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Our Students. Their Moment.

New York State's ESSA Plan

Assistant Superintendents of Suffolk County

Presented by

Associate Commissioner Ira Schwartz

March 23, 2018

What is the Every Student Succeeds Act (ESSA)?

The Every Student Succeeds Act (ESSA) is a federal law that includes requirements for schools, Local Educational Agencies (e.g., districts) and states, including some related to **accountability**, **school improvement**, educator development and student supports.

ESSA passed in 2015, replacing the No Child Left Behind Act from 2001. All states were required by the U.S. Department of Education (USDE) to submit by September 2017 their ESSA implementation plan for approval.



New York's Voices, New York's Plan: *Stakeholder Feedback on Draft Plan*



Public Hearings

- **13 public hearings statewide:** Long Island, Staten Island, Bronx, Manhattan, Syracuse, Rochester, Plattsburgh, Yonkers, Brooklyn, Buffalo, Queens, Binghamton, Albany
- **ESSA Think Tank meeting on June 14**
- **270+ speakers**



Written Comments

- **800+ comments submitted** via email or mail
- **Half of those comments came from three form letter campaigns**

Consultation Activities

- ESSA Think Tank
- Title I Committee of Practitioners
- ESSA Winter Regional Meetings
- ESSA Spring Regional Meetings

Work with National Experts

- Linda Darling Hammond, Learning Policy Institute
- Scott Marion, National Center for Improvement of Educational Assessment
- CCSSO, Brustein & Manasevit

Consultation with Governor's Office and Legislature



1000+ Comments Received

ESSA Plan Approved

On January 16, 2018, the United States Department of Education (USDE) approved New York's Every Student Succeeds Act (ESSA) school and district accountability plan.

Submission of Waivers Related to the State's ESSA Plan

At the same time the ESSA plan was submitted to the USDE, the Department submitted requests for waivers to the ESSA statute in three areas:

1. Double testing of middle school students taking Regents exams (approved)
2. ELA Testing for Second Year English Language/Multilingual Learners (denied)
3. Off Grade Testing for Students with Disabilities (denied)

A Well-rounded Education for All

New York State's accountability system will use a variety of indicators beyond core academic subjects.

Schools and districts will be measured annually on the indicators below:		Future indicators:
For all schools	For high schools	
<ul style="list-style-type: none">• English language arts• Math• Science• Progress in learning English (for those who are learning English as an additional language)• Chronic absenteeism (absent 10% or more instructional days)	<ul style="list-style-type: none">• Social studies• Graduation rate• College, career, and civic readiness index: taking advanced coursework, earning technical education certificates, etc.	<ul style="list-style-type: none">• Out-of-school suspensions (beginning with 2018-19 results)• Being ready for high school (once data becomes available)

Reduction in Testing Time & Improvement of the Testing Experience



State tests in grades 3-8 English and math will be reduced from three days to two days each.

95%

The law requires that 95% of students in each tested subgroup take the appropriate state tests. New York State will work with parents, schools, and districts to increase participation.

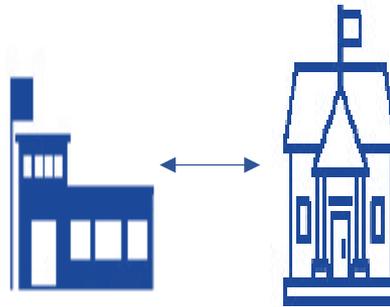


New York State will continue to translate state math and science tests into more languages, and when funding becomes available, will create language arts tests in students' native languages.

Redefinition & Reimagination of the Educator Preparation Experience



The state will examine changes to field experiences and placement requirements for prospective teachers and school leaders to make sure they are ready on day one.



Working with districts and higher education, the state will create tools and other resources that will increase communication between preparation programs and the districts that employ their graduates.

Commitment to Working with Districts to Ensure Culturally Responsive-sustaining Practices



The state will help ensure that materials are in languages and formats that families understand and can access.



The state will enable teachers and leaders to get support and professional development in culturally responsive instruction.



Schools will get assistance in writing improvement plans that include culturally responsive-sustaining and linguistically appropriate supports for all students.

Encouraging & Fostering the Ability of Districts to Advance Equity & Access for All



New reports will outline how much each school is spending per student and the source of the funds.



Districts can access grants to promote diversity and reduce socio-economic and racial/ethnic isolation.



The state will help districts equalize access to experienced, fully prepared, and effective educators.

Goals, Measures, and Accountability

New York State will use multiple measures of success to identify schools, beginning in 2018-2019

Student Academic Achievement

For **all schools**, measures achievement on state assessments in English language arts (ELA), math and science. Additionally, for **high schools**, measures achievement on state assessments in social studies. There are several measures of academic achievement within the system

Student Growth

For **elementary and middle schools**, measures student growth on statewide assessments in ELA and math for students in grades 4-8 by comparing the scores of students in the current year to the scores of students with similar scores in prior years

Academic Progress

For **all schools**, measures student progress on state assessments in ELA and math against long-term goals and interim targets

Graduation Rates

For **high schools**, measures four-, five-, and six-year cohort graduation rates against long-term goals and interim targets

English Language Proficiency

For **all schools**, measures the progress of English Language Learners in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT)

Chronic Absenteeism

For **all schools**, measures the percentage of students who miss 10% or more of the school year against long-term goals and interim targets

College, Career and Civic Readiness

For **high schools**, measures the percentage of students who are leaving school prepared for college, career and civic readiness as measured by diplomas, credentials, advanced course credits and enrollment, career and technical education certifications, and other similar indicators

Note: NYS will add an indicator based on out-of-school suspension rates in 2018-2019 (to be used for school identification after 2020-2021) and will consider adding additional indicators in the future.

Academic Achievement

What does this measure?

