

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						
Scenario	Indicators					
	Composite Performance	Growth	Combined Composite Performance & Growth	ELP	Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None*	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level	
4	Either Level 1		Level 1	Level 2	Any One of the Two is Level 1	
5	Either Level 1		Level 1	Level 3 or Level 4	Both Level 1	

ESSA Indicators at the Elementary & Middle Levels

Indicator	Definition
Composite Performance Achievement Level	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Combines Composite & Student Growth results and then ranks district/school
English Language Proficiency	<ul style="list-style-type: none"> Calculates School Success Ratio - Percentage of students making “sufficient progress” divided by School Benchmark
ELA & Math Academic Progress	<ul style="list-style-type: none"> Compares Weighted Average Achievement for ELA and Math against State/District MIPs (SIRS-106)
Chronic Absenteeism	<ul style="list-style-type: none"> 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 Name	District/School Made Progress on 18-19 Data (First Year Progress)	19-20 Accountability Status for District/School	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. 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

Wheatland-Chili HS: Middle Level (Grades 6-8)

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

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

CSI/TSI Scenario Table						
CSI Scenario	Composite	Growth	Combined Composite & Growth	ELP	ELA & Math Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level	
4	Either Level 1		Level 1	Level 2	Any One Level 1	
5	Either Level 1		Level 1	Level 3 or Level 4	Both Level 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.						

Wheatland-Chili HS: Middle Level (Grades 6-8)

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

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

All Students											
Composite Performance Achievement Rank			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	--

Wheatland-Chili HS: Middle Level (Grades 6-8)

Measure of Interim Progress (MIP)

