| **DATA DICTIONARY FOR DEMONSTRABLE IMPROVEMENT INDICATORS USED FOR PERSISTENTLY STRUGGLING AND STRUGGLING SCHOOLS** | | | | |
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| **Indicator Code #** | **Indicator** | **Base-line Year** | **Description of Indicator\***  **Used for Baseline**  **\*Please Note: Local Indicator descriptions are based upon information submitted in the school district application.** | **Description of Indicator\* that Will Be Used for Demonstrable Improvement in 2017-18** |
| 1 | Priority School makes yearly progress | Not Applicable (NA) | School makes the necessary increase in Performance Index (PI), Graduation Rate (GR), or meets a progress filter for the year the school is evaluated. The school must also meet 95% participation rate for English Language Arts (ELA) and mathematics. For an explanation of how Priority School Progress is determined, please see: <http://www.p12.nysed.gov/accountability/ESEAMaterials.html>. | This indicator has been discontinued for the 2017-18 school year. |
| 2 | Plan for and implement quality Community School Model | NA | Achieve satisfactory score on Community School Model Implementation Rubric. | Same as Baseline |
| 3 | Student Attendance | 12-13 | Annual Attendance Rate is determined by dividing the school’s total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. | Same as Baseline for the 2017-18 school year. |
| 4 | Student Suspension Rate (Out of School) | 12-13 | Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. | Same as Baseline for the 2017-18 school year. |
| 5 | School Safety (Count of serious incidents) | 13-14 | From the school’s School Safety and the Educational Climate (SSEC) Summary Data Collection Form, sum the number of incidents reported in #1 Homicide, #2a Forcible Sexual Offenses, #2b Other Sex Offenses, #3a Assault - Physical Injury, #3b Assault - Serious Physical Injury, #4a - Weapons Possession Only - Routine Security Check, #4b - Weapons Possession Only - Other, #5a - Material Incidents of Discrimination, Harassment, and Bullying (Except Cyberbullying), and #5b Cyberbullying.  The 2017-18 School Safety and the Educational Climate (SSEC) Summary Data Collection Form template may be found at: <http://www.p12.nysed.gov/sss/ssae/schoolsafety/vadir/SSECreportingform.xlsx>. | Same as Baseline for the 2017-18 school year. |
| 6 | Family and Community Engagement (DTSDE Tenet 6) | 14-15 | School rating on Diagnostic Tool for School and District Effectiveness (DTSDE) Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.  Source: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html> | Same as Baseline for the 2017-18 school year. |
| 7 | Teacher Practices and Decisions (DTSDE Tenet 4) | 14-15 | School rating on DTSDE Tenet 4 - Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.  Source: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html> | Same as Baseline for the 2017-18 school year. |
| 8 | Curriculum Development and Support (DTSDE Tenet 3) | 14-15 | School rating on DTSDE Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.  Source: <http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/DTSDEHandbook.html> | Same as Baseline for the 2017-18 school year. |
| 9 | 3-8 ELA All Students Level 2 & above | 13-14 | Percentage of continuously enrolled tested students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 10 | 3-8 ELA Students with Disabilities Level 2 and above | 13-14 | Percentage of continuously enrolled tested Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 11 | 3-8 ELA Black Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Black students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 12 | 3-8 ELA Hispanic Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Hispanic students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 13 | 3-8 ELA LEP Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 14 | 3-8 ELA ED Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 15 | 3-8 Math All Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments.  Note: Grade 7 or 8 students who score 65 or above in any of the Regents (CCLS) Algebra I, Geometry, or Algebra II/Trigonometry will be included in this indicator. | Same as Baseline for the 2017-18 school year. |
| 16 | 3-8 Math Students with Disabilities Level 2 and above | 13-14 | Percentage of continuously enrolled tested Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments. Please see note under description for indicator #15. | Same as Baseline for the 2017-18 school year. |
| 17 | 3-8 Math Black Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Black students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments. Please see note under description for indicator #15. | Same as Baseline for the 2017-18 school year. |
| 18 | 3-8 Math Hispanic Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Hispanic students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments. Please see note under description for indicator #15. | Same as Baseline for the 2017-18 school year. |
| 19 | 3-8 Math LEP Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments. Please see note under description for indicator #15. | Same as Baseline for the 2017-18 school year. |
| 20 | 3-8 Math ED Students Level 2 and above | 13-14 | Percentage of continuously enrolled tested Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments. Please see note under description for indicator #15. | Same as Baseline for the 2017-18 school year. |
| 21 | HS ELA All Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments. Note: Common Core Regents examinations have 5 performance levels converted into 4 Accountability performance levels for accountability determination. For more information, see the Student Information Repository System (SIRS) Manual at <http://www.p12.nysed.gov/irs/sirs/home.html> | Same as Baseline for the 2014 accountability cohort. |
| 22 | HS ELA Students with Disabilities Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 23 | HS ELA Black Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Black students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 24 | HS ELA Hispanic Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Hispanic students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 25 | HS ELA LEP Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 26 | HS ELA ED Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 27 | HS Math All Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 28 | HS Math Students with Disabilities Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 29 | HS Math Black Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Black students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 30 | HS Math Hispanic Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Hispanic students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 31 | HS Math LEP Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 32 | HS Math ED Students Level 2 and above | 13-14 | 2010 accountability cohort, percentage of Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments. Please see note under description for indicator #21. | Same as Baseline for the 2014 accountability cohort. |