For **all schools**, measures achievement on state assessments in ELA, math and science. Additionally, for **high schools**, measures achievement on state assessments in social studies. This is measured in two ways: one based on continuously enrolled students who should have been assessed, and one based only on those students with valid test scores.

Indicator	Elementary/Middle Schools	High Schools
Achievement on NY state tests in ELA and math	✓	✓
Achievement on NY state test in science	✓	✓
Achievement on NY state test in social studies		✓
Core Subject Performance Index (measurement of how all tested students performed on NY state tests in ELA, math, and science)	✓	

Measuring Academic Achievement

New York measures Academic Achievement in language arts, mathematics, and science for elementary and middle schools in two ways:

- **The Weighted Academic Achievement Index** based on all continuously enrolled students
- **The Core Subject Achievement Index** based on continuously enrolled students with valid test scores

Both the Weighted Academic Achievement Index and Core Subject Achievement Index are converted to Levels 1-4 and combined to create the Composite Performance Achievement Level, which is used for accountability determinations.

Core Subject Performance Index

- The Core Subject Performance Index measures how well students who participate in state assessments perform.
- Differentiates performance among subgroups of students who participate in state assessments; avoids conflating performance results for those students who do and don't take state assessments.

Core Subject Performance Index (Continued)

The Core Subject Performance Index is computed as = [(number of continuously enrolled tested students scoring at Level 2 + (Level 3 * 2) + (Level 4 * 2.5) ÷ the number of continuously enrolled tested students] × 100

Core Subject Performance Index (Continued)

The weighted average of a subgroup's Performance Indices is used to create the subgroup's Core Subject Performance Index as illustrated below:

Example of Elementary/Middle School Core Subject Performance Index

Accountability Group	Subject	# of Continuously Enrolled Tested Students	# Level 1	# Level 2	# Level 3	# Level 4	Numerator	Denominator	PI
Low-Income	Math	100	10	30	40	20	160	100	160
Low-Income	ELA	95	25	20	30	20	130	95	137
Low-Income	Science	40	0	10	14	16	78	40	195
Low-Income	Index	235	35	60	84	56	368	235	157

Weighted Academic Achievement Index

- The Weighted Academic Achievement Index is required by ESSA and holds schools accountable for the performance of all students, including those who do not participate in state assessments.
- It is computed as follows:
[(number of continuously enrolled tested students scoring at Level 2 + (Level 3 * 2) + (Level 4 * 2.5) ÷ the greater or the number of continuously enrolled tested students or 95% of that number] × 100

Weighted Academic Achievement Index

The weighted average of a subgroup's Performance Indices is used to create the subgroup's Weighted Academic Achievement Index as illustrated below:

Note: Only 91% of continuously enrolled students were tested in ELA, so the denominator must be 95% of the continuously enrolled students or $0.95 \times 198 = 188$.

Performance Indices (All Students Group)									
Subject	# Cont. Enrolled	# Cont. Enrolled Tested	# L1	# L2	# L3	# L4	Numerator	Denominator	PI
Math	200	200	40	80	60	20	250	200	125
ELA	198	180	30	70	58	22	241	188*	128
Science	60	60	4	4	22	30	123	60	205

Core Subject and Weighted Academic Achievement Levels

For purposes of school differentiation, the Weighted Academic Achievement Index and Core Subject Performance Index for the all students group and each subgroup in a school is converted to an Achievement Index Level that ranges from 1-4.

Subgroup Percentile Rank on Core Subject Performance Index	Achievement Level
10% or Less	1
10.1 to 50%	2
50.1 to 75%	3
Greater than 75%	4

Create the Composite Performance Level

- Sum the Weighted Academic Achievement Level and Core Subject Performance Level resulting in a number between 2 and 8.
- With each number between 2 and 8, rank order schools based on the higher of the school's Weighted Academic Achievement Index and Core Subject Performance Index.
- Use the rank ordered result to assign a Composite Performance Level 1-4.

College-, Career- and Civic- Readiness Index

What does this measure?

For **high schools**, the percentage of students in the accountability cohort who show they are prepared for college, career, and civic engagement once they exit high school.

CCCR Index Levels: *What rating can my school or subgroup receive on this measure?*

	Did Not Meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet MIP	1	NA	NA
Met lower MIP	2	3	4
Met higher MIP	3	4	4

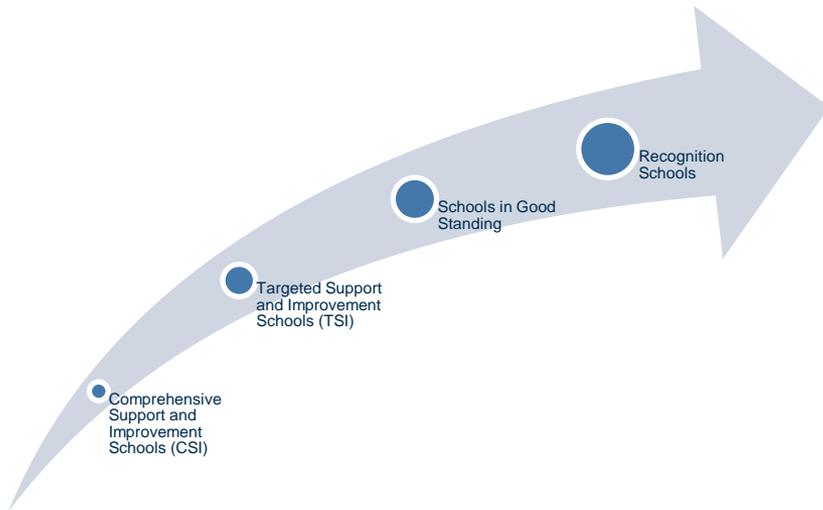
A school would fall into this category only if it met the lower of its two MIPs, but not the higher MIP.

