Wheatland-Chili CSD

19-20 Accountability Status

Elementary/Middle Schools CSI/TSI Scenarios

- CSI Comprehensive Support and Improvement (All Students)
- TSI Targeted Support and Improvement (Subgroups)

	A. Elementary/Middle Schools													
			Indic	ators										
Scenario	Composite	Growth	Combined Composite	ELP	Progress	Chronic								
	Performance		Performance & Growth			Absenteeism								
1	Both Le	vel 1	Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)								
2	Either Le	evel 1	Level 1	None*	Any One of the	Two is Level 1								
3	Either Le	evel 1	Level 1	Level 1	Any	Level								
4	Either Le	evel 1	Level 1	Level 2	Any One of the Two is Level 1									
5	Either Le	evel 1	Level 1	Level 3 or Level 4	Both Level 1									

ESSA Indicators at the Ele	ementary & Middle Levels
Indicator	Definition
Composite Performance Achievement Level	 Takes higher rank of the Weighted Average Achievement rank and Core Subject Performance (SIRS 106)
Student Growth Level (students must sit for exams on two consecutive years for growth score to be included)	 Calculates growth using grades 4-8 SGPs that compare students across state that had similar scores Creates Mean Growth Percentile using 3 years of ELA and Math SPGs
Combined Composite & Student Growth	 Combines Composite & Student Growth results and then ranks district/school
English Language Proficiency	 Calculates School Success Ratio - Percentage of students making "sufficient progress" divided by School Benchmark
ELA & Math Academic Progress	 Compares Weighted Average Achievement for ELA and Math against State/District MIPs (SIRS-106)
Chronic Absenteeism	 Compares the percentage of students who were absent for 10% or more of instructional days against State/District MIPs (SIRS-107)

Elementary/Middle Schools Status

	District/School Made Progress on 18-19 Data (First Year	Accountability Status for District/	All	Students with	Native					English Language		
District/School Name	Progress)	School	Students	Disabilities	American	Asian	Black	Hispanic	White	Learners	Disadvantaged	Multiracial
WHEATLAND-CHILI CSD	Yes	TD	GS	GS:PTD	-	-	TSI - D	TSI - D	GS	-	GS	GS
WHEATLAND-CHILI HIGH SCHOOL		GS	GS	GS:PTSI	-	-	GS:PTSI	GS	GS	-	GS	-
T J CONNOR ELEMENTARY SCHOOL		GS	GS	GS	-	-	GS	GS	GS	-	GS	GS

- District identified in 2018-2019 for elementary Black and Hispanic performance
 - Target District status in 2018-2019 remains in place for two years
 - Made first year progress first step toward Good Standing
- Further designations in 2019-2020
 - District Good Standing/Potential Targeted District (GS:PTD)
 - Middle Level Good Standing/Potential Targeted Support and Improvement
 - Subgroup: Students with disabilities in grades 6-8
 - Subgroup: Black students in grades 6-8
 - Elementary School Good Standing

A school is CSI if it's All Students subgroup meets any of the CSI Scenarios

							Combined			
							Composite			
			Subgroup Met CSI/TSI	CSI/TSI	Composite		and	English	Average ELA and	
		Accountability	Identification Criteria,	Subgroup	Performance	Student	Student	Language	Math Academic	Chronic
District/School		Status for Subgroup	or Good Standing in	Made Progress	Achievement	Growth	Growth	Proficiency	Progress Level	Absenteeism
Name	Subgroup	in 19-20 school year	19-20 school year	on 18-19 Data	Level	Level	Level	Level	(Rounded Down)	Level
WHEATLAND-CHILI										
HIGH SCHOOL	All	Good Standing	Good Standing	-	2	2	2		2	1

CSI/TSI Scenario Table												
			Combined Composite &			Chronic						
CSI Scenario	Composite	Growth	Growth	ELP	ELA & Math Progress	Absenteeism						
1	Both	Level 1	Level 1	Any Level (None, 1-4)	Any Level (Nor	ne, 1-4)						
2	Eithe	r Level 1	Level 1	None	Any One of the Tw	o is Level 1						
3	Eithe	r Level 1	Level 1	Level 1	Any Leve	el						
4	Eithe	r Level 1	Level 1	Level 2	Any One Lev	vel 1						
5	Eithe	r Level 1	Level 1	Level 3 or Level 4	Both Leve	l 1						
"None" means the school did not have enough English Language Learners (30 results) to make a determination.												
Schools without a Composite Level will have its accountability status determined using a separate Self Assessment process.												

