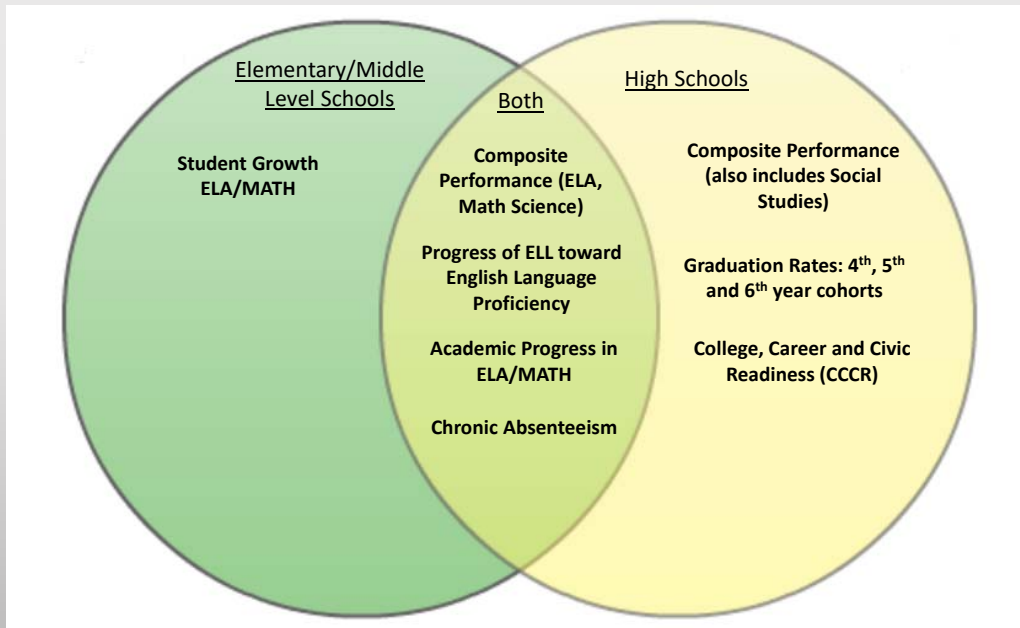



Every Student Succeeds Act Understanding MIP Calculations



Accountability Indicators



Definitions of Accountability Indicators

 = on current MIP REPORT

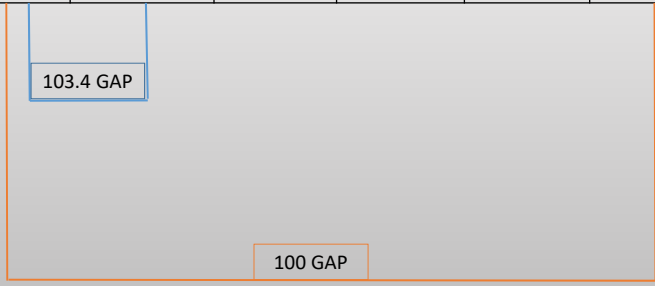
Performance Indicator	Description
Composite Performance	Measures achievement on state assessments in English language arts (ELA), mathematics, and science. For high schools, also measures achievement on state assessments in social studies
Student Growth	Measures student growth on statewide assessments in ELA and mathematics 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 year(s).
Academic Progress	Measures progress on state assessments in ELA and in mathematics against long-term goals and Measures of Interim Progress (MIP).
Graduation Rates	Measures 4-, 5-, and 6-year cohort graduation rates against long-term goals and MIPs.
English Language Proficiency	Measures the progress of English Language Learners (ELL) in meeting their individual goals on the New York State English as a Second Language Achievement Test (NYSESLAT).
Chronic Absenteeism	Measures the percentage of students who miss 10% or more days of instruction against long-term goals and MIPs.
College, Career and Civic Readiness (CCCR)	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 against long-term goals and MIPs.