CCCR Index: *Measures of Readiness*

Achievement
Growth
Progress
Graduation Rate
Eng. Lang. Prof.
Chr. Absenteeism
CCCR Index

Readiness Measures	Weighting
<ul style="list-style-type: none"> Regents Diploma with Advanced Designation Regents Diploma with CTE Endorsement Regents Diploma with Seal of Biliteracy Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam Regents Diploma and score of 4 or higher on International Baccalaureate (IB) exam Regents Diploma and the passage of nationally certified Career and Technical Education (CTE) examination Skills and Achievement Commencement Credential with an average score of 4 on the New York State Alternate Assessment Examinations (NYSAA) in language arts, mathematics and science 	2.0
<ul style="list-style-type: none"> Regents Diploma and high school credit earned through participation in an AP, IB or dual enrollment (in high school and accredited college) course Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement Commencement Credential with an average score of 3 on the NYSA in language arts, mathematics and science 	1.5
<ul style="list-style-type: none"> Regents or Local Diploma only Skills and Achievement Commencement Credential with an average score of 2 on the NYSA in language arts, mathematics and science 	1.0
<ul style="list-style-type: none"> Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) CDOS Credential 	0.5
<ul style="list-style-type: none"> No high school diploma or HSE diploma 	0

Four Categories for Identification of Schools



How does New York State identify schools for recognition and support?

- New York uses each of the seven indicators to identify schools.
- All public schools will receive one of four ratings:

Recognition Schools	A school in Good Standing that is high-performing or rapidly improving as determined by the Commissioner
Schools in Good Standing	A school that is not TSI or CSI
Targeted Support and Improvement Schools (TSI)	A school with low-performing subgroups of students
Comprehensive Support and Improvement Schools (CSI)	A school with low overall performance for the all students group or a school with low-performing subgroups that have not improved

Identification of Schools for CSI and TSI Using Accountability Indicators

Comprehensive Support and Improvement Schools (CSI)

These schools are the **lowest-performing** in the state and will be identified at least **every three years**:

- Any high school with a four-year graduation rate of less than 67% that does not have a five-year or six-year graduation rate of at least 67%.
- Elementary and middle schools that receive a 1 (out of 4) on combined student achievement and growth rate indicators and are low-performing on other indicators.
- High Schools that receive a 1 (out of 4) on combined student achievement and growth rate indicators and are low-performing on other indicators. Schools identified for Targeted Support and Improvement (see below) that have not improved after three years

Targeted Support and Improvement Schools (TSI)

These schools are the **lowest-performing in the state for one or more subgroups** of students and will be **identified annually**:

- Elementary and middle schools that receive a 1 (out of 4) on combined student achievement and growth rate indicators and are low-performing on other indicators.
- High Schools that have a subgroup of students that receives a 1 (out of 4) on the student achievement and graduation rate indicators and are low-performing on other indicators.

Identification of CSI Schools: *Elementary and Middle Schools*

Elementary and middle schools will be identified if the “All Students” group meets all of the criteria in any of the five scenarios in the table below.

Scenario	Composite Index	Student Growth	Combined Composite & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1	Level 1	Level 1	Any Level	Any Level	
2	Either Level 1	Level 1	Level 1	None	Any One of the Two is Level 1	
3	Either Level 1	Level 1	Level 1	Level 1	Any Level	
4	Either Level 1	Level 1	Level 1	Level 2	Any Level 1	
5	Either Level 1	Level 1	Level 1	Level 3 or 4	Both Level 1	

If a school does not meet all the criteria in one of the five rows, it will not be identified. For example, if a school receives a “2” or above on both Academic Achievement and Growth, it will not be identified for CSI (regardless of its performance on other indicators)

A school would receive a rating of “None” if it has fewer than 30 ELLs.



Identification of CSI Schools: *High Schools*

High schools will be identified in two ways: (1) if the “All Students” group meets all of the criteria in any of the five scenarios below or (2) if they have low graduation rates.

Scenario	Composite Index	Grad Rate	Combined Composite Index & Graduation Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level		Any Level	
2	Either Level 1		Level 1	None		Any One of the Three is Level 1	
3	Either Level 1		Level 1	Level 1		Any Level	
4	Either Level 1		Level 1	Level 2		Any Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two Level 1	

What does it mean to have “low graduation rates?”

All public schools, beginning with 2017-18 school year accountability that have graduation rates below 67% for the four-year graduation rate cohort and do not have graduation rates at or above 67% for the five- or six-year cohorts will be preliminarily identified for CSI.



Exercise: Identify Likely CSI Elementary/Middle Schools

School	Achievement	Growth	Combined Achievement & Growth	Progress	ELP	Chronic Absenteeism
A	1	1	1	2	3	4
B	1	2	1	1	2	3
C	2	1	1	1	1	2
D	1	2	1	2	2	2
E	2	1	1	1	2	3
F	1	2	2	1	1	1
G	2	1	2	1	1	1

Required Actions for Identified Schools - CSI

Comprehensive Support and Improvement Schools (CSI)

These schools must undertake a number of actions:

- The schools must conduct a Comprehensive Diagnostic Needs Assessment and develop a school improvement plan;
- The improvement plan must be approved by the school, LEA, and state;
- Must provide PD connected to plan that is developed;
- Must implement schoolwide Evidence-based Intervention Strategy (not just programs that impact a few classrooms);
- May only permit teachers who have been rated as Effective or Highly Effective in the most recent evaluation year to transfer to the school (takes effect with next collective bargaining agreement);
- Must engage students and parents in Participatory Budgeting Process by 2019-20 school year;
- If schools don't make progress:
 - Must submit Principal Monitoring Report after year 1
 - Must submit Principal Needs Assessment after year 2
 - Must partner with Regional Technical Assistance Center (BOCES, Teacher Center, RSE-TASC, RBERN) after year 2
 - Must offer Public School Choice to parents of students attending a CSI school if the school's performance on the weighted achievement index declines for two consecutive years