Composite Performance, Student Growth, Combined, and English Language Proficiency

								Combined					
			Comp.			18-19		Composite	Comb. Comp.				
			Perf.	EM		Mean	Student	and	Performance Ach.	EM	English		
			Ach.	Composite	Student	Growth	Growth	Student	Level Rank and	Combined	Language	ELP	
		Comp. Perf.	Level	Rank	Growth	Percentil	Level	Growth	Mean Growth	Rank	Proficiency	Success	EL Proficiency Level
District/School Name	Subgroup	Ach. Level	Rank	Percentile	Level	e (MGP)	Details	Level	Percentile Rank	Percentile	Level	Ratio	Details
WHEATLAND-CHILI HIGH							45.1 -						
SCHOOL	All	2	1173	31.64%	2	46.9	50%	2	721	20.68%			

	All Students														
•	osite Perforr hievement Ra			Growth			Combined		ELP						
Level	Min	Max	Level	Min	Max	Level	Min	Max	Level	Min	Max				
1	1	368	1	0	45	1	1	345	1	0	0.49				
2	371	1,852	2	45.1	50	2	167	1,743	2	0.50	0.99				
3	1,854	2,778	3	50.1	54	3	1,465	2,615	3	1.00	1.24				
4	2,781	3,707	4	54.1	100	4	2,616	3,487	4	1.25					

Measure of Interim Progress (MIP)

							Combined			
							Composite			
			Subgroup Met CSI/TSI	CSI/TSI	Composite		and	English	Average ELA and	
		Accountability	Identification Criteria,	Subgroup	Performance	Student	Student	Language	Math Academic	Chronic
District/School		Status for Subgroup	or Good Standing in	Made Progress	Achievement	Growth	Growth	Proficiency	Progress Level	Absenteeism
Name	Subgroup	in 19-20 school year	19-20 school year	on 18-19 Data	Level	Level	Level	Level	(Rounded Down)	Level
WHEATLAND-CHILI										
HIGH SCHOOL	All	Good Standing	Good Standing	-	2	2	2		2	1

NOTE: Research is underway to review attendance data; 2018-2019 Chronic Absenteeism Level was at Level 4

NYS has established a long term goal for 2021-22 of closing gaps by 20%.

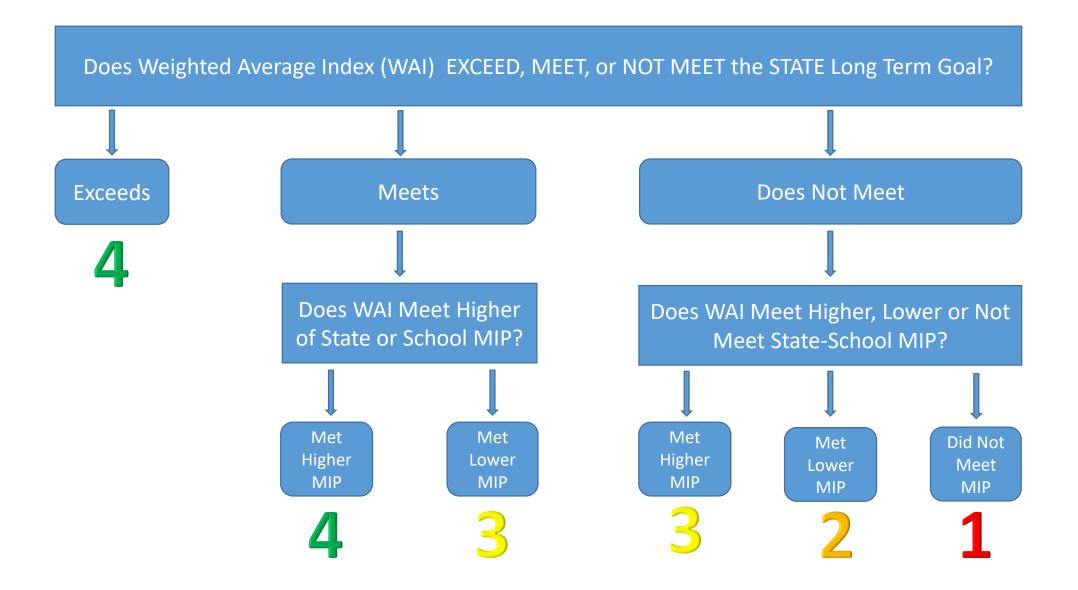


First, identify the goal

Then, determine the gap to the goal

5 Year Plan to close gap by 20%

-2022 Goal line + 1/5 2021-22 + 1/5 2020-21 + 1/5 2019-20 + 1/5 2018-19 + 1/5 2017-18 - 2017 Baseliñe