| 33 | 3-8 ELA All Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled students with valid scores on grades 4-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 34 | 3-8 ELA Students with Disabilities MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Students with Disabilities (SWD) with valid scores on grades 4-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 35 | 3-8 ELA Black Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Black students with valid scores on grades 4-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 36 | 3-8 ELA Hispanic Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Hispanic students with valid scores on grades 4-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 37 | 3-8 ELA LEP Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Limited English Proficient (LEP) students with valid scores on grades 4-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 38 | 3-8 ELA ED Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Economically Disadvantaged (ED) students with valid scores on grades 4-8 ELA assessments. | Same as Baseline for the 2017-18 school year. |
| 39 | 3-8 Math All Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled students with valid scores on grades 4-8 Math assessments. | Same as Baseline for the 2017-18 school year. |
| 40 | 3-8 Math Students with Disabilities MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Students with Disabilities (SWD) with valid scores on grades 4-8 Math assessments. | Same as Baseline for the 2017-18 school year. |
| 41 | 3-8 Math Black Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Black students with valid scores on grades 4-8 Math assessments. | Same as Baseline for the 2017-18 school year. |
| 42 | 3-8 Math Hispanic Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Hispanic students with valid scores on grades 4-8 Math assessments. | Same as Baseline for the 2017-18 school year. |
| 43 | 3-8 Math LEP Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Limited English Proficient (LEP) students with valid scores on grades 4-8 Math assessments. | Same as Baseline for the 2017-18 school year. |
| 44 | 3-8 Math ED Students MGP | 13-14 | Unadjusted Mean Growth Percentile for continuously enrolled Economically Disadvantaged (ED) students with valid scores on grades 4-8 Math assessments. | Same as Baseline for the 2017-18 school year. |
| 45 | 3-8 ELA Students with Disabilities Level 2 and above Gap with non-Students with Disabilities | 13-14 | Gap between percentage of continuously enrolled tested Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of non-SWD students scoring at these levels. | Same as Baseline for the 2017-18 school year. |
| 46 | 3-8 ELA Black Level 2 and above Gap with non-Black Students | 13-14 | Gap between percentage of continuously enrolled tested Black students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of non-Black students scoring at these levels. | Same as Baseline for the 2017-18 school year. |
| 47 | 3-8 ELA Hispanic Level 2 and above Gap with non-Hispanic Students | 13-14 | Gap between percentage of continuously enrolled tested Hispanic students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of non-Hispanic students scoring at these levels. | Same as Baseline for the 2017-18 school year. |
| 48 | 3-8 ELA LEP Level 2 and above Gap with non-LEP Students | 13-14 | Gap between percentage of continuously enrolled tested Limited English Proficient students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of English Proficient students scoring at these levels. | Same as Baseline for the 2017-18 school year. |
| 49 | 3-8 ELA ED Level 2 and above Gap with non-ED Students | 13-14 | Gap between percentage of continuously enrolled tested Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 ELA assessments and percentage of non-Economically Disadvantaged students scoring at these levels. | Same as Baseline for the 2017-18 school year. |
| 50 | 3-8 Math Students with Disabilities Level 2 and above Gap with non- Students with Disabilities | 13-14 | Gap between percentage of continuously enrolled tested Students with Disabilities (SWD) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments and percentage of non-SWD students scoring at these levels.  Note: Grade 7 or 8 students who score 65 or above in any of the Regents (CCLS) Algebra I, Geometry, or Algebra II/Trigonometry will be included in this indicator. | Same as Baseline for the 2017-18 school year. |
| 51 | 3-8 Math Black Level 2 and above Gap with non-Black Students | 13-14 | Gap between percentage of continuously enrolled tested Black students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments and percentage of non-Black students scoring at these levels. Please see note under description for indicator #50. | Same as Baseline for the 2017-18 school year. |
| 52 | 3-8 Math Hispanic Level 2 and above Gap with non-Hispanic Students | 13-14 | Gap between percentage of continuously enrolled tested Hispanic students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments and percentage of non-Hispanic students scoring at these levels. Please see note under description for indicator #50. | Same as Baseline for the 2017-18 school year. |
| 53 | 3-8 Math LEP Level 2 and above Gap with non-LEP Students | 13-14 | Gap between percentage of continuously enrolled tested Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments and percentage of English proficient students scoring at these levels. Please see note under description for indicator #50. | Same as Baseline for the 2017-18 school year. |
| 54 | 3-8 Math ED Level 2 and above Gap with non-ED Students | 13-14 | Gap between percentage of continuously enrolled tested Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on grades 3-8 Math assessments and percentage of non-Economically Disadvantaged students scoring at these levels. Please see note under description for indicator #50. | Same as Baseline for the 2017-18 school year. |
| 55 | HS ELA Students with Disabilities Level 2 and above Gap with non- Students with Disabilities | 13-14 | 2010 accountability cohort, gap between percentage of Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments and percentage of non-SWD students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 56 | HS ELA Black Level 2 and above Gap with non-Black Students | 13-14 | 2010 accountability cohort, gap between percentage of Black students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments and percentage of non-Black students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 57 | HS ELA Hispanic Level 2 and above Gap with non-Hispanic Students | 13-14 | 2010 accountability cohort, gap between percentage of Hispanic students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments and percentage of non-Hispanic students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 58 | HS ELA LEP Level 2 and above Gap with non-LEP Students | 13-14 | 2010 accountability cohort, gap between percentage of Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments and percentage of English-proficient students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 59 | HS ELA ED Level 2 and above Gap with non-ED Students | 13-14 | 2010 accountability cohort, gap between percentage of Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on secondary-level ELA assessments and percentage of non-Economically Disadvantaged students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 60 | HS Math Students with Disabilities Level 2 and above Gap with non- Students with Disabilities | 13-14 | 2010 accountability cohort, gap between percentage of Students with Disabilities (SWD) scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments with non-SWD students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 61 | HS Math Black Level 2 and above Gap with non-Black Students | 13-14 | 2010 accountability cohort, gap between percentage of Black students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments and percentage of non-Black students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 62 | HS Math Hispanic Level 2 and above Gap with non-Hispanic Students | 13-14 | 2010 accountability cohort, gap between percentage of Hispanic students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments and percentage of non-Hispanic students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 63 | HS Math LEP Level 2 and above Gap with non-LEP Students | 13-14 | 2010 accountability cohort, gap between percentage of Limited English Proficient (LEP) students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments and percentage of English-proficient students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 64 | HS Math ED Level 2 and above Gap with non-ED Students | 13-14 | 2010 accountability cohort, gap between percentage of Economically Disadvantaged (ED) students scoring at Level 2, Level 3 and Level 4 on secondary-level Math assessments and percentage of non-Economically Disadvantaged students scoring at these levels. | Same as Baseline for the 2014 accountability cohort. |
| 65 | Total Cohort after one year of high school that earned 5 or more credits during school year | 13-14 | Percent of the cohort of students who first entered grade 9 in 2013-14 (2013 Total cohort) with 5 or more credits, as of June 30, 2014. | Percent of the cohort of students who first entered grade 9 in 2017-18 (2017 Total cohort) with 5 or more credits, as of June 30, 2018. |
| 66 | Total Cohort after two years of high school that earned 5 or more credits during school year | 13-14 | Percent of the cohort of students who first entered grade 9 in 2012-13 (2012 Total cohort) with 5 or more credits accumulated in 2013-14, reported as of June 30, 2014. | Percent of the cohort of students who first entered grade 9 in 2016-17 (2016 Total cohort) with 5 or more credits accumulated in 2017-18, reported as of June 30, 2018. |
| 67 | Total Cohort Passing Math Regents (Score >=65) after two years of high school | 13-14 | Students who first entered grade 9 in 2012-13 (2012 Total Cohort) passing any Math Regents with a score of 65 or above as of June 30, 2014. New York State Alternate Assessment (NYSAA) and Safety Net rules not applied. | Students who first entered grade 9 in 2016-17 (2016 Total Cohort) passing any Math Regents with a score of 65 or above as of June 30, 2018. NYSAA and Safety Net rules not applied. |
| 68 | Total Cohort after three years of high school that earned 5 or more credits during school year | 13-14 | Percent of the cohort of students who first entered grade 9 in 2011-12 (2011 Total cohort) with 5 or more credits accumulated in 2013-14, reported as of June 30, 2014. | Percent of the cohort of students who first entered grade 9 in 2015-16 (2015 Total cohort) with 5 or more credits accumulated in 2017-18, reported as of June 30, 2018. |
| 69 | Total Cohort Passing ELA Regents (Score >=65) after three years of high school | 13-14 | Students who first entered grade 9 in 2011-12 (2011 Total Cohort) passing ELA Regents with a score of 65 or above as of June 30, 2014. NYSAA and Safety Net rules not applied. | Students who first entered grade 9 in 2015-16 (2015 Total Cohort) passing ELA Regents with a score of 65 or above as of June 30, 2018. NYSAA and Safety Net rules not applied. |
| 70 | Total Cohort 4-Year Grad Rate - All Students | 13-14 | Graduation rate of students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 71 | Total Cohort 4-Year Grad Rate - Students with Disabilities | 13-14 | Graduation rate of Students with Disabilities (SWD) in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018 |
| 72 | Total Cohort 4-Year Grad Rate - Black Students | 13-14 | Graduation rate of Black students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 73 | Total Cohort 4-Year Grad Rate - Hispanic Students | 13-14 | Graduation rate of Hispanic students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 74 | Total Cohort 4-Year Grad Rate - LEP Students | 13-14 | Graduation rate of Limited English Proficient (LEP) students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018 |
| 75 | Total Cohort 4-Year Grad Rate - ED Students | 13-14 | Graduation rate of Economically Disadvantaged (ED) students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 76 | Total Cohort 4-Year Grad Rate with Adv. Designation - All Students | 13-14 | Percentage of students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) who graduated with a Regents diploma with Advanced Designation as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 77 | Total Cohort 4-Year Grad Rate with Adv. Designation - Students with Disabilities | 13-14 | Percentage of Students with Disabilities (SWD) in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) who graduated with a Regents diploma with Advanced Designation as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 78 | Total Cohort 4-Year Grad Rate with Adv. Designation - Black Students | 13-14 | Percentage of Black students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) who graduated with a Regents diploma with Advanced Designation as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 79 | Total Cohort 4-Year Grad Rate with Adv. Designation - Hispanic Students | 13-14 | Percentage of Hispanic students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) who graduated with a Regents diploma with Advanced Designation as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 80 | Total Cohort 4-Year Grad Rate with Adv. Designation - LEP Students | 13-14 | Percentage of Limited English Proficient (LEP) students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) who graduated with a Regents diploma with Advanced Designation as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 81 | Total Cohort 4-Year Grad Rate with Adv. Designation - ED Students | 13-14 | Percentage of Economically Disadvantaged (ED) students in the 2009 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded Students with Disabilities, reached their seventeenth birthday, in 2009-10) who graduated with a Regents diploma with Advanced Designation as of August 31, 2013. | Same as Baseline for the 2014 graduation-rate total cohort, as of June 30, 2018. |
| 82 | Dropout rate | 13-14 | Dropout rate is the percentage of students in grades 9-12 and ungraded students older than 14 years of age as of September 1 of the reporting year whose last enrollment record indicated they dropped out in the reporting year. | Same as Baseline for the 2017-18 school year. |