Required Actions for Identified Schools - TSI

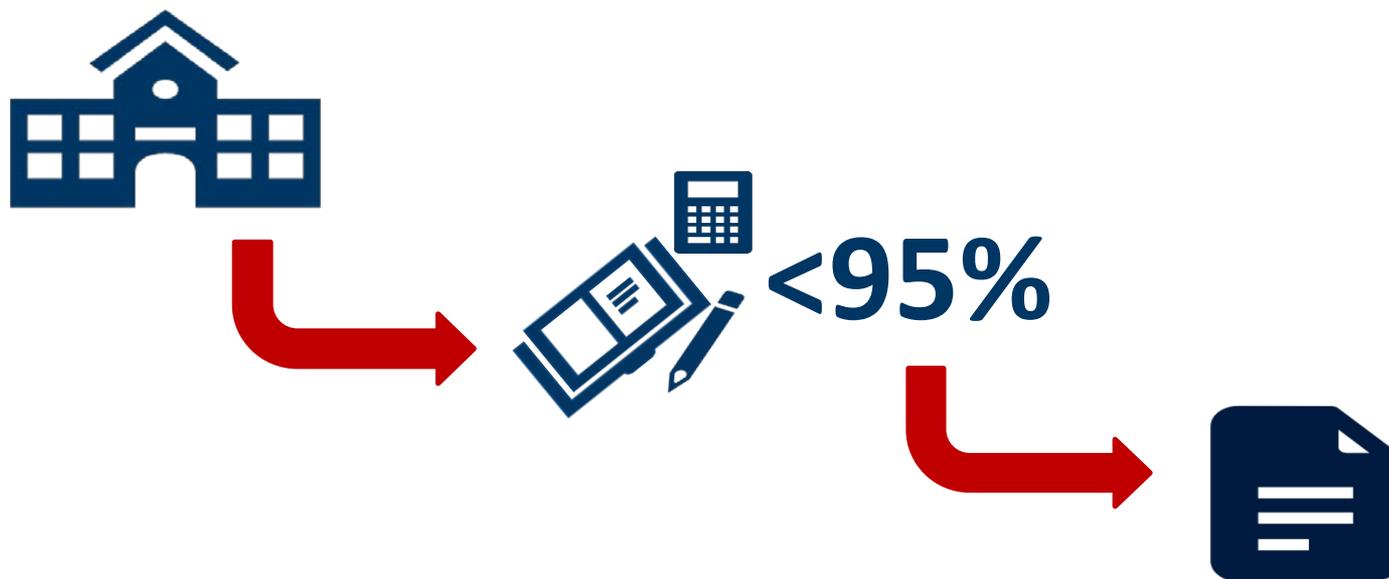
Targeted Support and Improvement Schools (TSI)

These schools must undertake a number of actions:

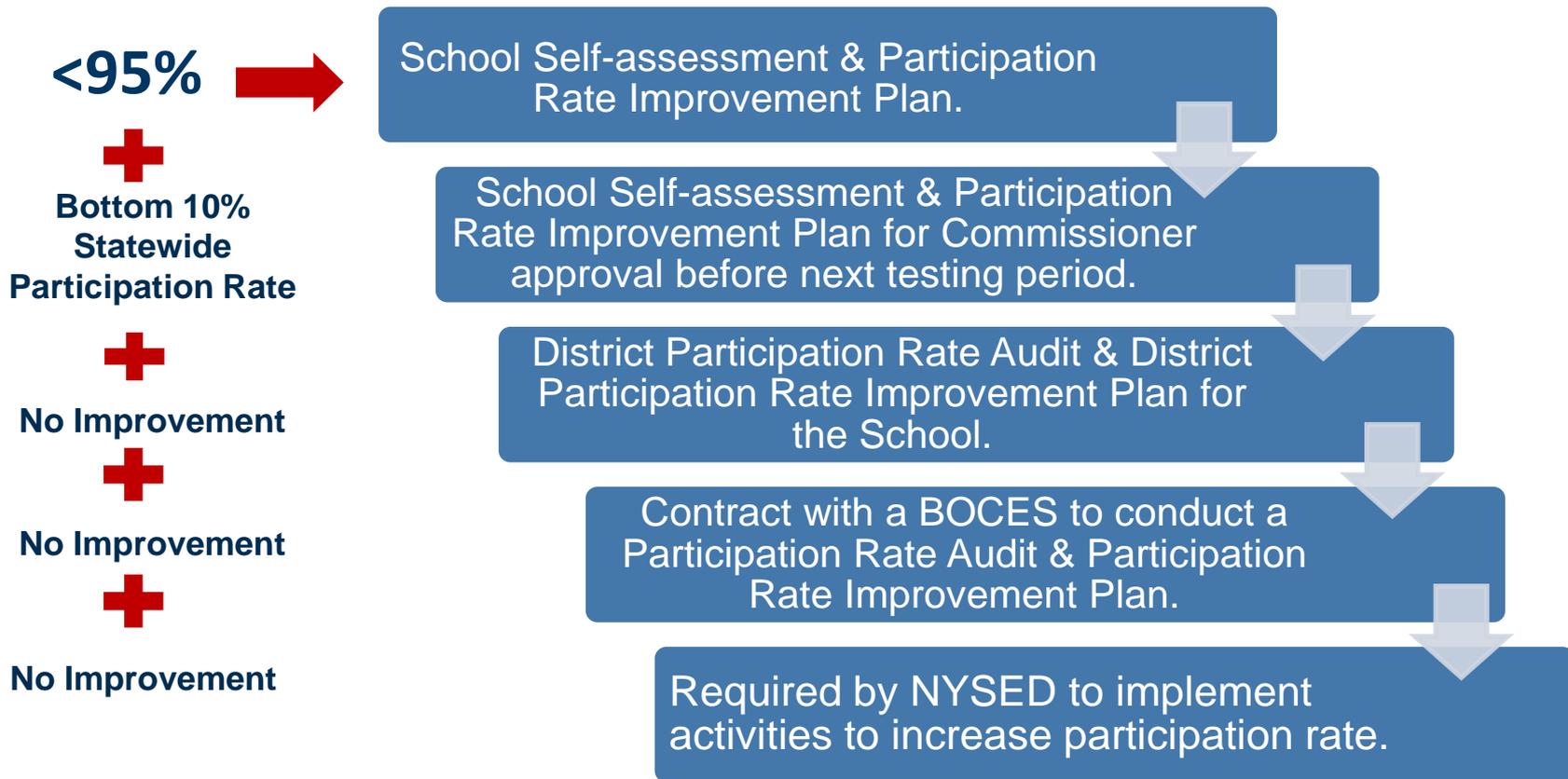
- The school must conduct a Comprehensive Diagnostic Needs Assessment and develop a school improvement plan;
- The improvement plan must be approved by the school and LEA, but not by the State;
- The plan must include evidence-based interventions.