							Combined			
							Composite			
			Subgroup Met CSI/TSI	CSI/TSI	Composite		and	English	Average ELA and	
		Accountability	Identification Criteria,	Subgroup	Performance	Student	Student	Language	Math Academic	Chronic
District/School		Status for Subgroup	or Good Standing in	Made Progress	Achievement	Growth	Growth	Proficiency	Progress Level	Absenteeism
Name	Subgroup	in 19-20 school year	19-20 school year	on 18-19 Data	Level	Level	Level	Level	(Rounded Down)	Level
WHEATLAND-CHILI										
HIGH SCHOOL	All	Good Standing	Good Standing	-	2	2	2		2	1

	Academic Progress														
			ELA State				ELA		Math State				Math	Avg. ELA and Math Acad. Progress Level. Rounded down	
			Exceed	ELA State	/ \	18-19 ELA		18-19	Exceed	Math State		18-19 Math			
		18-19 ELA	Long Term	Long Term	18-19 ELA	Sch./Dist.	Progress	Math Acad.	Long Term	Long Term	18-19 Matl	Sch./Dist.	Progress	column # 50	
District/School Name	Subgroup	Acad. Ach.	Goal	Goal	State MIP	MIP	Level	Ach.	Goal	Goal	State MIP	MIP	Level	and 58.	
WHEATLAND-CHILI HIGH SCHOOL	All	114.5	160.8	121.6	104.8	80.4	3	95.9	161.8	123.5	107.3	86.8	2	2	

	Chronic Absenteeism													
	State State													
		18-19	Exceed		/ \	18-19								
		Chronic	Long		18-19	Sch./	Chronic							
		Abs.	Term	State Long	State	Dist.	Absenteeism							
District/School Name	Subgroup	Rate	Goal	Term Goal	MIP	MIP	Level	Chronic Abs. Level Details						
WHEATLAND-CHILI HIGH SCHOOL	All	14.9	8.9	12.8	14.6	8.6	1	Did not meet Lower MIP 10						

A school is TSI or PTSI for a subgroup if it meets any of the CSI/TSI Scenarios

					Composite		Combined			
		Accountability Status for	Subgroup Met CSI/TSI	CSI/TSI Subgroup	Performance	a	Composite		Average ELA and Math	
		Subgroup in 19-20 school	1	J	Achievement	Student		0 0	Academic Progress Level	
District/School Name	Subgroup	year	Standing in 19-20 school year	18-19 Data	Level	Growth Level	Growth Level	Proficiency Level	(Rounded Down)	Level
WHEATLAND-CHILI			Good Standing: Potential							
HIGH SCHOOL	Black	Good Standing	TSI for 2020-21	-	1	2	1		1	3
WHEATLAND-CHILI										
HIGH SCHOOL	ED	Good Standing	Good Standing	-	2	1	2		2	1
WHEATLAND-CHILI										
HIGH SCHOOL	Hispanic	Good Standing	Good Standing	-	2	2	2			
WHEATLAND-CHILI			Good Standing: Potential							
HIGH SCHOOL	SWD	Good Standing	TSI for 2020-21	-	1	2	1			1
WHEATLAND-CHILI										
HIGH SCHOOL	White	Good Standing	Good Standing	-	3	2	2		3	1

CSI/TSI Scenario Table													
			Combined Composite &			Chronic							
CSI Scenario Composite Growth Growth ELP ELA & Math Progress Absenteeism													
1	1 Both Level 1 Level 1 Any Level (None, 1-4) Any Level (None, 1-4)												
2	Eithe	r Level 1	Level 1	None	Any One of the Tw	o is Level 1							
3	Eithe	r Level 1	Level 1	Level 1	Any Leve	el							
4	Eithe	r Level 1	Level 1	Level 2	Any One Lev	/el 1							
5	Eithe	r Level 1	Level 1	Level 3 or Level 4	Both Leve	11							
"None" means the school did not have enough English Language Learners (30 results) to make a determination.													
Schools without a Composite Level will have its accountability status determined using a separate Self Assessment process.													

Potential TSI = Year #1 of identification; if subgroup meets targets in Year #2, returns to Good Standing status

Wheatland-Chili HS: Middle Level - Subgroups

Composite Performance, Student Growth, Combined, and English Language Proficiency

						18-19		Combined					
			Comp.			Mean		Composite	Comb. Comp.				
			Perf.	EM		Growth	Student	and	Performance Ach.	EM	English		
			Ach.	Composit	Student	Percenti	Growth	Student	Level Rank and	Combined	Language	ELP	
		Comp. Perf.	Level	e Rank	Growth	le	Level	Growth	Mean Growth	Rank	Proficiency	Success	EL Proficiency Level
District/School Name	Subgroup	Ach. Level	Rank	Percentile	Level	(MGP)	Details	Level	Percentile Rank	Percentile	Level	Ratio	Details
WHEATLAND-CHILI HIGH							45.1 -						
SCHOOL	Black	1	347	2.98%	2	45.3	50%	1	288	2.88%			
WHEATLAND-CHILI HIGH							45% or						
SCHOOL	ED	2	848	23.21%	1	44.9	less	2	368	10.91%			
WHEATLAND-CHILI HIGH							45.1 -						
SCHOOL	Hispanic	2	2071	17.82%	2	45.3	50%	2	871	8.70%			
WHEATLAND-CHILI HIGH							45.1 -						
SCHOOL	SWD	1	204	5.73%	2	48.9	50%	1	309	9.91%			
WHEATLAND-CHILI HIGH							45.1 -						
SCHOOL	White	3	6823	58.69%	2	47.1	50%	2	4,058	40.53%			