| 83 | Post-graduation plans of Completers (4-yr college) | 13-14 | Percent of students whose last regular enrollment record during the school year had an ending date between July 1 and June 30 of the school year being reported (2013-14) and who graduated with a Regents or local diploma and plan to attend a 4-year college. | Percent of students whose last regular enrollment record during the school year had an ending date between July 1 and June 30 of the school year being reported (2017-18) and the students graduated with a Regents or local diploma and plan to attend a 4-year college. |
| 84 | Post-graduation plans of Completers (2-yr college) | 13-14 | Percent of students whose last regular enrollment record during the school year had an ending date between July 1 and June 30 of the school year being reported (2013-14) and the students graduated with a Regents or local diploma and plan to attend a 2-year college. | Percent of students whose last regular enrollment record during the school year had an ending date between July 1 and June 30 of the school year being reported (2017-18) and the students graduated with a Regents or local diploma and plan to attend a 2-year college. |
| 85 | Grades 4 and 8 Science All Students Level 3 and above | 13-14 | Percentage of continuously enrolled tested students scoring at Level 3 and Level 4 on grades 4 & 8 Science assessments.  Note: Note: Grade 8 students who score Level 3 or above in the Regents Living Environment examination will be included in this indicator. | Same as Baseline for the 2017-18 school year. |
| 86 | Teacher Turnover | 12-13 | Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate. | Same as Baseline. Number of Teachers (at the school) in 2016-17 who are no longer Teachers (at the school) in 2017-18, divided by the total number of Teachers (at the school) in 2016-17. |
| 87 | Classes taught by Teachers without appropriate certification | 13-14 | This is the percent of all teachers teaching one or more assignments outside of certification. | Same as Baseline for the 2017-18 school year. |
| 88 | Total Cohort 5-Year Grad Rate - All Students | 13-14 | Graduation rate of students in the 2008 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded students with disabilities, reached their seventeenth birthday, in 2008-09) as of August 31, 2013. | Same as Baseline for the 2013 graduation-rate total cohort as of June 30, 2018. |
| 89 | Total Cohort 5-Year Grad Rate - Students with Disabilities | 13-14 | Graduation rate of Students with Disabilities (SWD) in the 2008 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded students with disabilities, reached their seventeenth birthday, in 2008-09) as of August 31, 2013. | Same as Baseline for the 2013 graduation-rate total cohort as of June 30, 2018. |
| 90 | Total Cohort 5-Year Grad Rate - Black Students | 13-14 | Graduation rate of Black students in the 2008 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded students with disabilities, reached their seventeenth birthday, in 2008-09) as of August 31, 2013. | Same as Baseline for the 2013 graduation-rate total cohort as of June 30, 2018. |
| 91 | Total Cohort 5-Year Grad Rate - Hispanic Students | 13-14 | Graduation rate of Hispanic students in the 2008 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded students with disabilities, reached their seventeenth birthday, in 2008-09) as of August 31, 2013. | Same as Baseline for the 2013 graduation-rate total cohort as of June 30, 2018. |
| 92 | Total Cohort 5-Year Grad Rate - LEP Students | 13-14 | Graduation rate of Limited English Proficient (LEP) students in the 2008 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded students with disabilities, reached their seventeenth birthday, in 2008-09) as of August 31, 2013. | Same as Baseline for the 2013 graduation-rate total cohort as of June 30, 2018. |
| 93 | Total Cohort 5-Year Grad Rate - ED Students | 13-14 | Graduation rate of Economically Disadvantaged (ED) students in the 2008 graduation-rate total cohort (students who first entered grade 9 or, in the case of ungraded students with disabilities, reached their seventeenth birthday, in 2008-09) as of August 31, 2013. | Same as Baseline for the 2013 graduation-rate total cohort as of June 30, 2018. |
| 94 | Providing 200 Hours of quality Extended Day Learning Time (ELT) | NA | School receives satisfactory score on the quality ELT Implementation Rubric. | Same as Baseline |
| 95 | Teacher Attendance | 13-14 | NYSED will use the US Department of Education’s Office of Civil Rights (OCR) definition regarding Teacher Attendance beginning with the 2015-16 school year. The OCR’s Teacher Attendance definition is as follows:    A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.  Source: <http://ocrdata.ed.gov/DataDefinitions>    Vacation days, medical leave and maternity leave days that are administratively approved are not to be included in the numerator and denominator for the calculation of attendance. Teachers participating in field trips or other off-campus activities with students are considered present and should be included in the numerator and denominator for the calculation of attendance. | Same as Baseline for the 2017-18 school year. |
| 96 | Percent of Newly Hired Teachers with State Provided Growth Ratings of Effective or Above | 13-14 | Percent of Teachers who are new to the school with a 2013-14 State-provided growth rating of Effective or Highly Effective. Teachers who were in the same school in 2012-13 but did not receive a State-provided growth rating, are also included as “new.” | Percent of Teachers who are new to the school with a 2017-18 State-provided growth rating of Effective or Highly Effective. Teachers who were in the same school in 2016-17 but did not receive a State-provided growth rating, are also included as “new.” |
| 97 | HS Student Promotion Rate (promoted from grades 9,10 & 11) | 13-14 | Denominator: Students reported in SIRS as enrolled at the school or within the district on BEDS day 2012-13 in grades 01-11, these students also attending the school on BEDS day 2013-14; excluding Ungraded Elementary (UGE) and Ungraded Secondary (UGS for both years.  Numerator: Students defined in the Denominator whose grade in 2013-14 = grade in 2012-13 + 1. | Denominator: Students reported in SIRS as enrolled at the school or within the district on BEDS day 2016-17 in grades 01-11, these students also attending the school on BEDS day 2017-18; excluding UGE and UGS for both years.  Numerator: Students defined in the Denominator whose grade in 2017-18 = grade in 2016-17 + 1. |