Districts & Schools Failing to Meet 95% Participation Rate

Districts and schools that fail to meet the 95% participation rate for all students and/or one or more subgroups will be required to create a plan that will address low testing rates.



Districts & Schools Failing to Meet 95% Participation Rate – continued



Financial Transparency

Financial Transparency Requirement

ESSA requires that beginning with the 2018-19 School Year, State Report Cards must include:

“The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year.”

Per Pupil Expenditures

Per-pupil comparisons are an additional tool for district leaders to examine their practices and answer some key questions:

- Do actual spending practices align with stated district goals?
- Is the district using its resources equitably?
- Are there areas where over- or under-spending can be identified and reprogrammed?

Per Pupil Expenditures (Continued)

However:

Per-pupil comparisons present challenges that SED will need to consider in developing guidance:

- Are differences across schools, districts, or program areas properly contextualized?
- What role will this data play in audits by the Office of the State Comptroller?

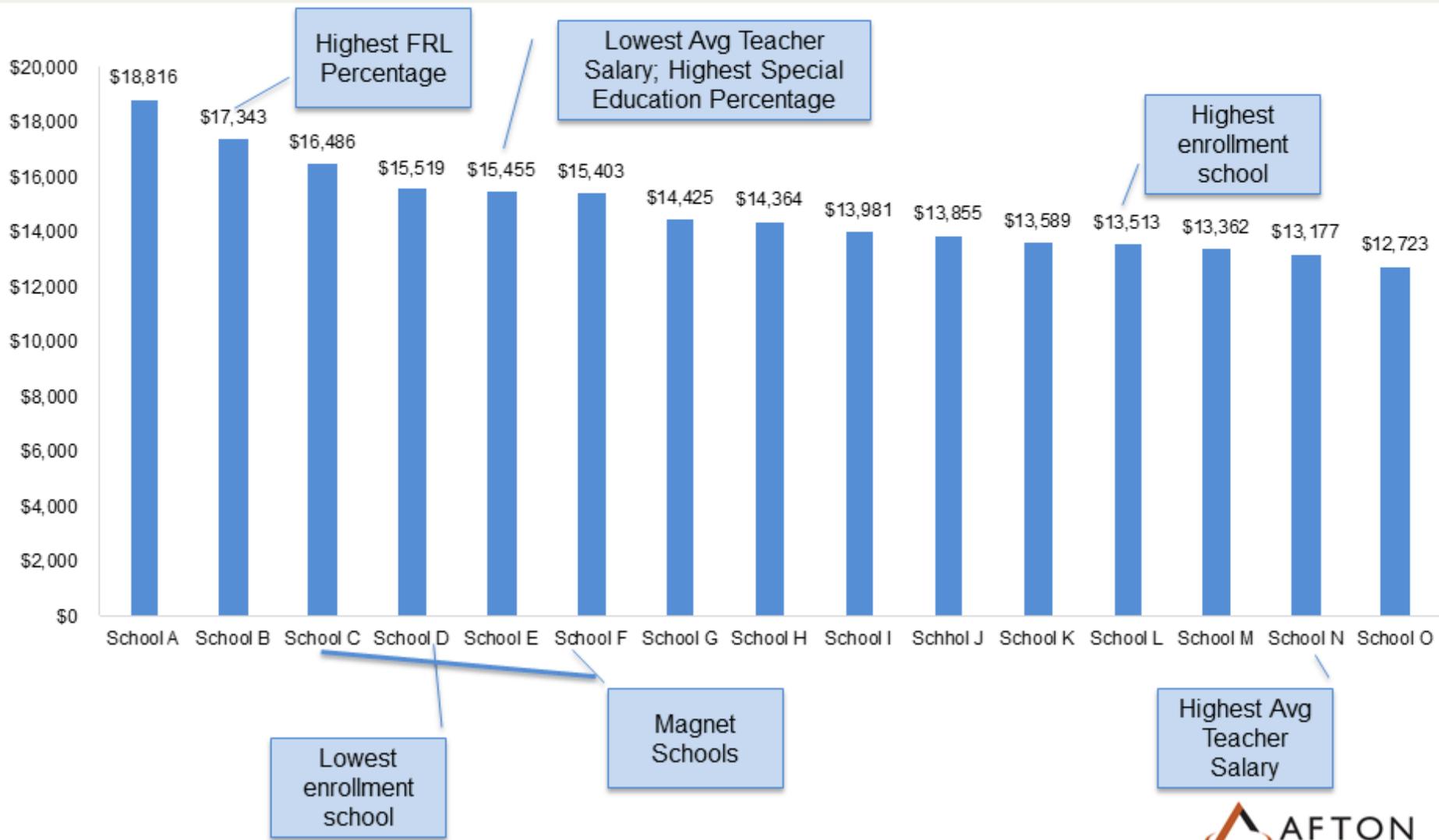
Potential Implementation Challenges

SED will work with stakeholders to overcome known challenges, such as:

- Budget accounting at the school level
- Developing an understanding in local communities about what this data does and does not mean
- Concern about accuracy and internal controls for future audits

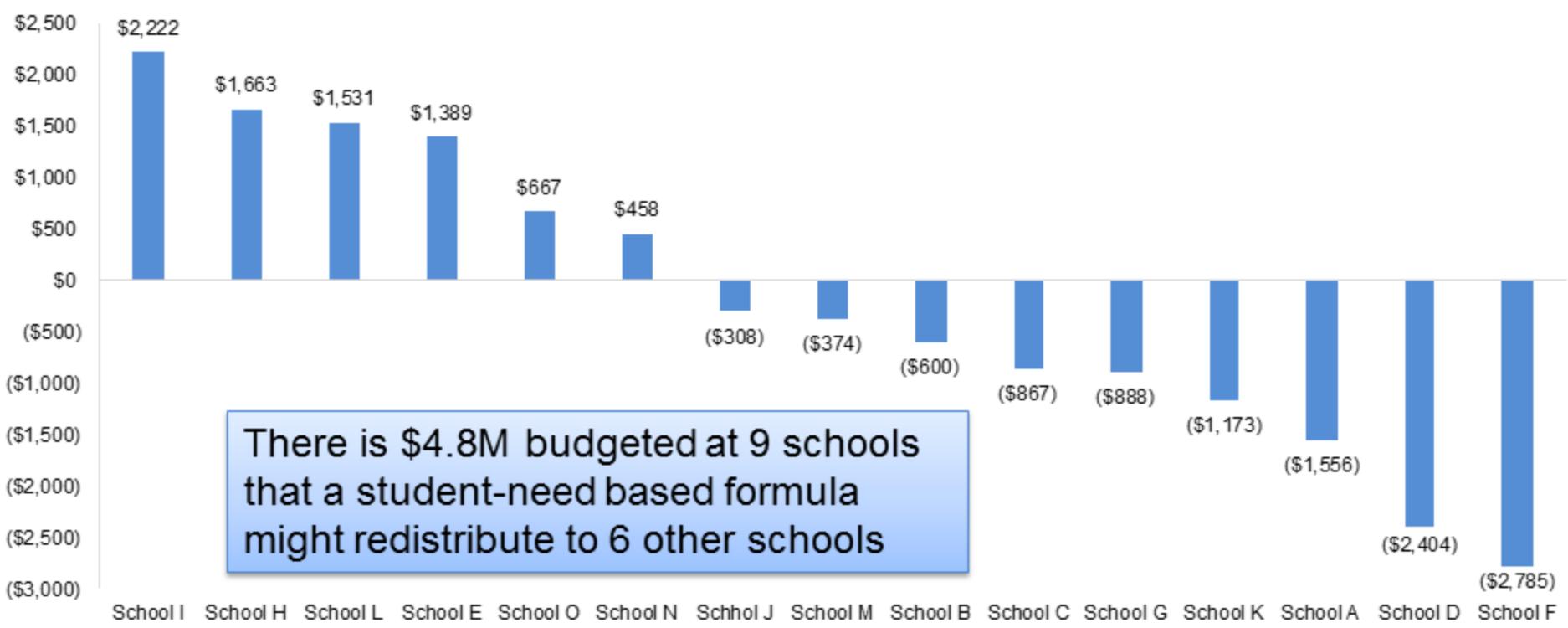


Per pupil spending varies widely across the sample District's schools (range of \$6,093 per pupil). This had never been looked at on a school-level basis before.





This chart shows how much more or less budget would be provided to each school if we implemented a weighted funding formula, based on student needs



Next Steps for New York

- Technical Working Group (Spring/Summer 2018)
 - SED will convene a working group of experts to help establish the accounting guidelines for per pupil expenditure reporting, likely through using the existing ST-3 accounting structures.
 - This information will be used in a pilot test review of financial data from volunteer school districts.

- Reporting Feedback (August/September 2018)
 - Standards for reporting, including how it will be linked with accountability data, will be developed with feedback from the field.
 - This will also be an opportunity for interested parties to assist in developing the contextual elements of the reports.

Next Steps for New York (Continued)

➤ 2018-19 Budget Tracking

- Using guidance published by SED, school districts will begin tracking their 2018-19 expenditures on a per pupil basis at the school level.

➤ Report Submissions (December 2019)

- Standards for reporting, including how it will be linked with accountability data, will be developed in the Fall with feedback from the field.

**ESSA Plan
Implementation:**
Next Steps

Winter 2018

- Discuss potential changes to Education Law 211 with Executive and Legislature to ensure alignment with Every Student Succeeds Act (ESSA) plan.
- Draft Commissioner's Regulations to align with the approved ESSA plan, in the following areas:
 - Implementation of school and district accountability system, including identification, progress, and exit determinations
 - Implementation of system for support and intervention in identified schools and districts
 - Reporting requirements for districts
 - Incarcerated youth
 - Receivership
- Revise Consolidated Application for schools and districts to align with approved ESSA plan.

Spring 2018

- Present to the Board of Regents, by no later than the April Regents meeting, draft Commissioner's Regulations that support the implementation of New York's approved ESSA plan.
- Create and implement plan for professional development to schools and districts related to new consolidated application, reporting requirements, and school interventions.
- Disseminate materials to field providing guidance on new requirements, interventions, and supports.
- Launch Participatory Budgeting pilots

Spring 2018 (Continued)

- Conduct training sessions on new Accountability System.
- Begin to make visits to selected schools likely to be identified for graduation rate.
- Create ESSA Transfer High School accountability, support, and intervention system.
- Create new templates for District and School Improvement Plans, plans for subgroups that perform at Level 1 on an accountability measure, as well as participation improvement plans for schools that persistently and significantly fail to meet the 95% participation rate requirement for a subgroup.