	Race/Ethnicity - Black												
•	osite Perfo nievement			Growth		Combined							
Level	Min	Max	Level	Min	Max	Level	Min	Max					
1	1 34	47 1,162	1	0	45.0	1	1 28	8 1,001					
2	1,167	5,811	2	45.1 ⁴⁵	5.3 _{50.0}	2	530	5,004					
3	5,819	8,718	3	50.1	54.0	3	3,699	7,509					
4	8,720	11,625	4	54.1	100	4	7,510	10,012					

	Students with Disabilities												
-	osite Perfo nievement			Growth	*		Combined						
Level	Min	Max	Level	Min	Max	Level	Min	Max					
1	1 2	04 355	1	0	45	1	1 3	09 310					
2	359	1,780	2	45.1	18.9 ₅₀	2	124	1,559					
3	1,784	2,668	3	50.1	54	3	1,251	2,338					
4	2,671	3,561	4	54.1	100	4	2,339	3,118					

Wheatland-Chili HS: Middle Level – Subgroups

	Academic Progress													
			ELA State Exceed	ELA State		18-19 ELA		18-19		Math State		18-19 Math	Math Academic	Avg. ELA and Math Acad. Progress Level. Rounded down average of
District/School Name	Subgroup	18-19 ELA Acad. Ach.	Long Term Goal	Long Term Goal	18-19 ELA State MIP	Sch./Dist. MIP	Progress Level	Math Acad. Ach.	Long Term Goal	Long Term Goal	Math State MIP	Sch./Dist. MIP	Progress Level	column # 50 and 58.
WHEATLAND-CHILI HIGH SCHOOL	Black	43.5	158.1	116.1	98.3	62	2	38	153.7	107.4	88	58.5	1	1
WHEATLAND-CHILI HIGH SCHOOL	ED	81.3	156.7	113.3	95.3	59.1	3	63.2	156.2	112.4	94	53.4	2	2
WHEATLAND-CHILI HIGH SCHOOL	Hispanic													
WHEATLAND-CHILI HIGH SCHOOL	SWD													
WHEATLAND-CHILI HIGH SCHOOL	White	131.1	159.7	119.4	102.2	88.2	4	110.2	162.9	125.8	110.2	101.7	3	3

- Need 30 test scores in each of ELA and Math to have to academic achievement scores
- There were not 30 test scores in the Students with Disabilities subgroup

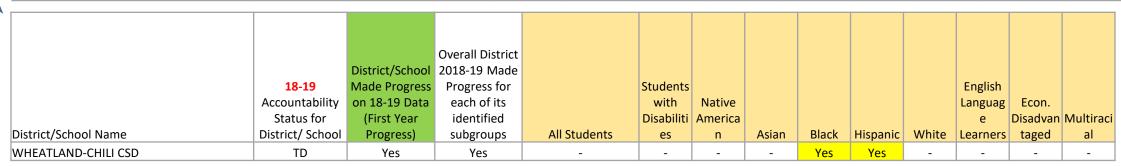
Wheatland-Chili HS: Middle Level – Subgroups

	Chronic Absenteeism													
		18-19 Chronic		State Long	State		Chronic Absenteei							
District/School Name	Subgroup	Abs. Rate	Goal	Term Goal	MIP	MIP	sm Level	Chronic Abs. Level Details						
				\				Met Higher MIP, or met Lower MIP and State Long Term Goal, or met Accelerated						
WHEATLAND-CHILI HIGH SCHOOL	Black	15.1	11.4	17.7	20.1	7.4	3	Growth						
WHEATLAND-CHILI HIGH SCHOOL	ED	23.6	11.1	17.1	19.9	13.3	1	Did not meet Lower MIP						
WHEATLAND-CHILI HIGH SCHOOL	SWD	21.6	11.8	18.5	21.5	16.2	1	Did not meet Lower MIP						
WHEATLAND-CHILI HIGH SCHOOL	White	10.7	7.2	9.3	10.5	6.5	1	Did not meet Lower MIP						
						\setminus \setminus	/							

Wheatland CSD: Elementary/Middle Level

A school is TSI or PTSI for a <u>subgroup</u> if it meets any of the CSI/TSI Scenarios