State Goals, State Measures of Interim Progress (MIPs), District/School MIPs

Goal or Interim Measure	Description	Example / Formula
“End Goal”	The desired level of performance that every subgroup in the State and in each district and 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.	The “End Goal” for the “All Students” subgroup in ELA and Math is a PI of 200 .
Baseline Performance	A group’s performance on a measure of student performance in the base year (i.e., the 2016-17 school year for initial baselines).	<p><u>State</u> : The Baseline PI for NYS is 96.6</p> <p><u>School</u>: The Baseline PI of School “X” in District “Y” in 2016-2017 is 100</p>
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.	<p><u>State</u>: The gap between the “End Goal” and the current PI is 103.4 points (200 – 96.6 = 103.4)</p> <p><u>School</u>: The gap between the “End Goal” and the current PI is 100 points (200 – 100 = 100)</p>

Understanding MIPs – Part 1

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6				100			



State Goals, State Measures of Interim Progress (MIPs), District/School MIPs

NOTES:
“END GOAL” = 200

State Baseline PI = 96.6
State Gap = 103.4

School Baseline PI = 100
School Gap = 100

Goal or Interim Measure	Description	Example / Formula
20% of the Gap	The gap between the “end” goal and current performance multiplied by 0.20	<u>State:</u> 20% of the Gap between the “End Goal” and the State baseline is 20.7 (103.4 x .20 = 20.7) <u>School:</u> 20% of the gap between the “End Goal” and the current PI is 20 (100 x .20 = 20)
Long-Term Goal (STATE)	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%.	<u>State:</u> The Long-Term goal is the State baseline + 20% of the gap. (96.6 + 20.7 = 117.3)
Yearly Gap Reduction Goal	Because New York State is working to close gaps by 20% in five years, the yearly gap reduction goal is the “20% of Gap” measure divided by 5.	<u>State:</u> The Yearly Gap Reduction Goal (STATE) is 4.1 points. (20.7 / 5 = 4.1) <u>School:</u> The Yearly Gap Reduction Goal (DISTRICT) is 4 points. (20 / 5 = 4)

Understanding MIPs – Part 2

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State "Exceed" Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	117.3			100			

103.4 GAP

Calculating State Long Term Goal

$$103.4 \times .20 = \underline{20.7} \text{ (20\% Gap)}$$

$$96.6 + \underline{20.7} = 117.3$$

Understanding MIPs – Part 3

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State "Exceed" Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	117.3		100.7	100	104		

Calculate State MIPs (GAP is 20.7) $[(200-96.6) \times .20]$

$$20.7 / 5 = \underline{4.14} \text{ (This is the Yearly GAP Reduction GOAL)}$$

$$2017 - 2018 = 96.6 + \underline{4.14} = 100.74 = \mathbf{100.7}$$

$$2018 - 2019 = 100.74 + \underline{4.14} = 104.88 = \mathbf{104.9}$$

$$2019 - 2020 = 104.88 + \underline{4.14} = 109.02 = \mathbf{109.0}$$

$$2020 - 2021 = 109.02 + \underline{4.14} = 113.16 = \mathbf{113.2}$$

$$2021 - 2022 = 113.16 + \underline{4.14} = \mathbf{117.3}$$

Calculate School MIPs (GAP is 20) $[(200-100) \times .20]$

$$20 / 5 = \underline{4.0} \text{ (This is the Yearly GAP Reduction GOAL)}$$

$$2017 - 2018 = 100 + \underline{4.0} = \mathbf{104}$$

$$2018 - 2019 = 104 + \underline{4.0} = \mathbf{108}$$

$$2019 - 2020 = 108 + \underline{4.0} = \mathbf{112}$$

$$2020 - 2021 = 112 + \underline{4.0} = \mathbf{116}$$

$$2021 - 2022 = 116 + \underline{4.0} = \mathbf{120}$$

State Goals, State Measures of Interim Progress (MIPs), District/School MIPs

	Goal or Interim Measure	Description	Example / Formula
NOTES: "END GOAL" = 200 State Baseline PI = 96.6 State Gap = 103.4 20% State Gap = 20.7 Long Term State = 117.3 Yearly Gap Reduction = 4.1 School Baseline PI = 100 School Gap = 100 20% School Gap = 20 Yearly Gap Reduction = 4	First Annual Measure of Interim 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.	State: The first MIP is equal to the State Baseline + the State Yearly Gap Reduction Goal $96.6 + 4.1 = 100.7$ School: The first MIP is equal to the School Baseline + the School Yearly Gap Reduction Goal $100 + 4 = 104$
	Threshold "Exceeding the Long-Term Goal" (STATE)	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 a 95% 4-year graduation rate and the long-term goal is 89% for a group, exceeding the long-term goal is performance at or above 92% for that group.	State: The threshold to "exceed" the Long-Term State Goal is 158.7 $\text{Long Term Goal} + .50(\text{End Goal} - \text{Long Term Goal})$ $117.3 + .50(200 - 117.3) = 158.7$