| 98 | Chronic Absenteeism | NA | School receives satisfactory score on the Chronic Absenteeism Implementation Rubric.   * + Year 1: by January 31, 2016, the district has developed a   comprehensive chronic absenteeism policy for each school using the indicator and an implementation plan aimed at reducing chronic absenteeism. The policy and plan includes:  i.    tracking individual student absences on a regular basis defined as preferably weekly, but no less than monthly;  ii.   a process of identifying students who are missing 5% or more (excused and unexcused) of the days that the student has been enrolled and school has been in session;  iii. prevention and intervention strategies, where appropriate, for students missing 5% or more (excused and unexcused) of the days the student has been enrolled and school is in session; and  iv. a way to track overall chronic absenteeism rates on an ongoing basis throughout the school year.  By no later than April 1, 2016, each school will begin to implement its chronic absenteeism plan.   * + Year 2: Each school will review the results of the chronic   absenteeism policy and implementation plan and will create a  base year of chronic absenteeism data that includes:  i.    the number and percentage of students chronically absent in the prior school year,  ii.   the prior school year student roster for students who were chronically absent,  iii. by student, the total number of absences for students who were chronically absent in the prior school year.  In addition, the school will track and monitor current-year cumulative absenteeism rate (updated monthly), student roster for students who are chronically absent and at risk of becoming chronically absent and total number of absence days for all students as well as adapt and amend the policy and plan to meet the individual needs of the school. This year should also be used to engage with and involve the community by sharing the chronic absenteeism process results from Year 1 and incorporating feedback into the plan for Year 2.   * + Year 3: Each school will reduce its rate of chronic absenteeism   by certain percentage (to be determined later). Based on the  data from Year 2, by utilizing the chronic absenteeism policy and  procedures, each school will reduce:  i.    the number of students who are chronically absent each year,  ii.   the school chronic absenteeism rate,  iii. the total number of absence days for students who were chronically absent in the prior school year.  The school will also continue to engage with and involve the community in an effort to further reduce chronic absenteeism into future years. | Same as Baseline |
| Local 1  (Albany High School, Albany City SD) | Meeting Attendance for Gateway Courses | 14-15 | Gateway Courses: All core courses that lead to a State Exam in ELA, Global History, US History, Living Environment, or Algebra.  Also included are sequential courses that lead to courses with a State Exam. For example, World History I leads to World History II which leads to the State Exam.  Numerator: The Aggregate Days Attended by all students enrolled in the specified courses.  Denominator: The Aggregate Days of Membership for all of the students enrolled in the specified courses. | Same as Baseline for the 2017-18 school year. |
| Local 11  (Poughkeepsie HS & Poughkeepsie MS, Poughkeepsie City SD) | Student Collaboration, Engagement and Cognitively Rigorous Instruction in Self-Contained and Integrated Co-Teaching Classrooms | 14-15 | This indicator provides a vehicle to both monitor and improve instructional practice in the areas of engagement, collaboration, and cognitive rigor. The indicator enables the district to document a shift in the quality of instructional practice and, therefore, student learning and success. By focusing on self-contained and integrated/co-teaching classrooms, the district will bring particular attention to the potential and needs of all the students in special education settings.  The indicator will be expressed as an average (mean) rating on a scale of 1 to 5. The rating scale will be aligned with the “Rigor-Relevance Framework” from the International Center for Leadership in Education (<http://www.leadered.com/pdf/rigor_relevance_framework_2014.pdf>).  In order to use this scale in tracking and reporting of the indicator, the district will quantify the number of classes visited and the mean rating of collaboration, engagement, and cognitive rigor for those classes.  Numerator: All special education students as of June 30 will be included in the numerator. The mean rating of these students will be determined.  Denominator: All special education students as of June 30, will be included in the denominator. These students will have a mean rating of 1.0. | Same as Baseline for the 2017-18 school year. |
| New York City (NYC) Local Indicator  b | 6-Year Graduation Rate | 13-14 | The numerator is the number of students from the denominator given below who graduated with a Regents or Local Diploma within six year of beginning high school, including August graduates. The denominator includes the students in the school's six-year graduation cohort. For 2013-14, the denominator includes students who first entered high school during the 2008-09 school year. Students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2012 Cohort |
| NYC Local Indicator  c1 | 4- Year College Readiness Index | 13-14 | The numerator is the number of students from the denominator below who demonstrate college readiness in English and math.  A student can demonstrate college readiness in English by any of the following results:  • 75 or higher on the NYS English Regents;  • 480 or higher on the Scholastic Aptitude Test (SAT) I Verbal;  • 20 or higher on American College Testing (ACT) English;  • 70 or higher on Reading and 56 or higher on Writing on the City University of New York (CUNY) Assessment Test.  A student can demonstrate college readiness in math with any of the following results:  • 80 or higher on Integrated Algebra, Geometry, or Algebra II/Trigonometry Regents;\*  • 70 or higher on Common Core Algebra Regents;\*  • 480 or higher on SAT I Math;  • 20 or higher on ACT Math;  • 40 or higher on Math 2 CUNY Assessment Test;  • Pass New York State Performance Standards Consortium’s Performance Based Assessment Task (PBAT).\*  \* If a student uses NYS Regents math (or PBAT) to demonstrate math proficiency, the student must also demonstrate completion of coursework through at least Algebra II/Trigonometry.  The denominator includes the students in the school's four-year graduation cohort. For 2013-14, the denominator includes students who first entered high school during the 2010-11 school year. Students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2014 Cohort |