	District/School Made Progress	Accountability		Students						English		
	on 18-19 Data	Status for								English		
	(First Year	District/	All	with	Native					Language	Econ.	
District/School Name	Progress)	School	Students	Disabilities	American	Asian	Black	Hispanic	White	Learners	Disadvantaged	Multiracial
WHEATLAND-CHILI CSD	Yes	TD	GS	GS:PTD	-	-	TSI - D	TSI - D	GS	-	GS	GS
WHEATLAND-CHILI HIGH SCHOOL	-	GS	GS	GS:PTSI	-	-	GS:PTSI	GS	GS	-	GS	-
T J CONNOR ELEMENTARY SCHOOL	-	GS	GS	GS	-	-	GS	GS	GS	-	GS	GS



In order for a Target District to make progress, the subgroups (including the ALL Students group) for which it was identified must not meet the criteria to be identified as a Target District. Additionally, all CSI and TSI schools within the district must meet the criteria to not be identified for a Target District to make progress.

Connor Elementary: Subgroups

A school is TSI or PTSI for a <u>subgroup</u> if it meets any of the CSI/TSI Scenarios

Connor had two subgroups that were PTSI in 18-19. They are both in Good Standing for 19-20

	19-20 Accountability Status													
											Subgroup Met			
											CSI/TSI			
			Subgroup Met CSI/TSI		Composite		Combined				Identification			
		Accountability Status for	Identification Criteria, or	CSI/TSI Subgroup	Performance	Student	Composite		Average ELA and Math		Criteria, or Good			
		Subgroup in 19-20 school	Good Standing in 19-20	Made Progress on	Achievement	Growth	and Student	English Language	Academic Progress	Chronic	Standing in 18-19			
District/School Name	Subgroup	year	school year	18-19 Data	Level	Level	Growth Level	Proficiency Level	Level (Rounded Down)	Absenteeism Level	school year			
											Good Standing:			
T J CONNOR											Potential TSI for			
ELEMENTARY SCHOOL	Black	Good Standing	Good Standing	-	2	3	2		2	4	2019-20			
											Good Standing:			
T J CONNOR											Potential TSI for			
ELEMENTARY SCHOOL	Hispanic	Good Standing	Good Standing	-	2	2	2			1	2019-20			

	18-19 Accountability Status													
										Subgroup Met CSI/TSI				
			Subgroup Met CSI/TSI	Composite		Combined				Identification				
		Accountability Status for	Identification Criteria, or	Performance	Student	Composite		Average ELA and Math		Criteria, or Good				
		Subgroup in 19-20 school	Good Standing in 19-20	Achievement	Growth	and Student	English Language	Academic Progress	Chronic	Standing in 18-19				
District/School Name	Subgroup	year	school year	Level	Level	Growth Level	Proficiency Level	Level (Rounded Down)	Absenteeism Level	school year				
			Good Standing:											
T J CONNOR			Potential TSI for 2019-											
ELEMENTARY SCHOOL	Black	Good Standing	20	1	1	1		1	4	Good Standing				
			Good Standing:											
T J CONNOR			Potential TSI for 2019-											
ELEMENTARY SCHOOL	Hispanic	Good Standing	20	1	1	1				Good Standing				

High School CSI/TSI Scenarios

- CSI Comprehensive Support and Improvement (All Students)
- TSI Targeted Support and Improvement (Subgroups)

	B. High Schools												
			Indica	ators									
Scenario	Composite Performance	Graduation Rate Combined Composite Performance & Graduation Rate		ELP	Progress	Chronic Absenteeism	CCCR						
1	Both Le	vel 1	Level 1	Any Level (None, 1-4)	Any	Level (None, 1-4	4)						
2	Either Le	evel 1	Level 1	None*	Any One	e of the Three is Level							
3	Either Le	evel 1	Level 1	Level 1		Any Level							
4	Either Le	evel 1	Level 1	Level 2	of the Three is l	evel 1							
5	Either Level 1 Level 1			Level 3 or 4	of the Three are	Level 1							

ESSA Indicator	rs at the High School Levels
Indicator	Definition
Composite Performance Achievement Level	 Uses Performance Index in all core subjects to calculates a Composite Performance Achievement level. (SIRS-105)
Graduation Rate	 Compares 4, 5, and 6 yr grad rates against State/District MIPs to assign levels (SIRS-105) Averages 4, 5, and 6 yr grad rate levels
Combined Composite & Grad Level	 Combines Composite Performance Achievement Level Rank & the Unweighted Average 4, 5, and 6 yr Grad Rate Rank
English Language Proficiency	 Calculates School Success Ratio - Percentage of students making "sufficient progress" divided by School Benchmark
ELA & Math Academic Progress	 Compares Performance Index for ELA and Math against State/District MIPs (SIRS-105)
Chronic Absenteeism	 Compares the percentage of students who were absent for 10% or more of instructional days against State/District MIPs (SIRS-107)
College, Career & Civic Readiness	 Each student in cohort is given a weighting of 2, 1.5, 1.0, 0.5, or 0 based on chart on next slide (SIRS-108)