Summer 2018

- Action by Board of Regents to adopt amendments to Commissioner's Regulations.
- Present recommendations to the Board of Regents regarding culturally responsive education.
- Propose strategies for meeting ESSA's per pupil expenditure reporting requirements.
- Provide training on new data collection and verification processes.

Fall 2018

- The Department will release new Accountability Determinations and classify schools as being “In Good Standing,” “Targeted Support and Improvement,” (TSI) or “Comprehensive Support and Improvement” (CSI).
- Beginning with 2017-18 school year results, the Department will implement a new methodology for identification of Recognition Schools that better recognizes progress and achievement in high-need districts.
- By October 31, 2018, the Department will make demonstrable improvement determinations for Receivership Schools in accordance with the timeline specified by the Commissioner.

Fall 2018 (Continued)

- Remove from Receivership status at the end of the 2018-19 school year any current Persistently Struggling or Struggling School that is not identified as CSI.
- Newly place in Receivership any current Priority School that is identified as a CSI school.
- Identify and provide training on Department-supported evidence-based interventions.

Please share your thoughts

- How can the Department best support LEAs in transition towards ESSA?
- What are the evidence-based strategies that the Department should support under School Improvement, Title IIA, Parent and Family Engagement, and Title IVA?
- From your work with parents, what data elements do parents focus on that should be highlighted in a data platform?

Please share your thoughts

- What tools do administrators need to communicate to the public about ESSA and the new accountability system?
- What can the Department do to support implementation of culturally responsive education, as well as linguistically and culturally accessible family engagement in NYS schools?

Thank You

To share your thoughts and for more information and the latest updates on the state's ESSA planning, please visit the NYSED Every Student Succeeds Act (ESSA) webpage at:

<http://www.p12.nysed.gov/accountability/essa.html>

Appendix

Long-Term Goals and Interim Measures of Progress: *Definitions*

The following slides provide an overview of New York’s state-level goals and interim measures of progress (i.e., targets)

Goal or Interim Measure	Definition
“End” Goal	The desired level of performance that every subgroup in every school should ultimately attain. The end goal is used as a part of the process of determining how much of a gap exists between current and desired performance.
Baseline Performance	A group’s performance on a measure of student performance in the base year.
Gap between “End” Goal and Current Performance	The achievement or graduation rate gap between a group’s “end” goal and baseline (i.e., current) performance.
20% of Gap	Based on taking the gap between the “end” goal and current performance, multiplied by 0.20.
Long-Term Goal	The level of performance that each subgroup statewide and within a district and a school is expected to demonstrate five years from now. The long-term goal is computed as a specified amount of reduction between the desired “end” goal and the statewide baseline performance. For example, the long-term goal may be to reduce the achievement gap by 20%.
Yearly Gap Reduction Goal	Because New York is working to close gaps by 20% in five years, the yearly gap reduction goal is the “20% of Gap” measure divided by 5.
First Annual Interim Measure of Progress (MIP)	Calculated by adding the yearly gap reduction goal to the “baseline performance” to determine an annual interim measure of progress, or target, for student performance.
Exceeding the Long-Term Goal	The threshold to be classified as exceeding a subgroup’s long-term goal; set as the long-term goal plus 50% of the difference between the long-term goal and the “end” goal. For example, if the “end” goal is 200 and the long-term goal is 150, exceeding the long-term goal is performance at or above 175.

New York State recognizes where a school or group is starting and expects progress from all



Academic Achievement

Based on a set “end” goal of 200 points on the ELA and math Performance Indices, NY State has established a long-term goal for 2021-22 of each accountability subgroup closing the achievement gap with the “end” goal by 20%.



Graduation Rates

Based on an “end” goal of a 95% four-year cohort graduation rate, 96% for the five-year rate, and 97% for the six-year rate, NY State has established a long-term goal for 2021-22 of closing the graduation rate gap with the “end” goal by 20%.



English Language Proficiency

Based on an “end” goal of 95% of English learners making progress in achieving English proficiency, NY State has established a long-term goal for 2021-22 of closing the proficiency gap by 20%.

Long-Term Goals and Measures of Interim Progress (MIPs): *state-level examples*

Academic Achievement: All Students group, grades 3-8 ELA

Note: Goals and MIPs are set separately for ELA and math and separately for grades 3-8 and high school. In addition, each accountability subgroup has its own goals and MIPs.

Graduation Rates: All Students group

Note: Goals and MIPs are set separately for the four-, five-, and six-year cohort graduation rates and for each accountability subgroup.

Goal or Interim Measure	Year	Academic Achievement Index Score
"End" Goal	TBD	200 points
Baseline Performance	2015-16	97 points
Gap between "End" Goal and Current Performance	N/A	103 points (200 points - 97 points)
20% of Gap	N/A	20.6 points (103 points x 0.20)
Long-Term Goal (i.e., close the gap by 20%)	2021-22	118 points (97 points + 20.6 points)
Yearly Gap Reduction Goal	2017-18 to 2021-22	4.1 points (20.6 points/5)
First Annual Interim Measure of Progress (MIP)	2017-18	101.1 points (97 points + 4.1 points)

Goal or Interim Measure	Year	4-year Cohort Graduation Rate
"End" Goal	TBD	95%
Current Performance	2014-15	80.4%
Gap between "End" Goal and Current Performance	N/A	14.6% (95% - 80.4%)
20% of Gap	N/A	2.9% (14.6% x 0.20)
Long-Term Goal (i.e., close the gap by 20%)	2021-22	83.3% (80.4% + 2.9%)
Yearly Gap Reduction Goal	2017-18 to 2021-22	0.6% (2.9%/5)
First Annual Interim Measure of Progress (MIP)	2017-18	80.9% (80.4% + 0.6%) 55

Statewide End Goals, Long-Term Goals and Measurements of Interim Progress:

