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To: District Superintendents, Superintendents and Charter School Leaders

From: Jason Harmon, Assistant Commissioner 

Subject: Long-Term Goals and Measures of Interim Progress (MIP) for the 2020-21 School Year

Date: September 1, 2020

The purpose of this memo is to share the Long-Term Goals and Measures of Interim Progress (MIP) for the 2020-21 school year.

The New York State Education Department (NYSED or “the Department”) understands the unique challenges that school and district communities have faced during the 2019-20 school year due to the COVID-19 pandemic. In order to be responsive and flexible during these unprecedented challenges, NYSED has committed to not making any 2020-21 accountability status determinations based on the 2019-20 school year results (see [memo](#) of April 17, 2020).

Although we are all still actively planning for reopening schools in the upcoming school year, the Department is required to create new five-year Long-Term Goals and Measures of Interim Progress (MIPs) for ELA and mathematics Academic Progress; 4-, 5-, and 6-year graduation rates; Chronic Absenteeism; and College, Career, and Civic Readiness (CCCR). Development and dissemination of these new Long-Term Goals and MIPs for the 2020-21 school year is required by NYSED’s approved ESSA plan and Commissioner’s Regulations §100.21. The statewide goals and district and school-level MIPs are used to determine whether the district and school or charter school receive a Level 1, 2, 3, or 4 for the accountability indicators identified above.

For each district, charter school, and school, NYSED has posted to the [Information and Reporting Services \(IRS\) portal](#) a Microsoft Excel file named “*Goals_MIPs_2020-21.xlsx*” that includes goals and MIPs for grades 3-8 ELA, grades 3-8 mathematics, high school ELA, high school mathematics, 4-year cohort graduation rate, 5-year cohort graduation rate, 6-year cohort graduation rate, grades 1-8 Chronic Absenteeism, grades 9-12 Chronic Absenteeism, and CCCR. This file includes school MIPs, district MIPs, and statewide goals and MIPs for the aforementioned indicators for the 2020-21 school year.

Please note the following as you review the data:

1. As outlined in the April 17, 2020 [memo](#), the 2019-20 State/District/School MIPs have been extended to the 2020-21 school year.
2. The existing 2020-21 to 2022-23 State/District/School MIPs have been converted to the 2021-22 to 2023-24 school years.

3. The State/District/School MIPs for the 2024-25 school year were set by adding the change in MIPs between 2022-23 and 2023-24 school years to the respective 2023-24 State/District/School MIPs. Please note that the high school ELA and high school mathematics MIPs for 2024-25 school year were not changed and remains the same as the 2023-24 school year.
4. The 2024-25 State MIPs will be the informational Long-Term Goals for the 2019-20 school year. As previously stated, the Department will not make any accountability determinations based on 2019-20 school year results.
5. The 2024-25 State/District/School MIPs will be extended to the 2025-26 school year. The 2025-26 State MIPs will become the Long-Term Goals for the 2020-21 school year.
6. For each district and school, all subgroups that met the N-size requirement (in 2016-17, 2017-18, or 2018-19 school years) will have MIPs created for the 2019-20 to 2025-26 school years. Please see Attachment A for the State MIPs for the 2019-20 to 2025-26 school years.
7. If an accountability subgroup met the N-size requirement in the 2018-19 school year but did not meet the N-size requirement in the 2016-17 or 2017-18 school years, the subgroup will have new MIPs for the 2019-20 to 2025-26 school years. The new MIPs were set using the same methodology as described in our [October 2018 memo](#) regarding “Every Student Succeeds Act (ESSA) Accountability Status for 2018-19: Goals and Measures of Interim Progress (MIP), and Timeline for Preliminary Identification, Final Identification, and Public Release.” Please note that the 2018-19 school year data became the new baseline for this subgroup.

Districts and charter schools may petition to have a MIP modified to reflect changes in a school’s organization or enrollment by submitting the MIP Appeal Form (see Attachment B) to accountinfo@nysed.gov by **Friday, October 2, 2020**.

