroup that meet the State long-term goal will achieve at least a Level 3 in Math academic Progress.
66	Math State Exceed Long-term Goal	Math State Exceed Long-term Goal is computed as the State Long-Term Goal plus 50% of the difference between the State Long-term Goal and the State End-goal. A subgroup that exceeds the State Long-Term Goal will be assigned Level 4 on the Math Academic Progress measure.
67	17-18 Math State MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Math based on the State baseline so that it can meet the State Long-term Goal in five years. The 2017-18 MIP is computed as state baseline plus 4% of the difference between the State baseline and the State Long-term goal.
68	16-17 Math Sch./Dist. Baseline	The School Math Academic Achievement that was used as the baseline to set School MIPs for the next five years.
69	17-18 Math Sch./Dist. MIP	The Math Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on Math based on the School baseline so that it can meet the State long-term goal in five years. The 2017-18 MIP is computed as the

Col. #	Column Name	Description
		school/district baseline plus 4% of the difference between the State baseline and the State Long-term Goal.
70	Math Acad. Progress Level	Academic Progress Level in Math is a Level from 1-4 assigned to a group based on whether or not the group's Math Academic Achievement Index met, exceeded, or failed to meet: (1) the State Long-term Goal, (2) the State Exceed Long-term Goal, (3) the State MIP, and/or (3) the school's MIP. A group that does not meet either the State or school/district MIP for the group will be Level 1. A group that meets either of the MIPs but not the State Long-term goal will be Level 2. A group that meets one of the MIPs and the State Long-term goal will be Level 3. A group that meets either both MIPs and the Long-term Goal or exceeds the Long-term Goal will be Level 4. Due to the transition to the Algebra I Common Core Regents Examination that affected the results for the 2014 accountability cohort, the Department assigned a Level 2 to a subgroup that did not meet the lower of the State or School MIP but met a minimum Performance Index threshold established by the Commissioner for the subgroup.
71	Math Academic Progress Level Details	The outcome corresponding to the Math Academic Progress Level based on the Measures of Interim Progress (MIP) Matrix. Rows where the minimum PI override was applied are labeled "Met minimum PI".
72	Avg. ELA & Math Acad. Progress Level. Rounded down average of column # 62 and 70.	Same as described in Column #13.
Chronic Absenteeism		
73	17-18 Chronic Abs. Rate	Chronic Absenteeism Rate is the number of students enrolled in grades 9-12 during the school year in a school for a minimum of ten instructional days and in attendance at least one of those days who were absent (excused or unexcused) for at least 10 percent of enrolled instructional days divided by the total number of students enrolled during the school year, expressed as a percentage.
74	State Long-term Goal	State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
75	State Exceed Long-term Goal	State Exceed State Long-term Goal is the amount of progress the State expects a subgroup to make for Chronic Absenteeism based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
76	17-18 State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on Chronic Absenteeism based on the State baseline so that it can meet the long-term goal in five years.
77	16-17 Sch./Dist. Baseline	The School Chronic Absenteeism Rate that was used as the baseline to set School MIPs for the next five years.
78	17-18 Sch./Dist. MIP	The School Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on Chronic Absenteeism based on the School baseline so that it can meet the State long-term goal in five years.
79	Chronic Abs. Level	Same as described in Column #14.
80	Chronic Abs. Level Details	The outcome corresponding to the Chronic Absenteeism Level based on the Measures of Interim Progress (MIP) Matrix.

Col. #	Column Name	Description
College, Career, Civic, Readiness Index (CCCR)		
81	CCCR Index	College, Career, and Civic Readiness Index is calculated as follows: The number of students in the 4-Year Graduation Rate Cohort as of June 30 of the reporting year plus students not in the cohort but who in the current reporting year were reported as English language learners and earned a Regents diploma with a Seal of Biliteracy will be the denominator. The numerator is the number of these students demonstrating success on specific college, career, and civic readiness using specific measures multiplied by the weighting (0.5 to 2.0) assigned to each of these measures plus the number of students who earned a High School Equivalency diploma in the current reporting year or one or more of the previous two reporting years, regardless of whether or not they were in the 4-year Graduation Rate Cohort.
82	State Long-term Goal	State Long-term Goal is the amount of progress the State expects a subgroup to make for CCCR based on the State baseline at the end of a 5-year period towards achieving the State End-goal.
83	State Exceed Long-term Goal	State Exceed State Long-term Goal is the amount of progress the State expects a subgroup to make for CCCR based on the State baseline at the end of a 5-year period towards reducing the gap by 50% between the State Long-term Goal and the State End-goal.
84	17-18 State MIP	The State Measure of Interim Progress (MIP) is the amount of progress the State expects a subgroup to make on CCCR based on the State baseline so that it can meet the long-term goal in five years.
85	16-17 Sch./Dist. Baseline	The School CCCR Index that was used as the baseline to set School MIPs for the next five years.
86	17-18 Sch./Dist. MIP	The School Measure of Interim Progress (MIP) is the amount of progress the School expects a subgroup to make on CCCR based on the School baseline so that it can meet the State long-term goal in five years.
87	CCCR Level	Same as described in Column #15.
88	CCCR Level Details	The outcome corresponding to the CCCR Level based on the Measures of Interim Progress (MIP) Matrix.