High School Status

	District/School	19-20										
	Made Progress	Accountabi										
	on 18-19 Data	lity Status		Students						English		
	(First Year	for District/	All	with	Native					Language	Econ.	
District/School Name	Progress)	School	Students	Disabilities	American	Asian	Black	Hispanic	White	Learners	Disadvantaged	Multiracial
WHEATLAND-CHILI CSD	Yes	TD	GS	GS	-	-	-	-	GS	-	GS	-
WHEATLAND-CHILI HIGH SCHOOL	-	GS	GS	GS	-	-	-	-	GS	-	GS	-

A school is CSI if it's All Students subgroup meets any of the CSI Scenarios

			Subgroup									
			Met CSI/TSI					Combined				
			Identification					Composite		Average		
			Criteria, or	CSI/TSI			Average of	Performance		ELA and		
		Accountability	Good	Subgroup		Composite	4-, 5-, and	Achievement	English	Math		College,
		Status for	Standing in	Made		Performance	6-year	and	Language	Academic	Chronic	Career, Civic
		Subgroup in 19-	19-20 school	Progress on	District Grad Rate	Achievement	Graduation	Graduation	Proficiency	Progress	Absenteeis	Readiness
District/School Name	Subgroup	20 school year	year	18-19 Data	<67%	Level	Rate Levels	Rate Level	Level	Level	m Level	(CCCR) Level
WHEATLAND-CHILI HIGH			Good									
SCHOOL	All	Good Standing	Standing	-	Not Applicable	3	3	3		2	2	4

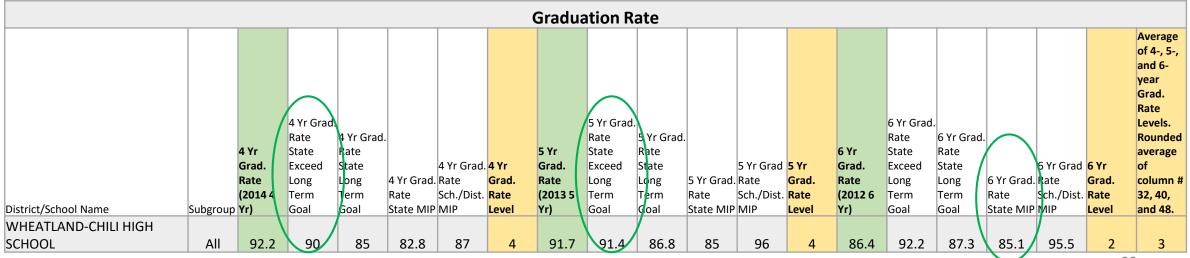
CSI/TSI Scenari	CSI/TSI Scenario Table													
CSI Scenario	Composite	Growth	Combined Composite & Growth	ELP	ELA & Math Progress	Chronic Absenteeism								
CSI SCEIIAI IO	-		0.0			·								
1	Both	Level 1	Level 1	Any Level (None, 1-4)	Any Level (Nor	ne, 1-4)								
2	Eithe	r Level 1	Level 1	None	Any One of the Tw	o is Level 1								
3	Eithe	r Level 1	Level 1	Level 1	Any Leve	el								
4	Eithe	r Level 1	Level 1	Level 2	Any One Lev	/el 1								
5	Eithe	r Level 1	Level 1	Level 3 or Level 4	Both Leve	11								
"None" means	"None" means the school did not have enough English Language Learners (30 results) to make a determination.													
Schools withou	Schools without a Composite Level will have its accountability status determined using a separate Self Assessment process.													

Composite Performance, Graduation Rate, Combined, and English Language Proficiency

									Combined					
									Composite					
									Performan					
					Average of				ce	Comb.				
				HS	4-, 5-, and				Achieveme	Comp.	HS	English		EL
		Comp.	Comp.	Composite	6-year				nt and	Perf. Ach.	Combined	Language	ELP	Proficiency
		Perf. Ach.	Perf. Ach.	Rank	Graduation	4 Yr Grad.	5 Yr Grad.	6 Yr Grad.	Graduation	& Grad.	Rank	Proficiency	Success	Level
District/School Name	Subgroup	Level	Level Rank	Percentile	Rate Levels	Rate Level	Rate Level	Rate Level	Rate Level	Rate Rank	Percentile	Level	Ratio	Details
WHEATLAND-CHILI HIGH SCHOOL	All	3	833	70.24%	3	4	4	2	3	688	57.67%			