| NYC Local Indicator  d | Performance Index on State ELA Exam | 13-14 | All Students subgroup ELA Performance Index (PI) as reported by the New York State Education Department. | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  e | Performance Index on State Math Exam | 13-14 | All Students subgroup mathematics Performance Index (PI) as reported by the New York State Education Department. | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  f | Average ELA Proficiency Rating | 13-14 | The numerator is an average of students' ELA proficiency ratings, among the students defined in the denominator below.  To be included in the denominator for 2013-14, a student must:  • have been on the school's October 31, 2013 audited register; and  • have taken the New York State ELA exam in 2014.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  g | Average Math Proficiency Rating | 13-14 | The numerator is an average of students' mathematics proficiency ratings among the students defined in the denominator below.  To be included in the denominator for 2013-14, a student must:  • have been on the school's October 31, 2013 audited register; and  • have taken the New York State mathematics exam in 2014.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  h | School Climate Survey | 14-15 | The questions in the Safety measure of the Supportive Environment element of the NYC School Survey will be used for this indicator. The following questions are included:  **Student**  How much do you agree with the following statements? I feel safe...  • outside around this school.  • traveling between home and this school.  • in the hallways, bathrooms, locker rooms, and cafeteria of this school.  • in my classes at this school.  Response options: 1 = Strongly disagree, 2 = Disagree, 3 = Agree,  4 = Strongly agree  **Teacher\*\***  How much do you agree with the following statements? My students are safe…  • outside around this school.  • traveling between home and this school.  • in the hallways, bathrooms, locker rooms, and cafeteria of this school.  • in your classes.  Response options: 1 = Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat agree, 5 = Agree, 6 = Strongly agree  \*\*These teacher questions are included only for Elementary Schools and Early Childhood Schools, where students do not take the NYC School Survey.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  j | Rigorous Instruction | 14-15 | The questions in the Rigorous Instruction element of the NYC School Survey will be used for this indicator. For the list of questions, please see page 12 of the Framework Report 2015 Technical Guide.  The Rigorous Instruction score also incorporates the Quality Review ratings for Indicators 1.1 (Curriculum), 1.2 (Pedagogy), and 2.2 (Assessment). Please see the 2014-15 Quality Review Rubric for more details.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf>  Source (2014-15 Quality Review Rubric):  <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  k | Collaborative Teachers | 14-15 | The questions in the Collaborative Teachers element of the NYC School Survey will be used. For the list of questions, please see pages 13-15 of the Framework Report 2015 Technical Guide.  The Collaborative Teachers score also incorporates the Quality Review ratings for Indicator 4.2 (Teacher Teams and Leadership Development). Please see the 2014-15 Quality Review Rubric for more details.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf>  Source (2014-15 Quality Review Rubric):  <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  l | Supportive Environment | 14-15 | The questions in the Supportive Environment element of the NYC School Survey will be used. For the list of questions, please see pages 16-19 of the Framework Report 2015 Technical Guide.  The Supportive Environment score also incorporates the Quality Review ratings for Indicator 3.4 (High Expectations). Please see the 2014-15 Quality Review Rubric for more details.  The Supportive Environment score also incorporates the school's chronic-absenteeism rate, which is the percentage of students at the school with less than 90% attendance. Please see page 5 of the Framework Report 2015 Technical Guide for more details.  The Supportive Environment score also incorporates the school's movement of students with disabilities to less restrictive environments, which reflects the degree to which students with disabilities move into learning environments where they spend a greater portion of their time with general education peers. For more details on this metric, please see pages 15-16 of the School Quality Guide Educator Guide.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf>  Source (2014-15 Quality Review Rubric):  <http://schools.nyc.gov/NR/rdonlyres/8C11A001-7E78-469D-996F-B0C3703CEA81/0/QualityReviewRubric1415.pdf>  Source (School Quality Guide Educator Guide):  <http://schools.nyc.gov/NR/rdonlyres/BF3F9933-10BA-4847-9A02-62D1D8D2F513/0/EducatorGuideEMS172015.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  m | Effective School Leadership | 14-15 | The questions in the Effective School Leadership element of the NYC School Survey will be used. For the list of questions, please see page 20 of the Framework Report 2015 Technical Guide.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  n | Strong Family-Community Ties | 14-15 | The questions in the Strong Family-Community Ties element of the NYC School Survey will be used. For the list of questions, please see page 21 of the Framework Report 2015 Technical Guide.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  o | Trust | 14-15 | The questions in the Trust element of the NYC School Survey will be used. For the list of questions, please see page 21 of the Framework Report 2015 Technical Guide.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm>  Source (Framework for Great Schools): <http://schools.nyc.gov/AboutUs/schools/framework/default.htm>  Source (Framework Report 2015 Technical Guide):  <http://schools.nyc.gov/NR/rdonlyres/64F9B801-E80E-4AB2-BB45-5127488F61FF/0/FrameworkReportTechnicalGuide.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  p | 9th Grade Credit Accumulation of Former 8th Graders | 13-14 | The numerator is the number of students from the denominator (the school's 8th graders from the prior year) who as 9th graders earned at least ten credits. Students who earned at least 8 credits can contribute partial credit based on how their credits compared to the average credit accumulation of similar students at the high school.  The denominator for 2013-14 includes students who:  • were in 8th grade in 2012-13;  • were continuously enrolled in the middle or K-8 school under consideration from October 31, 2012 through June 30, 2013;  • were enrolled in a NYCDOE high school from October 31, 2013 through June 30, 2014; and  • were eligible for standard assessment (i.e., non-NYSAA).  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for students who were in 8th grade during 2016-17. |
| NYC Local Indicator  q | Regents Completion Rate | 13-14 | This indicator applies to students in years two, three, and four of high school, as set forth in the denominator below. For students in year three or four, the numerator is the number of required Regents subjects (English, Math, Science, U.S. History, and Global History) passed during the year. For students in year two, the numerator is the number of required Regents subjects passed by the student during year one or year two.  Denominator: For students in year three or four of high school, the denominator contribution (exams needed) is the total number of subjects (out of the five) not passed as of the beginning of the year. For students in year two of high school, the denominator contribution (exams needed) is three minus the number of subjects passed in middle school.  Students eligible for NYSAA are excluded.