NYSED is committed to supporting schools and districts efforts focused on providing quality education and improving student outcomes. As we continue to navigate these uncertain times, the Office of Accountability will continue to review, update and provide flexibility to the maximum extent possible. Questions concerning the information contained in this memo should be directed to: accountinfo@nysed.gov.

cc: Kim Wilkins
David Frank
Rose LeRoy
Stephen Earley
Jennifer Todd
Lisa Long

Attachment A
Statewide End Goals and Measures of Interim Progress (MIP) from 2019-20 to 2025-26

Grades 3-8 ELA									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	96.6	108.9	108.9	113	117.3	121.6	125.9	125.9	200
American Indian or Alaska Native	92.9	105.8	105.8	110.1	114.3	118.5	122.7	122.7	200
Asian or Native Hawaiian/Other Pacific Islander	153.2	158.9	158.9	160.8	162.6	164.4	166.2	166.2	200
Black or African American	89.5	102.7	102.7	107.1	111.6	116.1	120.6	120.6	200
Economically Disadvantaged	86.1	99.9	99.9	104.5	108.9	113.3	117.7	117.7	200
English Language Learners	55	72.4	72.4	78.2	84	89.8	95.6	95.6	200
Hispanic or Latino	86.2	100	100	104.6	109	113.4	117.8	117.8	200
Multiracial	93.3	106.2	106.2	110.5	114.6	118.7	122.8	122.8	200
Students with Disabilities	48.3	66.6	66.6	72.7	78.6	84.5	90.4	90.4	200
White	93.8	106.4	106.4	110.6	115	119.4	123.8	123.8	200

Grades 3-8 Mathematics									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	99.3	111.3	111.3	115.3	119.4	123.5	127.6	127.6	200
American Indian or Alaska Native	90.4	103.6	103.6	108	112.3	116.6	120.9	120.9	200
Asian or Native Hawaiian/Other Pacific Islander	171.9	175.2	175.2	176.3	177.5	178.7	179.9	179.9	200
Black or African American	78.2	92.9	92.9	97.8	102.6	107.4	112.2	112.2	200
Economically Disadvantaged	84.8	98.6	98.6	103.2	107.8	112.4	117	117	200
English Language Learners	72.8	88.1	88.1	93.2	98.2	103.2	108.2	108.2	200
Hispanic or Latino	82.3	96.4	96.4	101.1	105.8	110.5	115.2	115.2	200
Multiracial	95.1	107.7	107.7	111.9	116.1	120.3	124.5	124.5	200
Students with Disabilities	48.3	66.6	66.6	72.7	78.6	84.5	90.4	90.4	200
White	102.4	114.1	114.1	118	121.9	125.8	129.7	129.7	200

High School ELA									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	188.3	191.6	191.6	192.7	193.6	193.6	193.6	193.6	215
American Indian or Alaska Native	166.1	172.1	172.1	174.1	175.9	175.9	175.9	175.9	215
Asian or Native Hawaiian/Other Pacific Islander	208.4	209.3	209.3	209.6	209.7	209.7	209.7	209.7	215
Black or African American	158.1	165	165	167.3	169.5	169.5	169.5	169.5	215
Economically Disadvantaged	166.9	172.6	172.6	174.5	176.5	176.5	176.5	176.5	215
English Language Learners	82.4	98.3	98.3	103.6	108.9	108.9	108.9	108.9	215
Hispanic or Latino	161.3	167.6	167.6	169.7	172	172	172	172	215
Multiracial	197	199.1	199.1	199.8	200.6	200.6	200.6	200.6	215
Students with Disabilities	112.2	124.5	124.5	128.6	132.8	132.8	132.8	132.8	215
White	207.5	208.4	208.4	208.7	209	209	209	209	215