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

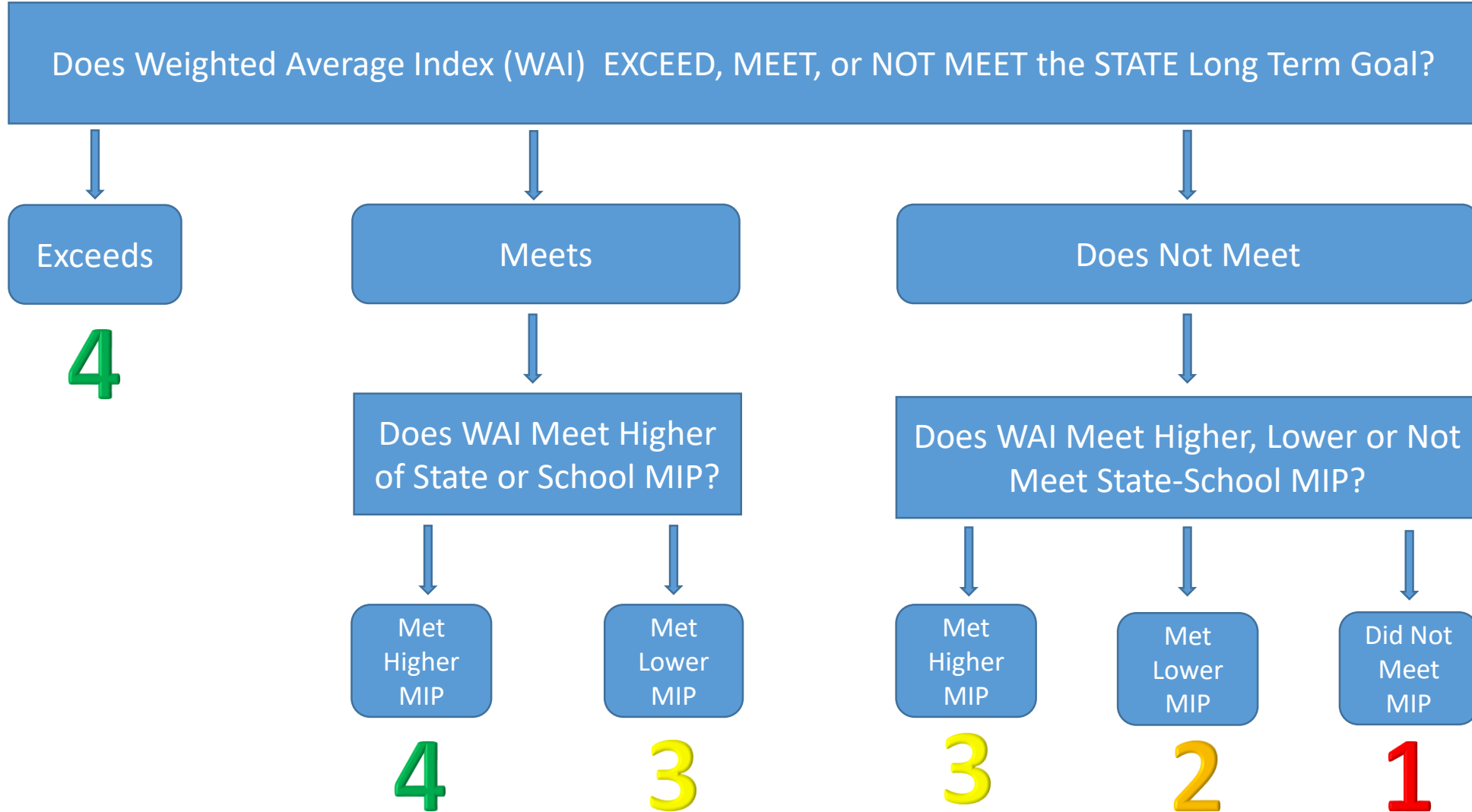


5 Year Plan to close gap by 20%

2022 Goal line

+ 1/5	2021-22
+ 1/5	2020-21
+ 1/5	2019-20
+ 1/5	2018-19
+ 1/5	2017-18

2017 Baseline



Wheatland-Chili HS: Middle Level (Grades 6-8)

Measure of Interim Progress (MIP)

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

Academic Progress														
District/School Name	Subgroup	18-19 ELA Acad. Ach.	ELA State Exceed Long Term Goal	ELA State Long Term Goal	18-19 ELA State MIP	18-19 ELA Sch./Dist. MIP	ELA Academic Progress Level	18-19 Math Acad. Ach.	Math State Exceed Long Term Goal	Math State Long Term Goal	18-19 Math State MIP	18-19 Math Sch./Dist. MIP	Math Academic Progress Level	Avg. ELA and Math Acad. Progress Level. Rounded down average of column # 50 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									
District/School Name	Subgroup	18-19 Chronic Abs. Rate	State Exceed Long Term Goal	State Long Term Goal	18-19 State MIP	18-19 Sch./Dist. MIP	Chronic Absenteeism 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	

Wheatland-Chili HS: Middle Level (Grades 6-8)

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

District/School Name	Subgroup	Accountability Status for Subgroup in 19-20 school year	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	CSI/TSI Subgroup Made Progress on 18-19 Data	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
WHEATLAND-CHILI HIGH SCHOOL	Black	Good Standing	Good Standing: Potential 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 HIGH SCHOOL	SWD	Good Standing	Good Standing: Potential 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						
CSI Scenario	Composite	Growth	Combined Composite & Growth	ELP	ELA & Math Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level	
4	Either Level 1		Level 1	Level 2	Any One Level 1	
5	Either Level 1		Level 1	Level 3 or Level 4	Both Level 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.						


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

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

Race/Ethnicity - Black								
Composite Performance Achievement Rank			Growth			Combined		
Level	Min	Max	Level	Min	Max	Level	Min	Max
1	1	347 1,162	1	0	45.0	1	1	288 1,001
2	1,167	5,811	2	45.1	45.3 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								
Composite Performance Achievement Rank			Growth 			Combined		
Level	Min	Max	Level	Min	Max	Level	Min	Max
1	1	204 355	1	0	45	1	1	309 310
2	359	1,780	2	45.1	48.9 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

Measure of Interim Progress (MIP)

Academic Progress														
District/School Name	Subgroup	18-19 ELA Acad. Ach.	ELA State Exceed Long Term Goal	ELA State Long Term Goal	18-19 ELA State MIP	18-19 ELA Sch./Dist. MIP	ELA Academic Progress Level	18-19 Math Acad. Ach.	Math State Exceed Long Term Goal	Math State Long Term Goal	18-19 Math State MIP	18-19 Math Sch./Dist. MIP	Math Academic Progress Level	Avg. ELA and Math Acad. Progress Level. Rounded down average of 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

Measure of Interim Progress (MIP)