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  r | College and Career Preparatory Course Index | 13-14 | The numerator is the number of students from the denominator below who accomplished any of the following achievements:  • Scored 65+ on the Algebra II or Math B Regents exam;  • Scored 65+ on the Chemistry Regents exam;  • Scored 65+ on the Physics Regents exam;  • Scored 3+ on any Advanced Placement (AP) exam;  • Scored 4+ on any International Baccalaureate (IB) exam;  • Earned a grade of "C" or higher in a college-credit-bearing course (e.g., College Now, Early College);  • Passed another course certified by the New York City Department of Education (NYCDOE) as college-and-career-ready;  • Earned a diploma with a Career and Technical Education (CTE) endorsement;  • Earned a diploma with an Arts endorsement; or  • Passed an industry-recognized technical assessment.  Students who meet more than one of the requirements above will only be counted once in the numerator.  The denominator includes the students in the school's four-year graduation cohort. For 2013-14 the denominator includes students who first entered high school during the 2010-11 school year. Students are attributed to the last diploma-granting school as of June 30 of their fourth year of high school.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2014 graduation-rate total cohort as of June 30. |
| NYC Local Indicator  s | Progress Toward Graduation-Years 2 and 3 | 13-14 | The numerator is the number of students from the denominator below who:  • earned 10 or more credits in the most recent year of high school;  • earned 6 or more credits in the four main subject areas (English, math, science, and social studies), with at least three subject areas represented, in the most recent year of high school; and  • have a total of two (for 2nd year students) or four (for 3rd year students) Regents requirements completed by the end of the school year.  The denominator includes students in their 2nd and 3rd year of high school, excluding NYSAA-eligible students.  Source (School Quality Reports): <http://schools.nyc.gov/Accountability/tools/report/default.htm> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  ts-1 | Transfer School Graduation Rate | 13-14 | Numerator: Students contribute to the numerator if they graduate by the end of year six of high school, or if they graduate by the end of year seven of high school if they entered the transfer school as most-at-risk overage/under-credited students in year five or six.  Students are defined as most-at-risk overage/under-credited students if they met any of the following criteria when they entered the transfer school:  • Was 16-17 years old on December 31 of entry school year and had less than 11 credits prior to entry school year; or  • Was 18 years old on December 31 of entry school year and had less than 22 credits prior to entry school year; or  • Was 19-21 years old on December 31 of entry school year and had less than 33 credits prior to entry school year.  Students are attributed to the last diploma-granting school as of June 30 of the transfer school graduation deadline year (year seven for most-at-risk overage/under-credited students and year six for other students).  Denominator: Is the transfer school graduation cohort, which for 2014 includes all students who:  • Have a transfer school graduation deadline of 2014;  • Were active in the school as of June 30, 2014, or the school is the last diploma-granting high school they attended before June 30, 2014; and  • Did not meet the criteria for a cohort-removing discharge before June 30, 2014.  A cohort-removing discharge occurs and the student becomes non accountable if the student was:  • Admitted to NYC parochial school with documentation;  • Admitted to NYC private school with documentation;  • Discharged to a court-ordered placement (non-incarceration);  • Deceased;  • Gained early admission to a four-year university; or  • Already received a high school diploma outside the NYCDOE at time of enrollment.  Source (Technical Guide to 2014-15 PPR Local MOSL Ratings) : <http://schools.nyc.gov/NR/rdonlyres/D30A2F79-3C4E-4426-B6A9-A4D64B8EF4AC/0/TechnicalGuideforPPRLocalMOSL.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  ts-2 | Credit Accumulation Rate for students with 0.00-11.00 Credits | 13-14 | The indicator reflects the average number of credits earned by students who started the year with 0.00-11.00 credits.  The numerator includes credits earned at the transfer school by the students defined in the denominator below. The credit cap for each student is 16 times the denominator contribution.  Denominator: Students who meet the inclusion criteria (explained below) and started the year with 0.00-11.00 credits contribute different values to the denominator based on the proportion of the year that they were enrolled at the transfer school. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated will be assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at the particular school.  Inclusion criteria: For the 2013-14 metric, students who were continuously accountable in the NYCDOE from October 31, 2013 through June 30, 2014 were attributed to the last diploma-granted school responsible as of June 30, 2014. A student is considered continuously accountable for the year if the student is active (i.e., enrolled) in one or more NYCDOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the NYCDOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable. Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped-out. Dropped-out students remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma-granting programs such as Young Adult Borough Center (YABC), General Education Development (GED), home/hospital instruction, or programs for incarcerated students are accountable for the same time period as dropped-out students. NYSAA-eligible students are excluded from this measure.  A cohort-removing discharge occurs and the student becomes non accountable if the student was:  • Admitted to NYC parochial school with documentation;  • Admitted to NYC private school with documentation;  • Discharged to a court-ordered placement (non-incarceration);  • Deceased;  • Gained early admission to a four-year university; or  • Already received a high school diploma outside the NYCDOE at time of enrollment.  Source (Technical Guide to 2014-15 PPR Local MOSL Ratings) : <http://schools.nyc.gov/NR/rdonlyres/D30A2F79-3C4E-4426-B6A9-A4D64B8EF4AC/0/TechnicalGuideforPPRLocalMOSL.pdf> | Same as Baseline for the 2017-18 school year |