High School Mathematics									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	147	153.3	153.3	155.4	157.6	157.6	157.6	157.6	200
American Indian or Alaska Native	125.1	134.1	134.1	137.1	140.1	140.1	140.1	140.1	200
Asian or Native Hawaiian/Other Pacific Islander	190.6	191.8	191.8	192.2	192.5	192.5	192.5	192.5	200
Black or African American	109.3	120.1	120.1	123.7	127.4	127.4	127.4	127.4	200
Economically Disadvantaged	124.9	133.9	133.9	136.9	139.9	139.9	139.9	139.9	200
English Language Learners	89.7	102.9	102.9	107.3	111.8	111.8	111.8	111.8	200
Hispanic or Latino	117.4	127.3	127.3	130.6	133.9	133.9	133.9	133.9	200
Multiracial	148.4	154.7	154.7	156.8	158.7	158.7	158.7	158.7	200
Students with Disabilities	81.2	95.6	95.6	100.4	105	105	105	105	200
White	165	169.2	169.2	170.6	172	172	172	172	200

4-Year Cohort Graduation Rate (%)									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	81.8	83.3	83.3	83.8	84.4	85	85.6	85.6	95
American Indian or Alaska Native	67.5	70.8	70.8	71.9	73	74.1	75.2	75.2	95
Asian or Native Hawaiian/Other Pacific Islander	87.7	88.6	88.6	88.9	89.2	89.5	89.8	89.8	95
Black or African American	71.5	74.2	74.2	75.1	76.2	77.3	78.4	78.4	95
Economically Disadvantaged	75.3	77.7	77.7	78.5	79.2	79.9	80.6	80.6	95
English Language Learners	49.4	54.8	54.8	56.6	58.5	60.4	62.3	62.3	95
Hispanic or Latino	71.2	74.2	74.2	75.2	76	76.8	77.6	77.6	95
Multiracial	82.7	84.2	84.2	84.7	85.2	85.7	86.2	86.2	95
Students with Disabilities	56.7	61.2	61.2	62.7	64.4	66.1	67.8	67.8	95
White	89.8	90.4	90.4	90.6	90.8	91	91.2	91.2	95

5-Year Cohort Graduation Rate (%)									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	84	85.5	85.5	86	86.4	86.8	87.2	87.2	96
American Indian or Alaska Native	73.3	76	76	76.9	77.8	78.7	79.6	79.6	96
Asian or Native Hawaiian/Other Pacific Islander	89.6	90.5	90.5	90.8	90.9	91	91.1	91.1	96
Black or African American	75.1	77.5	77.5	78.3	79.3	80.3	81.3	81.3	96
Economically Disadvantaged	79	81.1	81.1	81.8	82.4	83	83.6	83.6	96
English Language Learners	57.4	61.9	61.9	63.4	65.1	66.8	68.5	68.5	96
Hispanic or Latino	73.9	76.6	76.6	77.5	78.3	79.1	79.9	79.9	96
Multiracial	84	85.5	85.5	86	86.4	86.8	87.2	87.2	96
Students with Disabilities	60.2	64.4	64.4	65.8	67.4	69	70.6	70.6	96
White	91.1	91.7	91.7	91.9	92.1	92.3	92.5	92.5	96

6-Year Cohort Graduation Rate (%)									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	84.1	85.6	85.6	86.1	86.7	87.3	87.9	87.9	97
American Indian or Alaska Native	70	73.3	73.3	74.4	75.4	76.4	77.4	77.4	97
Asian or Native Hawaiian/Other Pacific Islander	89.1	90	90	90.3	90.7	91.1	91.5	91.5	97
Black or African American	75.1	77.8	77.8	78.7	79.5	80.3	81.1	81.1	97
Economically Disadvantaged	79.3	81.4	81.4	82.1	82.8	83.5	84.2	84.2	97
English Language Learners	57.4	62.2	62.2	63.8	65.3	66.8	68.3	68.3	97
Hispanic or Latino	74.3	77	77	77.9	78.8	79.7	80.6	80.6	97
Multiracial	82.1	83.9	83.9	84.5	85.1	85.7	86.3	86.3	97
Students with Disabilities	58.4	62.9	62.9	64.4	66.1	67.8	69.5	69.5	97
White	90.8	91.4	91.4	91.6	92	92.4	92.8	92.8	97