Academic Achievement (grades 3-8 ELA)

Group Name	2015-16 Base-line	Gap from End Goal	5-Yr Gap Reduction Goal	Yearly Gap Reduction Goal	2017-18 Target	2018-19 Target	2019-20 Target	2020-21 Target	2021-22 Target	End Goal
All Students	97	103	20.6	4.1	101	105	109	113	118	200
Asian/Pacific Islander	157	43	8.6	1.7	159	160	162	164	166	200
Black	89	111	22.2	4.4	93	98	102	107	111	200
Economically Disadvantaged	87	113	22.6	4.5	92	96	101	105	110	200
English Language Learners	58	142	28.4	5.7	64	69	75	81	86	200
Hispanic	88	112	22.4	4.5	92	97	101	106	110	200
Multiracial	97	103	20.6	4.1	101	105	109	113	118	200
American Indian/Alaska Native	87	113	22.6	4.5	92	96	101	105	110	200
Students With Disabilities	45	155	31.0	6.2	51	57	64	70	76	200
White	93	107	21.4	4.3	97	102	106	110	114	200

Student Growth Measure

What does this measure?

For **elementary and middle schools**, student growth in grades 4-8 based on statewide assessments in ELA and math. Student Growth Percentiles (SGPs) from the current year and the prior two years are used to compute a Mean Growth Percentile (MGP) for this measure. Only student's prior test scores are used to compute this measure.

Which students are included in calculating student growth?

- Only students in grades 4-8 who took the test in the previous grade level in the previous year and the next sequential grade level in the current year at the same school
- For example, a student who took the grade 3 ELA test in 2016-17 and the grade 4 ELA test in 2017-18 in the same school will be counted in the growth calculation for 2017-18

Performance Levels (Student Growth Level)

What rating can my school or subgroup receive on this measure?

Subgroup's MGP	Growth Level
45 or less	1
Between 45.1 and 50	2
Between 50.1 and 54	3
Greater than 54	4

Academic Progress Measure

What does this measure?

For **all schools**, how a subgroup performs in ELA and math in comparison to: (1) the State's long-term goals for the subgroup; (2) the State's measure of interim progress (MIP) in that year; and (3) the school-specific MIP for that subgroup in that school year. A Level is computed separately for ELA and math and the results are then **rounded down**. For example, if low-income students are Level 1 in ELA and Level 2 in math, the low-income students will be assigned Level 1 for Academic Progress.

Performance Levels: *What rating can my school or subgroup receive on this measure?*

	Did Not Meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet MIP	1	NA	NA
Met lower MIP	2	3	4
Met higher MIP	3	4	4

A school would fall into this category only if it met the lower of its two MIPs, but not the higher MIP.

English Language Proficiency Measure

What does this measure?

For **all schools**, how a school's success ratio for the percentage of English language learners (ELLs) making progress toward achieving English language proficiency (ELP) as measured by the NY State English as a Second Language Achievement Test (NYSESLAT) compares to the school's benchmark

How is the NYSESLAT scored?

- Students receive scale scores (e.g., 0-500).
- These scale scores are converted to five performance levels: **Entering, Emerging, Transitioning, Expanding or Commanding**.
- Students scoring **Commanding** are considered proficient.

Matrix for Determining ELL Growth: *How much growth must an individual English learner make in order to be considered to have demonstrated growth?*

ELP level: initial year of ELL identification	Year 2	Year 3	Year 4	Year 5
Entering	1.25 levels	1 level	1 level	0.75 levels
Emerging	1.25 levels	1 level	0.75 levels	
Transitioning	1 level	1 level		
Expanding	1 level			

English Language Proficiency Measure

Example: Elementary/Middle School ABC

Elementary/Middle School ABC



2017-2018 ELP Proficiency Measure: English Language Learners (ELLs)	
School's Benchmark for 2017-2018	0.60
% of ELLs Making Progress in 2017-2018	64% (or 0.64)
School Success Ratio	$0.64/0.60 = 1.07$
ELP Achievement Level	3

This number is calculated based on the "average" probability a student in the school will meet his or her ELP expected progress.

This number is calculated based on the percentage of ELLs who met their individual goals.

This number is calculated by dividing the percentage of ELLs in the school making progress by the School's Benchmark.

Graduation Rate Measure

What does this measure?

For **high schools**, how a subgroup is performing on the four-, five- and six-year graduation rates in comparison to: (1) the State's long-term goals for the subgroup; (2) the State's measure of interim progress (MIP) in that year; and (3) the school-specific MIP for that subgroup in that school year. A level is assigned to the four-, five-, and six-year graduation rates, and then those are averaged for the group. For example, if the ELL group is Level 2 for the four-year graduation rate and Level 3 for the five- and six-year graduation rates, the ELL group will be assigned Level 3.

Graduation Rate Levels: *What rating can my school or subgroup receive on this measure?*

	Did Not Meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet MIP	1	NA	NA
Met lower MIP	2	3	4
Met higher MIP	3	4	4

A school would fall into this category only if it met the lower of its two MIPs, but not the higher MIP.

Chronic Absenteeism Measure

Achievement

Growth

Progress

Graduation Rate

Eng. Lang. Prof.

Chr. Absenteeism

CCCR Index

What does this measure?

For **all schools**, the percentage of students enrolled during the school year who were absent (excused or unexcused) for at least 10% or more of the days they were enrolled in a school, excluding students who were enrolled for ten or fewer days.

Chronic Absenteeism Levels: *What rating can my school or subgroup receive on this measure?*

	Did Not Meet State Long-Term Goal	Met State Long-Term Goal	Exceeded State Long-Term Goal
Did not meet MIP	1	NA	NA
Met lower MIP	2	3	4
Met higher MIP	3	4	4

A school would fall into this category only if it met the lower of its two MIPs, but not the higher MIP.