

# REPORT CARD GLOSSARY & GUIDE

Last updated: March 13, 2019

## ESSA ACCOUNTABILITY DATA

### ACCOUNTABILITY STATUSES

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

**Target District:** Districts that have at least one school identified for Comprehensive Support and Improvement or Targeted Support and Improvement or have been identified for the low performance of one or more accountability groups.

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

**School in Good Standing:** Schools that are not identified as CSI or TSI schools.

**Comprehensive Support and Improvement (CSI) School:** Schools that meet one of the following three conditions and were not removed by the Commissioner from identification because of extenuating or extraordinary circumstances:

- 1) High schools that have graduation rates for the "All Students" group for the 4-year graduation-rate total cohort that are less than 67% and do not have graduation rates for the 5- or 6-year graduation-rate total cohorts that are at or above 67%.
- 2) Schools whose level of performance for the "All Students" group on an accountability indicator matches one of the scenarios in the tables below.
- 3) TSI schools that are still identified as TSI for an accountability group three years after the school was identified for additional Targeted Support and Improvement for that group.
- 4) Schools that are identified as CSI at one level (elementary/middle or secondary) and TSI at another level.

**Targeted Support and Improvement School** 2018 school year data only.

Elementary/Middle-Level CSI/TSI Identification Criteria

Scenario	Indicators
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An ELP **“Level”** is determined using th

The previous year's chronic absenteeism rate is called the "**Baseline.**"

The number of instructional days students were expected to be in attendance in the current reporting year is called "**Expected Attendance Days.**"

The number of students who were absent for at least 10% of enrolled instructional days is called "**Students Chronically Absent.**"

The current year's chronic absenteeism rate is called the "**Chronic Absenteeism Rate.**"

The "**End Goal**" is 5%, the chronic absenteeism rate schools should aim to be no higher than.

The "**Long-Term Goal**" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "**Exceed Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is less than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To "**Meet Long-Term Goal**" a school must have a Chronic Absenteeism Rate that is greater than or equal to the Exceed Long-Term Goal but less than or equal to the Long-Term Goal.

To "**Not Meet Long-Term Goal**" a school must have a

**SECONDARY-LEVEL ACCOUNTABILITY INDICATORS**

**Secondary-Level (HS) Composite Performance:** The performance of students in the 4-year accountability

Graduation Rate “**Levels by Cohort**” are determined separately by subgroup for the 4-year, the 5-year, and the 6-year graduation-rate total cohort using the MIPs and Long-Term Goals and the table below.

	Not Meet Long
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An ELP "Level" is determined using the Success Ratio and the table below:

**Secondary-Level (HS) Progress:** The performance of students in the 4-year accountability cohort as of June 30<sup>th</sup> of the reporting year in ELA and mathematics compared to an "End Goal," "Long-Term Goals," and "Measures of Interim Progress (MIPs)."

The Composite Performance Index calculated using data from the year prior to the reporting year is called the "Baseline."

The 4-year accountability cohort as of June 30<sup>th</sup> of the reporting year is called the "Cohort."

The Composite Performance Index calculated using data from the current reporting year is called the "Index."

The "End Goal" is 215 for ELA and 200 for mathematics. These are the Indices that would indicate that on average all students are proficient and, for ELA, at least some students are advanced. An Index of 215 or 200 could also occur if some students were advanced while others were less than proficient.

The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, over the next five years towards achieving the End Goal. The Long-Term Goal is determined by subtracting the state's Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the state's Baseline.

To "Exceed Long-Term Goal" a school must have an Index that is greater than or equal to the "Exceed Long-Term Goal" number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then adding that result to the Long-Term Goal.

To "Meet Long-Term Goal" a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To "Not Meet Long-Term Goal" a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, and adding that result to the Baseline.



**Note:** For 2017-18 school year results in mathematics for Secondary-Level Progress, the Commissioner will assign Level 2 to an accountability group that has not met a MIP but has a Performance Index (rounded to the nearest whole number) that meets or exceeds the following:

Accountability Group	Performance Index Threshold for Level 2 in Math
All Students	100



To **“Exceed Long-Term Goal”** a school must have an Index that is greater than or equal to the “Exceed Long-Term Goal” number. This number is calculated by subtracting the Long-Term Goal from the End Goal, dividing the result by 2, and then add that result to the Long-Term Goal.

To **“Meet Long-Term Goal”** a school must have an Index that is greater than or equal to the Long-Term Goal but less than the Exceed Long-Term Goal number.

To **“Not Meet Long-Term Goal”** a school must have an Index that is less than the Long-Term Goal.

Measures of Interim Progress (MIPs) are determined by subtracting the Baseline from the End Goal, multiplying the result by 0.20, dividing that result by 5, and then adding that result to the Baseline. A school’s or district’s **“School/District MIP”** is determined using the school’s or district’s Baseline. The **“State MIP”** is determined using the state’s Baseline. The “Higher” MIP is the greater of the State MIP and the School/District MIP. The “Lower” MIP is the smaller of the State MIP and the School/District MIP.

The CCCR **“Level”** is determined using the MIPs and Long-Term Goals and the table below.

	Not Meet Long-Term Goal	Meet Long-Term Goal	Exceed Long-Term Goal
Did not meet MIP	Level1	N/A	

Students included in the denominator when participation rates are calculated for HS ELA and mathematics are students whose last enrollment record for the reporting year showed them as being grade 12 ("**12<sup>th</sup> Grade Enrollment**").

Students must have a valid score on a Regents ELA or mathematics exam, approved Regents alternative in English or mathematics, or NYSAA in ELA or mathematics to be counted as tested in the numerator.





## **ANNUAL SUBGROUPS**

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

**General Education:** Students not identified as Students with Disabilities.

**Students with Disabilities:** Student classified by the Committee on Special Education as having one or more disabilities.

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

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

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

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

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

**Multiracial:** Student reported as belonging to more than one racial/ethnic group.

**Migrant:** Student who is, or whose parent, guardian, or spouse is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

**Not Migrant:** Students not identified is Migrant.

**Homeless:** Student who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship, or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above