College, Career and Civic Readiness									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	126.2	132.2	132.2	134.2	136	137.8	139.6	139.6	175
American Indian or Alaska Native	97.3	106.6	106.6	109.7	112.8	115.9	119	119	175
Asian or Native Hawaiian/Other Pacific Islander	152.3	155	155	155.9	156.8	157.7	158.6	158.6	175
Black or African American	94.8	104.4	104.4	107.6	110.8	114	117.2	117.2	175
Economically Disadvantaged	107.5	115.6	115.6	118.3	121	123.7	126.4	126.4	175
English Language Learners	32	49.1	49.1	54.8	60.6	66.4	72.2	72.2	175
Hispanic or Latino	98.3	107.6	107.6	110.7	113.6	116.5	119.4	119.4	175
Multiracial	125.9	131.9	131.9	133.9	135.7	137.5	139.3	139.3	175
Students with Disabilities	67.9	80.8	80.8	85.1	89.3	93.5	97.7	97.7	175
White	147.5	150.8	150.8	151.9	153	154.1	155.2	155.2	175

Grades 1-8 Chronic Absenteeism Rate (%)									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	15.4	14.2	14.2	13.8	13.3	12.8	12.3	12.3	5
American Indian or Alaska Native	22	19.9	19.9	19.2	18.6	18	17.4	17.4	5
Asian or Native Hawaiian/Other Pacific Islander	8.4	8.1	8.1	8	7.7	7.4	7.1	7.1	5
Black or African American	21.5	19.4	19.4	18.7	18.2	17.7	17.2	17.2	5
Economically Disadvantaged	21.1	19.3	19.3	18.7	17.9	17.1	16.3	16.3	5
English Language Learners	18.6	17.1	17.1	16.6	15.9	15.2	14.5	14.5	5
Hispanic or Latino	21	19.2	19.2	18.6	17.8	17	16.2	16.2	5
Multiracial	17.5	16	16	15.5	15	14.5	14	14	5
Students with Disabilities	22.9	20.8	20.8	20.1	19.3	18.5	17.7	17.7	5
White	10.9	10.3	10.3	10.1	9.7	9.3	8.9	8.9	5

Grades 9-12 Chronic Absenteeism Rate (%)									
Group Name	2016-17 Baseline	2019- 20 MIP	2020- 21 MIP	2021- 22 MIP	2022- 23 MIP	2023- 24 MIP	2024- 25 MIP	2025- 26 MIP (2020- 21 Long- Term Goal)	End Goal
All Students	24.2	21.8	21.8	21	20.4	19.8	19.2	19.2	5
American Indian or Alaska Native	37.4	33.5	33.5	32.2	30.9	29.6	28.3	28.3	5
Asian or Native Hawaiian/Other Pacific Islander	14.8	13.6	13.6	13.2	12.8	12.4	12	12	5
Black or African American	33.9	30.3	30.3	29.1	28.1	27.1	26.1	26.1	5
Economically Disadvantaged	32.4	29.1	29.1	28	26.9	25.8	24.7	24.7	5
English Language Learners	36.4	32.5	32.5	31.2	30.1	29	27.9	27.9	5
Hispanic or Latino	34	30.4	30.4	29.2	28.2	27.2	26.2	26.2	5
Multiracial	24.7	22.3	22.3	21.5	20.8	20.1	19.4	19.4	5
Students with Disabilities	35.2	31.6	31.6	30.4	29.2	28	26.8	26.8	5
White	16.6	15.1	15.1	14.6	14.3	14	13.7	13.7	5

Attachment B
Instructions for Completing the Measures of Interim Progress (MIP) Appeal Form

To appeal the Measures of Interim Progress (MIP) set by the Department for the period 2019-20 to 2025-26, districts and charter schools must submit a completed, signed by the Superintendent/Charter School Leader (for New York City, the Chancellor), and dated Measures of Interim Progress (MIP) Appeal Form with all required supporting evidence. Districts/charter schools must submit the appeal by **Friday, October 2, 2020** to accountinfo@nysed.gov.