Chronic Absenteeism								
District/School Name	Subgroup	18-19 Chronic Abs. Rate	State Exceed Long Term Goal	State Long Term Goal	18-19 State MIP	18-19 Sch./ Dist. MIP	Chronic Absenteeism Level	Chronic Abs. Level Details
WHEATLAND-CHILI HIGH SCHOOL	Black	15.1	11.4	17.7	20.1	7.4	3	Met Higher MIP, or met Lower MIP and State Long Term Goal, or met Accelerated 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

Wheatland CSD: Elementary/Middle Level

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

District/School Name	District/School Made Progress on 18-19 Data (First Year Progress)	19-20 Accountability Status for District/School	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. 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/School Name	18-19 Accountability Status for District/ School	District/School Made Progress on 18-19 Data (First Year Progress)	Overall District 2018-19 Made Progress for each of its identified subgroups	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvantaged	Multiracial
WHEATLAND-CHILI CSD	TD	Yes	Yes	-	-	-	-	Yes	Yes	-	-	-	-

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

18-19 Accountability Status										
District/School Name	Subgroup	Accountability Status for Subgroup in 19-20 school year	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 18-19 school year
T J CONNOR ELEMENTARY SCHOOL	Black	Good Standing	Good Standing: Potential TSI for 2019-20	1	1	1		1	4	Good Standing
T J CONNOR ELEMENTARY SCHOOL	Hispanic	Good Standing	Good Standing: Potential TSI for 2019-20	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							
Scenario	Indicators						
	Composite Performance	Graduation Rate	Combined Composite Performance & Graduation Rate	ELP	Progress	Chronic Absenteeism	CCCR
1	Both Level 1		Level 1	Any Level (None, 1-4)		Any Level (None, 1-4)	
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 One of the Three is Level 1	
5	Either Level 1		Level 1	Level 3 or 4		Any Two of the Three are Level 1	

ESSA Indicators at the High School Levels

Indicator	Definition
Composite Performance Achievement Level	<ul style="list-style-type: none"> • Uses Performance Index in all core subjects to calculate a Composite Performance Achievement level. (SIRS-105)
Graduation Rate	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Combines Composite Performance Achievement Level Rank & the Unweighted Average 4, 5, and 6 yr Grad Rate Rank
English Language Proficiency	<ul style="list-style-type: none"> • Calculates School Success Ratio - Percentage of students making “sufficient progress” divided by School Benchmark
ELA & Math Academic Progress	<ul style="list-style-type: none"> • Compares Performance Index for ELA and Math against State/District MIPs (SIRS-105)
Chronic Absenteeism	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 Name	District/School Made Progress on 18-19 Data (First Year Progress)	19-20 Accountability Status for District/School	All Students	Students with Disabilities	Native American	Asian	Black	Hispanic	White	English Language Learners	Econ. Disadvantaged	Multiracial
WHEATLAND-CHILI CSD	Yes	TD	GS	GS	-	-	-	-	GS	-	GS	-
WHEATLAND-CHILI HIGH SCHOOL	-	GS	GS	GS	-	-	-	-	GS	-	GS	-

Wheatland-Chili HS: HS Level

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

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

CSI/TSI Scenario Table						
CSI Scenario	Composite	Growth	Combined Composite & Growth	ELP	ELA & Math Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level	
4	Either Level 1		Level 1	Level 2	Any One Level 1	
5	Either Level 1		Level 1	Level 3 or Level 4	Both Level 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.						

Wheatland-Chili HS: HS Level

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

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

All Students									
Composite Performance Achievement Rank			Graduation Rate	Combined			ELP		
Level	Min	Max	Schools are assigned a Graduation Rate Level for each cohort (4, 5, and 6 year) based on whether they met the State's Long Term Goal, State's MIP or School's MIP. Grad Rate Levels for the 4, 5, and 6 year grad rate are averaged to determine final Grad Rate Level for the school.	Level	Min	Max	Level	Min	Max
1	1	118		1	1	118	1	0	0.49
2	120	593		2	52	571	2	0.50	0.99
3	595	833 889		3	196	688 894	3	1.00	1.24
4	891	1,186		4	456	1,193	4	1.25	--

Wheatland-Chili HS: HS Level

Measure of Interim Progress (MIP)