	All Students													
•	osite Perfor nievement F		Graduation Rate		Combined		ELP							
Level	Min	Max	Schools are assigned a Graduation	Level	Min	Max	Level	Min	Max					
1	1	118	Rate Level for each cohort (4, 5, and 6 year) based on whether	1	1	118	1	0	0.49					
2	120	593	they met the State's Long Term Goal, State's MIP or School's MIP.	2	52	571	2	0.50	0.99					
3	595	833 889	Grad Rate Levels for the 4, 5, and 6 year grad rate are averaged to	3	196 68	88 894	3	1.00	1.24					
4	891	1,186	determine final Grad Rate Level for the school.	4	456	1,193	4	1.25						

			Subgroup									
			Met CSI/TSI					Combined				
			Identification					Composite		Average		
		Accountability	Criteria, or	CSI/TSI			Average of	Performance		ELA and		
		Status for	Good	Subgroup		Composite	4-, 5-, and	Achievement	English	Math		College,
		Subgroup in	Standing in	Made		Performance	6-year	and	Language	Academic	Chronic	Career, Civic
		19-20 school	19-20 school	Progress on	District Grad Rate	Achievement	Graduation	Graduation	Proficiency	Progress	Absenteeis	Readiness
District/School Name	Subgroup	year	year	18-19 Data	<67%	Level	Rate Levels	Rate Level	Level	Level	m Level	(CCCR) Level
WHEATLAND-CHILI HIGH		Good	Good									
SCHOOL	All	Standing	Standing	-	Not Applicable	3	3	3		2	2	4



	Academic Progress													
														Average
									Math					ELA and
			ELA State				ELA		State	/ \		18-19		Math
			Exceed	ELA State		18-19 ELA	Academic	18-19	Exceed	Math	18-19	Math	Math Acad.	Academic
		18-19 ELA	Long Term	Long Term	18-19 ELA	Sch./Dist.	Progress	Math	Long Term	State Long	Math	Sch./Dist.	Progress	Progress
District/School Name	Subgroup	Acad. Ach.	Goal	Goal	State MIP	MIP	Level	Acad. Ach	Goal	Term Goal	State MIP	MIP	Level	Level
WHEATLAND-CHILI HIGH SCHOOL	All	183	204.3	193.6	190.5	200	1	158	178.8	157.6	151.2	162.7	3	2

					Ch	ronic	Absente	eeism
			State		$/ \setminus$			
		18-19						
		Chronic	Long		18-19	Sch./	Chronic	
		Abs.	Term	State Long	State	Dist.	Absentee	
District/School Name	Subgroup	Rate	Goal	Term Goal	MIP	MIP	ism Level	Chronic Abs. Level Details
WHEATLAND-CHILI HIGH SCHOOL	All	19.9	12.4	19.8	22.6	16.4	2	Met Lower MIP and did not meet State Long Term Goal, or met Safe Harbor

	College, Career and Civic Readiness													
			State											
Exceed State														
Long 18-19 18-19														
		CCCR	Term	Term	State MIP	Sch./Dist.								
District/School Name	Subgroup	Index	Goal 1	Goal 1	1	MIP 1	CCCR Level	CCCR Level Details						
				/				Met Higher MIP and State Long Term Goal, or Met Lower MIP and Exceed Long						
WHEATLAND-CHILI HIGH SCHOOL	All	162.2	156.4	137.8	130.2	150.1	4	Term Goal 23						

CCCR (SIRS-108)

Readiness Measure	SIRS Template	Weighting
Regents Diploma with Advanced Designation	Student Lite & Entry/Exit	
Regents Diploma or Local Diploma with CTE Endorsement	Student Lite & Entry/Exit	
Regents Diploma with Seal of Biliteracy and a member of the cohort	Student Lite & Entry/Exit	
Regents Diploma with Seal of Biliteracy and ELL in current reporting year but not a member of the cohort	Student Lite, Entry/Exit & 0231 PS	
Regents Diploma and score of 3 or higher on an Advanced Placement (AP) exam	Student Lite, Entry/Exit, Assessment	
Regents Diploma and score of 4 or higher on International Baccalaureate (IB) exam	Student Lite, Entry/Exit, Assessment	2.0
Regents Diploma and high school credit earned through participation in a dual enrollment (in high school and accredited college) course	Student Lite, Student Class Entry/Exit Student Class Grade Detail	
Regents Diploma and the passage of nationally certified Career and Technical Education (CTE) examination	N/A for this year	
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	Student Lite, Entry/Exit and NYSED results for NYSAA	
Regents Diploma and high school credit earned through participation in an AP or IB (in high school and accredited college) course	Student Lite, Entry/Exit, Student Class Grade Detail	
Regents Diploma or Local Diploma with Career Development and Occupational Studies (CDOS) endorsement	Student Lite & Entry/Exit	1.5
Skills and Achievement Commencement Credential with an average score of 3 on the NYSAA in language arts, mathematics, and science	Student Lite, Entry/Exit and NYSED results for NYSAA	
Regents or Local Diploma only	Student Lite & Entry/Exit	
Skills and Achievement Commencement Credential with an average score of 2 on the NYSAA in language arts, mathematics, and science	Student Lite, Entry/Exit, and NYSED results for NYSAA	1.0
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator)	Student Lite & Entry/Exit	
CDOS Credential	Student Lite & Entry/Exit	0.5
None of the credentials indicated above	Student Lite & Entry/Exit	0