Districts seeking an appeal for individual schools within the district must submit one form per school being appealed. The district must identify the BEDS codes and the reason for the appeal requests and provide evidence to support the appeal.

Appeals may be granted if the district/charter school can prove that in the 2019-20 school year there was a significant change to the enrollment, or the school underwent a grade re-configuration in the 2019-20 school year, or will undergo a grade-reconfiguration in the 2020-21 school year. After review of the appeal, the Department will inform the district/charter school regarding the status of the appeal. If the appeal is granted, then the district/charter school will be notified about the changed MIP(s).

Completing the Appeal Form:

1. Within the designated fields, provide the district's Name and BEDS Code.
2. Please provide the school's name and BEDS Code.
3. Check the corresponding box next to the appropriate accountability designation for the school or district that is being appealed.
4. Check the corresponding box next to the appropriate indicator(s) and subgroup(s) being appealed.
5. Please provide a narrative rationale for why the MIPs should be changed. The rationale should be brief and based on facts related to the submitted evidence. Note: Excessive details are unnecessary. Please eliminate information that is unrelated to the evidence submitted.
6. Protect personal identification information. Documents submitted to NYSED should not include social security number(s) (except the last 4 digits), date of birth, race/ethnicity, disability status, or other non-directory information. Protecting this information from unauthorized access is a legal requirement and is an important priority for NYSED. To ensure the security, if the supporting evidence for your appeal includes any of the sensitive and protected information listed above, please send this evidence to NYSED either (1) in an enclosed envelope via secure ground mail, or (2) electronically over the internet via secure file transfer protocol (SFTP). Data sent via e-mail and standard FTP (including FTP sites with password protection) is unencrypted and therefore not secure. Consequently, these methods must not be used to transmit sensitive and protected data.
7. The Superintendent/Charter School Leader (for New York City, the Chancellor) must certify the document and submit it via e-mail to accountinfo@nysed.gov by **Friday, October 2, 2020**.



Measures of Interim Progress (MIP) Appeal Form

District Name:			
District BEDS Code:			
Name, Phone Number, and e-mail address of the Person Completing the Form:			
Please provide the school details and the reason(s) for the appeal. If the appeal is for multiple schools, please use a separate form for each school. Attach any data and/or supporting material to this form.			
School Name:			
BEDS Code:			
Accountability Status:	<input type="checkbox"/> Good Standing	<input type="checkbox"/> CSI School	<input type="checkbox"/> TSI School <input type="checkbox"/> Target District
Check the Indicator(s) being Appealed		Reason for Appeal	
<input type="checkbox"/> 3 – 8 ELA <input type="checkbox"/> 3 – 8 Math <input type="checkbox"/> 1 – 8 Chronic Absenteeism <input type="checkbox"/> HS ELA <input type="checkbox"/> HS Math <input type="checkbox"/> CCCR <input type="checkbox"/> 9 – 12 Chronic Absenteeism <input type="checkbox"/> 4-yr GR <input type="checkbox"/> 5-yr GR <input type="checkbox"/> 6-yr GR		<input type="checkbox"/> Grade Re-configuration in 2019-20 or 2020-21 <input type="checkbox"/> Student Population Change <input type="checkbox"/> Data Issue <input type="checkbox"/> Other (e.g., school closure)	
Check the Subgroup(s) being Appealed			
<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Native American <input type="checkbox"/> Asian <input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> English Language Learners <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Multiracial			
Please briefly explain the rationale for this appeal. Be sure to submit any data to support the rationale. (Use additional sheets if necessary.)			

I certify that the information provided above and in the attached documents is true and accurate to the best of my knowledge. In the event the appeal is denied, I understand that the Measures of Interim Progress reported in the Information Reporting Services (IRS) portal will be final.

Superintendent/Charter School Leader Name:			
Superintendent/Charter School Leader Signature:		Date:	