Understanding MIPs – Part 4

District BEDS District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State "Exceed" Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	117.3	158.7	100.7	100	104		

NOTES:
 "END GOAL" = 200

 State Baseline PI = 96.6
 State Gap = 103.4
 20% State Gap = 20.7
Long Term State = 117.3
 Yearly Gap Reduction = 4.1

Calculating Threshold to "Exceed Long Term Goal"

Long Term Goal + [.50("End Goal" – Long Term Goal)]

$117.3 + [.50(200 - 117.3)]$
 $117.3 + [.50(82.7)]$
 $117.3 + 41.35$
 $158.65 \rightarrow 158.7$

Accountability Matrix

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Understanding MIPs – Scenario #1 - ELA LEVEL 1

District BEDS District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State "Exceed" Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	100	<u>104</u>	99.8	Level 1

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 1 Rating:
 The PI was less than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Did not meet either MIP

The PI did not meet the Long-Term Goal
 The PI did not "Exceed" the Long-Term Goal
Did not Meet Long-Term Goal

Understanding MIPs – Scenario #2 - ELA LEVEL 2

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	100	<u>104</u>	102	Level 2

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 2 Rating:

The PI was less than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Met lower of State or School MIP

The PI did not meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Did not Meet Long-Term Goal

Understanding MIPs – Scenario #3 - ELA LEVEL 3

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	100	<u>104</u>	105	Level 3

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 3 Rating:

The PI was greater than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Met higher of State or School MIP

The PI did not meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Did not Meet Long-Term Goal

Understanding MIPs – Scenario #4 - ELA LEVEL 3

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	120	<u>124.8</u>	122	Level 3

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 3 Rating:

The PI was less than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Met lower of State or School MIP

The PI did meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Met Long-Term Goal

Understanding MIPs – Scenario #5 - ELA LEVEL 4

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	120	<u>124.8</u>	127	Level 4

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 4 Rating:

The PI was greater than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Met higher of State or School MIP

The PI did meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Met Long-Term Goal

Understanding MIPs – Scenario #6 - ELA LEVEL 4

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	120	<u>124.8</u>	160	Level 4

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 4 Rating:
 The PI was greater than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Met higher of State or School MIP
 The PI did meet the Long-Term Goal
 The PI did “Exceed” the Long-Term Goal
Exceeded Long-Term Goal

Understanding MIPs – Scenario #7 - ELA LEVEL 4



District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (PI)	Matrix Level
...ELA 3-8, ALL STUDENTS	200	96.6	<u>117.3</u>	<u>158.7</u>	<u>100.7</u>	160	<u>161.6</u>	160.3	Level 4

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 4 Rating:
 The PI was less than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Met lower of State or School MIP
 The PI did meet the Long-Term Goal
 The PI did “Exceed” the Long-Term Goal
Exceeded Long-Term Goal

Understanding MIPs – Scenario #8 Chronic Absenteeism (Inverse) – Level 1

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	22.2	<u>21.5</u>	24.8	Level 1

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 1 Rating:
 The PI was greater than the 2017 - 2018 School MIP
 The PI was greater than the 2017 - 2018 State MIP
Did not meet either MIP

The PI did not meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Did not Meet Long-Term Goal

Understanding MIPs – Scenario #9 Chronic Absenteeism (Inverse) – Level 2

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	22.2	<u>21.5</u>	22.9	Level 2

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 2 Rating:
 The PI was greater than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Met lower of State or School MIP

The PI did not meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Did not Meet Long-Term Goal

Understanding MIPs – Scenario #10 Chronic Absenteeism (Inverse) – Level 3

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	22.2	<u>21.5</u>	20.9	Level 3