Wheatland-Chili HS: HS Level Subgroups

A school is TSI or PTSI for a <u>subgroup</u> if it meets any of the CSI/TSI Scenarios

			Subgroup Met					Combined				
		Accountability	CSI/TSI					Composite				
		Status for	Identification	CSI/TSI		Composite	Average of 4-,	Performance	English	Average ELA		
		Subgroup in	Criteria, or Good	0 ,		Performance		Achievement	0 0	and Math	Chronic	College, Career,
		19-20 school	Standing in 19-	Made Progress		Achievement	Graduation	and Graduation	Proficiency	Academic	Absenteeism	Civic Readiness
District/School Name	Subgroup	year	20 school year	on 18-19 Data	District Grad Rate <67%	Level	Rate Levels	Rate Level	Level	Progress Level	Level	(CCCR) Level
		Good	Good									
WHEATLAND-CHILI HIGH SCHOOL	ED	Standing	Standing	-	Not Applicable	3	2	2		2	1	4
		Good	Good									
WHEATLAND-CHILI HIGH SCHOOL	SWD	Standing	Standing	-	Not Applicable	3	3	3			3	
		Good	Good									
WHEATLAND-CHILI HIGH SCHOOL	White	Standing	Standing	-	Not Applicable	3	3	3		1	3	4

CSI/TSI Scenari	o Table		Combined									
			Composite &			Chronic						
CSI Scenario	Composite	Growth	Growth	ELP	ELA & Math Progress							
1	Both	Level 1	Level 1	Any Level (None, 1-4)	Any Level (Nor	ne, 1-4)						
2	Eithe	r Level 1	Level 1	None	Any One of the Tw	o is Level 1						
3	Eithe	r Level 1	Level 1	Level 1	Any Leve	el .						
4	Eithe	r Level 1	Level 1	Level 2	Any One Lev	vel 1						
5	Eithe	r Level 1	Level 1	Level 3 or Level 4	Both Leve	11						
"None" means the school did not have enough English Language Learners (30 results) to make a determination.												
Schools without a Composite Level will have its accountability status determined using a separate Self Assessment process.												

Wheatland-Chili HS: HS Level - Subgroups

Composite Performance, Graduation Rate, Combined, and English Language Proficiency

									Combined					
									Composite					
									Performan					
					Average of				ce					
					4-, 5-, and				Achieveme	Comb.				
				HS	6-year				nt and	Comp.	HS	English		EL
		Comp.	Comp.	Composite	Graduatio				Graduatio	Perf. Ach.	Combined	Language	ELP	Proficiency
		Perf. Ach.	Perf. Ach.	Rank	n Rate	4 Yr Grad.	5 Yr Grad.	6 Yr Grad.	n Rate	& Grad.	Rank	Proficiency	Success	Level
District/School Name	Subgroup	Level	Level Rank	Percentile	Levels	Rate Level	Rate Level	Rate Level	Level	Rate Rank	Percentile	Level	Ratio	Details
WHEATLAND-CHILI HIGH SCHOOL	ED	3	845	72.04%	2	4	1	2	2	566	48.63%			
WHEATLAND-CHILI HIGH SCHOOL	SWD	3	719	68.15%	3		3		3	570	59.75%			
WHEATLAND-CHILI HIGH SCHOOL	White	3	2,277	69.74%	3	4	3	1	3	1,636	60.71%			

How Demonstrate Progress:

Target District

- A Target District must meet both of the following conditions to make First Year Progress:
 - 1. For all of the district's identified subgroups, including the All Students group, the district must meet the criteria to not be identified as a Target District.
 - 2. TSI School within the district must make First Year Progress.

To exit status:

- School or district identified must for two consecutive years be above the levels that would cause the school or district to be identified for the subgroup(s) for which it has been identified as TSI. In addition, it may not be newly identified for any additional subgroup(s).
- If a school is required to implement a participation rate improvement plan, the school may not exit CSI or TSI status if the subgroup(s) for which the school is identified is performing at Level 1 on the Weighted Average Achievement indicator (for elementary-middle schools)

