

REPORT CARD GLOSSARY & GUIDE

Last updated: February 11, 2020

ACCOUNTABILITY DATA

For more information about the accountability data, see "Understanding the New York State Accountability System under the Every Student Succeeds Act (ESSA) for 2019-20 Accountability Statuses Based on 2018-19 Results" at <http://www.nysed.gov/accountability/essa-accountability-designations>.

ACCOUNTABILITY STATUSES

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.

Good Standing: Potential Target District for 2020-21: A district subgroup that met the Target District criteria for the first of two consecutive years. The subgroup is in Good Standing for the 2019-20 school year.

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.

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 had graduation rates in the 2017-18 school year for the "All Students" group for the 4-year graduation-rate total cohort that were less than 67% and did not have graduation rates for the 5- or 6-year graduation-rate total cohorts that were 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.

CSI Schools are identified once in three years. CSI identifications will be made again in the 2021-22 school year using 2020-21 school year results.

A school or district subgroup that met the CSI identification criteria for the All Students subgroup. The District All Students group is identified as CSI if at least one school is identified as CSI or the district was identified for the low performance for the All Students group.

Targeted Support and Improvement (TSI) School: A school whose level of performance for two consecutive years matches one of the scenarios in the tables below _____ and was not removed by the Commissioner from identification because of extenuating or extraordinary circumstances. A School that was a Prioros (mi)-7954(m)9.96 Tf3 (mi)-7954(0000912 0 612 7)9.96tseW* nBT/F3 9.96 Tf1 0

least one school subgroup is identified as TSI or the district was identified for the low performance for the subgroup.

LEAs: LEAs that received section 1003(a) school improvement funds, including the amount of funds each school received and the type of strategies implemented in each school with such funds.

ELEMENTARY/MIDDLE-

NYSESLAT. The result is multiplied by 100 to determine a "Benchmark" from which to determine progress.

The number of continuously enrolled students who made sufficient progress is divided by the number expected to make sufficient progress. The result is multiplied by 100 to determine a "Progress Rate."

To "Not Meet Long-Term Goal

The "State MIP" is determined using the state's Baseline. The "Higher" (less rigorous) MIP is the greater of the State MIP and the School/District MIP. The "Lower" (more rigorous) MIP is the smaller of the State MIP and the School/District MIP.

The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 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. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

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 L

"Current Year Enrollment" is the number of students enrolled during the current year test administration and/or make up period for the tests used (NYSTP, NYSESLAT, NYSAA, Regents mathematics).

"Current Year Participation Rate

increases (school and State) will meet the criteria for Safe Harbor (Met SH Target) and be assigned a Level 2.

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its Graduation Rate by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (Met AG Target) and is assigned a Level 3.

Graduation Rate "Levels by Cohort

The "State MIP" is determined using the state's Baseline. The "Higher" MIP is the greater of





The "Long-Term Goal" is the amount of progress that is expected to be made, based on the state's Baseline, by 2022-23 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. The 2022-23 school year Long-Term goal was computed by taking the 2021-22 school year Long-Term goal and adding the difference between the 2021-22 school year Long-Term goal and the 2020-21 State MIP.

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.

If a subgroup's performance is lower than the School MIP and State MIP, then a Safe Harbor Target is calculated. A school that does not meet the lower of the school MIP or State MIP but increases its Index by an amount that is equal to or greater than both MIP increases (school and State) will meet the criteria for Safe Harbor (Met SH Target) and be assigned a Level 2.

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the Accelerated Growth Target is calculated. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. A school that meets the lower of school MIP or State MIP and increases its Index by an amount that is three or more times the lower MIP increase, then the school will meet the criteria for Accelerated Growth (Met AG Target) and is assigned a Level 3.

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

HS Participation Rates

Participation rates are calculated for students in grade 12 in ELA and mathematics separately.

Participation rate using current reporting year data and participation rate using a combination of current and previous reporting year data are reported.

"Current Year 12th Grade Enrollment" is the number of students enrolled in 12th grade during the current year.

"Current Year Participation Rate" is the number of students in the Current Year 12th Grade Enrollment with valid test scores divided by the Current Year 12th Grade Enrollment.

"Current Year + Previous Year 12th Grade Enrollment" is the number of students enrolled in 12th grade in the current year plus the number enrolled in 12th grade in the previous year.

"Current Year + Previous Year Participation Rate" is the number of students in the Current Year + Previous Year 12th Grade Enrollment with valid test scores divided by the Current Year + Previous Year 12th Grade Enrollment.

"Tested 95% in Current Year or Two Years Combined" shows a green if the Current Year Participation Rate OR the Current Year + Previous Year Participation Rate is greater than or equal to 95. A red is shown if the Current Year Participation Rate AND the Current Year + Previous Year Participation Rate are less than 95.

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 considered tested.

SAFE HARBOR AND ACCELERATED GROWTH

Schools and districts may improve their Levels for Indicators that have MIPS and Long-Term Goals using Safe Harbor and Accelerated Growth Targets. These indicators are EM Progress, EM Chronic Absenteeism, HS Progress, HS Graduation Rate, HS Chronic Absenteeism, and HS College, Career, and Civic Readiness. The methodology for calculating a subgroup's success in meeting a Safe Harbor or Accelerated Growth Target is below.