| NYC Local Indicator  ts-3 | Credit Accumulation Rate for students with 11.01-22.00 Credits | 13-14 | The indicator reflects the average number of credits earned by students who started the year with 11.01-22.00 credits.  The numerator includes credits earned at the transfer school by the students defined in the denominator below. The credit cap for each student is 16 times the denominator contribution.  Denominator: Students who meet the inclusion criteria (explained below) and started the year with 11.01-22.00 credits contribute different values to the denominator based on the proportion of the year that they were enrolled at the transfer school. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated will be assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at the particular school.  Inclusion criteria: For the 2013-14 metric, students who were continuously accountable in the NYCDOE from October 31, 2013 through June 30, 2014 were attributed to the last diploma-granted school responsible as of June 30, 2014. A student is considered continuously accountable for the year if the student is active (i.e., enrolled) in one or more NYCDOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the NYCDOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable. Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped-out. Dropped-out students remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma-granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are accountable for the same time period as dropped-out students. NYSAA-eligible students are excluded from this measure.  A cohort-removing discharge occurs and the student becomes non accountable if the student was:  • Admitted to NYC parochial school with documentation;  • Admitted to NYC private school with documentation;  • Discharged to a court-ordered placement (non-incarceration);  • Deceased;  • Gained early admission to a four-year university; or  • Already received a high school diploma outside the NYCDOE at time of enrollment.  Source (Technical Guide to 2014-15 PPR Local MOSL Ratings) : <http://schools.nyc.gov/NR/rdonlyres/D30A2F79-3C4E-4426-B6A9-A4D64B8EF4AC/0/TechnicalGuideforPPRLocalMOSL.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  ts-4 | Credit Accumulation Rate for students with 22.01-33.00 Credits | 13-14 | The indicator reflects the average number of credits earned by students who started the year with 22.01-33.00 credits.  The numerator includes credits earned at the transfer school by the students defined in the denominator below. The credit cap for each student is 16 times the denominator contribution."  Denominator: Students who meet the inclusion criteria (explained below) and started the year with 22.01-33.00 credits contribute different values to the denominator based on the proportion of the year that they were enrolled at the transfer school. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated will be assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at the particular school.  Inclusion criteria: For the 2013-14 metric, students who were continuously accountable in the NYCDOE from October 31, 2013 through June 30, 2014 were attributed to the last diploma-granted school responsible as of June 30, 2014. A student is considered continuously accountable for the year if the student is active (i.e., enrolled) in one or more NYCDOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the NYCDOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable. Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped-out. Dropped-out students remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma-granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are accountable for the same time period as dropped-out students. NYSAA-eligible students are excluded from this measure.  A cohort-removing discharge occurs and the student becomes non accountable if the student was:  • Admitted to NYC parochial school with documentation;  • Admitted to NYC private school with documentation;  • Discharged to a court-ordered placement (non-incarceration);  • Deceased;  • Gained early admission to a four-year university; or  • Already received a high school diploma outside the NYCDOE at time of enrollment.  Source (Technical Guide to 2014-15 PPR Local MOSL Ratings) : <http://schools.nyc.gov/NR/rdonlyres/D30A2F79-3C4E-4426-B6A9-A4D64B8EF4AC/0/TechnicalGuideforPPRLocalMOSL.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  ts-5 | Credit Accumulation Rate for students with 33.01-38.00 Credits | 13-14 | The indicator reflects the average number of credits earned by students who started the year with 33.01-38.00 credits.  The numerator includes credits earned at the transfer school by the students defined in the denominator below. The credit cap for each student is 16 times the denominator contribution.  Denominator: Students who meet the inclusion criteria (explained below) and started the year with 33.01-38.00 credits contribute different values to the denominator based on the proportion of the year that they were enrolled at the transfer school. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated will be assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at the particular school.  Inclusion criteria: For the 2013-14 metric, students who were continuously accountable in the NYCDOE from October 31, 2013 through June 30, 2014 were attributed to the last diploma-granted school responsible as of June 30, 2014. A student is considered continuously accountable for the year if the student is active (i.e., enrolled) in one or more NYCDOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the NYCDOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable. Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped-out. Dropped-out students remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma-granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are accountable for the same time period as dropped-out students. NYSAA-eligible students are excluded from this measure.  A cohort-removing discharge occurs and the student becomes non accountable if the student was:  • Admitted to NYC parochial school with documentation;  • Admitted to NYC private school with documentation;  • Discharged to a court-ordered placement (non-incarceration);  • Deceased;  • Gained early admission to a four-year university; or • Already received a high school diploma outside the NYCDOE at time of enrollment.  Source (Technical Guide to 2014-15 PPR Local MOSL Ratings) : <http://schools.nyc.gov/NR/rdonlyres/D30A2F79-3C4E-4426-B6A9-A4D64B8EF4AC/0/TechnicalGuideforPPRLocalMOSL.pdf> | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  ts-6 | Math Regents DOE Growth Percentile | 14-15 | This indicator measures the mean of the student-level growth percentiles of the students linked to the transfer school in accordance with the inclusion rules explained below.  Students are linked to schools based on student enrollment at the beginning and end of the school year. For assessments with a known administration date, such as the Math Regents, a student is linked to a school or grade if he/she is enrolled at the same school on BEDS Day and on the first day of the End of Year (EOY) assessment administration. These rules are based on the school linkage requirements used by the New York State Education Department (NYSED) growth model. | Same as Baseline for the 2017-18 school year. |
| NYC Local Indicator  ts-7 | English Regents DOE Growth Percentile | 14-15 | This indicator measures the mean of the student-level growth percentiles of the students linked to the transfer school in accordance with the inclusion rules explained below.  Students are linked to schools based on student enrollment at the beginning and end of the school year. For assessments with a known administration date, such as the English Regents, a student is linked to a school or grade if he/she is enrolled at the same school on BEDS Day and on the first day of the EOY assessment administration. These rules are based on the school linkage requirements used by the NYSED growth model. | Same as Baseline for the 2017-18 school year. |