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

Graduation Rate																				
District/School Name	Subgroup	4 Yr Grad. Rate (2014-15)	4 Yr Grad. Rate State Exceed Long Term Goal	4 Yr Grad. Rate State Exceed Long Term Goal	4 Yr Grad. Rate MIP	4 Yr Grad. Rate Sch./Dist. MIP	4 Yr Grad. Rate Level	5 Yr Grad. Rate (2013-14)	5 Yr Grad. Rate State Exceed Long Term Goal	5 Yr Grad. Rate State Exceed Long Term Goal	5 Yr Grad. Rate MIP	5 Yr Grad. Rate Sch./Dist. MIP	5 Yr Grad. Rate Level	6 Yr Grad. Rate (2012-13)	6 Yr Grad. Rate State Exceed Long Term Goal	6 Yr Grad. Rate State Exceed Long Term Goal	6 Yr Grad. Rate MIP	6 Yr Grad. Rate Sch./Dist. MIP	6 Yr Grad. Rate Level	Average of 4-, 5-, and 6-year Grad. Rate Levels. Rounded average of column # 32, 40, and 48.
WHEATLAND-CHILI HIGH SCHOOL	All	92.2	90	85	82.8	87	4	91.7	91.4	86.8	85	96	4	86.4	92.2	87.3	85.1	95.5	2	3

Wheatland-Chili HS: HS Level

Measure of Interim Progress (MIP)

Academic Progress														
District/School Name	Subgroup	18-19 ELA Acad. Ach.	ELA State Exceed Long Term Goal	ELA State Long Term Goal	18-19 ELA State MIP	18-19 ELA Sch./Dist. MIP	ELA Academic Progress Level	18-19 Math Acad. Ach.	Math State Exceed Long Term Goal	Math State Long Term Goal	18-19 Math State MIP	18-19 Math Sch./Dist. MIP	Math Acad. Progress Level	Average ELA and Math Academic Progress 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

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

CCCR (SIRS-108)

Readiness Measure	SIRS Template	Weighting
Regents Diploma with Advanced Designation	Student Lite & Entry/Exit	2.0
Regents Diploma or Local Diploma with CTE Endorsement	Student Lite & Entry/Exit	
Regents Diploma with Seal of <u>Biliteracy</u> and a member of the cohort	Student Lite & Entry/Exit	
Regents Diploma with Seal of <u>Biliteracy</u> 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	
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	1.5
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	1.0
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	0.5
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	
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator)	Student Lite & Entry/Exit	0
CDOS Credential	Student Lite & Entry/Exit	
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 subgroup if it meets any of the CSI/TSI Scenarios

District/School Name	Subgroup	Accountability Status for Subgroup in 19-20 school year	Subgroup Met CSI/TSI Identification Criteria, or Good Standing in 19-20 school year	CSI/TSI Subgroup Made Progress on 18-19 Data	District Grad Rate <67%	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
WHEATLAND-CHILI HIGH SCHOOL	ED	Good Standing	Good Standing	-	Not Applicable	3	2	2		2	1	4
WHEATLAND-CHILI HIGH SCHOOL	SWD	Good Standing	Good Standing	-	Not Applicable	3	3	3			3	
WHEATLAND-CHILI HIGH SCHOOL	White	Good Standing	Good Standing	-	Not Applicable	3	3	3		1	3	4

CSI/TSI Scenario Table						
CSI Scenario	Composite	Growth	Combined Composite & Growth	ELP	ELA & Math Progress	Chronic Absenteeism
1	Both Level 1		Level 1	Any Level (None, 1-4)	Any Level (None, 1-4)	
2	Either Level 1		Level 1	None	Any One of the Two is Level 1	
3	Either Level 1		Level 1	Level 1	Any Level	
4	Either Level 1		Level 1	Level 2	Any One Level 1	
5	Either Level 1		Level 1	Level 3 or Level 4	Both Level 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.						

Wheatland-Chili HS: HS Level - Subgroups

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

District/School Name	Subgroup	Comp. Perf. Ach. Level	Comp. Perf. Ach. Level Rank	HS Composite Rank Percentile	Average of 4-, 5-, and 6-year Graduation Rate Levels	4 Yr Grad. Rate Level	5 Yr Grad. Rate Level	6 Yr Grad. Rate Level	Combined Composite Performance Achievement and Graduation Rate Level	Comb. Perf. Ach. & Grad. Rate Rank	HS Combined Rank Percentile	English Language Proficiency Level	ELP Success Ratio	EL Proficiency Level 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)