Safe Harbor Methodology

If a subgroup's performance is lower than the School MIP and State MIP, then the safe harbor rule applies. Safe Harbor moves a subgroup from Level 1 to Level 2 only. Safe Harbor will be applied beginning with 2018-19 school year results.

Computations for Progress, Graduation Rate, and CCCR:

- A) $CY \text{ (Current Year) School MIP} - PY \text{ (Previous Year) School MIP} = \text{School MIP Difference}$
- B) $CY \text{ State MIP} - PY \text{ State MIP} = \text{State MIP Difference}$
- C) $CY \text{ School Outcome} - PY \text{ School Outcome} = \text{School Outcome Difference}$

If $C \geq$ higher of A and B, then subgroup makes Safe Harbor and Level moves from 1 to 2.

Computations for Chronic Absenteeism:

- A) $PY \text{ School MIP} - CY \text{ School MIP} = \text{School MIP Difference}$
- B) $PY \text{ State MIP} - CY \text{ State MIP} = \text{State MIP Difference}$
- C) $PY \text{ School Rate} - CY \text{ School Rate} = \text{School Outcome Difference}$

If $C \geq$ higher of A and B, then subgroup makes Safe Harbor and Level moves from 1 to 2.

Accelerated Growth Methodology

If a subgroup's performance meets only the lower of the School MIP or the State MIP, then the accelerated growth rule applies. Accelerated Growth moves a subgroup from Level 2 to Level 3 only. Accelerated Growth will be applied beginning with 2018-19 school year results.

Computations for Progress, Graduation Rate, and CCCR:

- A) $CY \text{ School MIP} - PY \text{ School MIP} = \text{School MIP Difference} * 3$
- B) $CY \text{ State MIP} - PY \text{ State MIP} = \text{State MIP Difference} * 3$
- C) $CY \text{ School Outcome} - PY \text{ School Outcome} = \text{School Outcome Difference} * 3$

If $C \geq$ lower of A and B, then subgroup makes Accelerated Growth and Level moves from 2 to 3.

Economically Disadvantaged: Student who participates in, or whose family participates in, economic assistance programs, such as the Free or Reduced-Price Lunch Programs; Social Security Insurance (SSI); Food Stamps; Foster Care; Refugee Assistance (cash or medical assistance); Earned Income Tax Credit (EITC); Home Energy Assistance Program (HEAP); Safety Net Assistance (SNA); Bureau of Indian Affairs (BIA); or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

Accountability Suppression Rules

Accountability Indicators: Accountability indicator levels are calculated for subgroups with 30 or more students. The only exceptions are:

- 1) A CORE will be calculated when a WAI level has been assigned to a subgroup, there are at least 15 students in the denominator for calculating the CORE, and the number of students in the CORE denominator is at least 50% of the number of students in the WAI denominator.
- 2) A graduation rate will be computed for a cohort subgroup when a Composite Performance Level has been assigned to the subgroup and there are at least 15 students in the graduation rate cohort.

Participation Rates: Participation rates are only calculated for subgroups with 40 or more students.

compared to data for the school's district and statewide results in the bar chart. District data

Parent Not in Armed Forces: Students not identified as Parent in Armed Forces.

Assessment Data Suppression Rules

To ensure student confidentiality, the Department does ___ publish results for subgroups with fewer than five students or data that would allow readers to easily determine the performance of a subgroup with fewer than five students. When fewer than five students in a subgroup (e.g., Hispanic) were tested, percentages of tested students scoring at various levels are suppressed for that group and the next smallest group. Suppressed data are indicated with a dash.

SCHOOL, STAFF, AND GRADUATION RATE DATA

Expenditures per Pupil

Federal Funds: The per-pupil expenditure using federal funds, reported by personnel and nonpersonnel expenditures, for each local educational agency and each school district for the preceding fiscal year.

State and Local Funds: The per-pupil expenditure using State and local funds, reported by personnel and nonpersonnel expenditures, for each local educational agency and each school district for the preceding fiscal year.

Staff Qualifications

Inexperienced Teachers: Teachers with fewer than 4 years of experience as a teacher. To be counted as a Teacher, the person must be reported in the Student Information Repository System as the teacher of at least one course.

Inexperienced Principals: Principals with fewer than 4 years of experience as a principal. To be counted as a Principal, the person must be reported in the Student Information Repository System as a Principal.

Teachers Teaching Out of their Subject/Field of Certification: Teachers teaching classes in subjects or fields for which they do not hold certifications. To be included in these calculations, the person must be reported in the NYSED Teacher Access and Authorization (TAA) application.

High-Poverty Schools: Schools in the 4th quartile based on their percentages of economically disadvantaged students.

Low-Poverty Schools: Schools in the 1st quartile based on their percentages of economically disadvantaged students.

Total Cohort Graduation Rates

Graduation, dropout, transfer to HSE, and still enrolled rates for students in the 4-year, 5-year, and 6-year as is ((d)-SsT@0.00000912 0 612 792 reW* nBT/F3 9.96 Tf1 0 0 1 211.25 646.6601)5(te)-