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 3 Rating:
 The PI was less than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Met higher of State or School MIP

 The PI did not meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Did not Meet Long-Term Goal

Understanding MIPs – Scenario #11 Chronic Absenteeism (Inverse) – Level 3

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	18.4	<u>17.9</u>	18.2	Level 3

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 3 Rating:
 The PI was greater than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Met lower of State or School MIP

 The PI did meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Met Long-Term Goal

Understanding MIPs – Scenario #12 Chronic Absenteeism (Inverse) – Level 4

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	18.4	<u>17.9</u>	17.3	Level 4

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 4 Rating:
 The PI was less than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Met higher of State or School MIP

 The PI did meet the Long-Term Goal
 The PI did not “Exceed” the Long-Term Goal
Met Long-Term Goal

Understanding MIPs – Scenario #13 Chronic Absenteeism (Inverse) – Level 4

District BEDS District District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State “Exceed” Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	18.4	<u>17.9</u>	11.3	Level 4

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long- Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 4 Rating:
 The PI was less than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Met higher of State or School MIP

 The PI did meet the Long-Term Goal
 The PI did “Exceed” the Long-Term Goal
Exceeded Long-Term Goal

Understanding MIPs – Scenario #14 Chronic Absenteeism (Inverse) – Level 4



District BEDS District/School Accountability Group Subgroup	END GOAL	2016/2017 State Baseline	State Long Term Goal	State "Exceed" Long Term Goal	2017-18 State MIP	2016-17 School Baseline	2017-2018 School MIP	School Performance (%)	Matrix Level
...CA (HS), ALL STUDENTS	5	24.2	<u>20.4</u>	<u>12.7</u>	<u>23.4</u>	10.0	<u>9.8</u>	9.9	Level 4

	Did Not Meet Long-Term Goal	Met Long-Term Goal	Exceeded Long-Term Goal
Did not meet either MIP	Level 1	N/A	N/A
Met lower of State or School MIP	Level 2	Level 3	Level 4
Met higher of State or School MIP	Level 3	Level 4	Level 4

Level 4 Rating:
 The PI was higher than the 2017 - 2018 School MIP
 The PI was less than the 2017 - 2018 State MIP
Met lower of State or School MIP

 The PI did meet the Long-Term Goal
 The PI did "Exceed" the Long-Term Goal
Exceeded Long-Term Goal

Elementary / Middle Indicators

Elementary/Middle Indicators						
Subgroup	Composite Performance	Growth	Composite Performance & Growth Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism
All Students	Level #	Level #	Level #	Level #	Level #	Level #
American Indian / Alaska Native	Level #	Level #	Level #	Level #	Level #	Level #
Asian or Native Hawaiian / Other Pacific Islander	Level #	Level #	Level #	Level #	Level #	Level #
Black or African American	Level #	Level #	Level #	Level #	Level #	Level #
Hispanic or Latino	Level #	Level #	Level #	Level #	Level #	Level #
Multiracial	Level #	Level #	Level #	Level #	Level #	Level #
White	Level #	Level #	Level #	Level #	Level #	Level #
English Language Learner	Level #	Level #	Level #	Level #	Level #	Level #
Students with Disabilities	Level #	Level #	Level #	Level #	Level #	Level #
Economically Disadvantaged	Level #	Level #	Level #	Level #	Level #	Level #

High School Indicators

High School Indicators							
Subgroup	Composite Performance	Graduation Rate	Composite Performance & Graduation Combined	English Language Proficiency (ELP)	Progress	Chronic Absenteeism	College, Career & Civic Readiness (CCCR)
All Students	Level #	Level #	Level #	Level #	Level #	Level #	Level #
American Indian / Alaska Native	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Asian or Native Hawaiian / Other Pacific Islander	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Black or African American	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Hispanic or Latino	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Multiracial	Level #	Level #	Level #	Level #	Level #	Level #	Level #
White	Level #	Level #	Level #	Level #	Level #	Level #	Level #
English Language Learner	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Students with Disabilities	Level #	Level #	Level #	Level #	Level #	Level #	Level #
Economically Disadvantaged	Level #	Level #	Level #	Level #	Level #	Level #	Level #