

## Glossary of Terms

<b>SPI</b>	The School Performance Index, or SPI, is based on a 100 point scale. This measurement is comprised of the key indicators below:	
	High School	Elementary/Middle School
	1) Student Achievement	1) Student Achievement
	2) High School Completion	2) Academic Growth
	3) College and Career Readiness	3) Attendance

<b>Phase I Implementation</b>	The SPI as implemented in the 2012-2013, 2013-2014, and 2014-15 academic years	
	High School	Elementary/Middle School
	1) Student Achievement: 50 Points	1) Student Achievement: 80 points
	2) High School Completion: 25 points	2) Academic Growth: not yet implemented
	3) College and Career Readiness: 25 points	3) Attendance: 20 points

<b>Phase II Implementation</b>	The SPI as implemented in the 2015-2016 academic year	
	High School	Elementary/Middle School
	1) Student Achievement: 40 Points	1) Student Achievement: 40 points
	2) High School Completion: 30 points	2) Academic Growth: 40
	3) College and Career Readiness: 30 points	3) Attendance: 20 points

<b>Gap Group</b>	The Gap Group at a school consists of those students in subgroups that have historically experienced achievement gaps. This group includes any student who falls into one or more of the following categories: Black or African American, American Indian or Alaska Native/, Hispanic/Latino, Economically Disadvantaged, Students with Disabilities, and Students who are Limited English Proficient.
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<b>High School Completion Rate</b>	The percent of students in the most recently completed academic year who attained either a diploma or their GED out of all students who either completed high school, dropped out as 12 <sup>th</sup> graders, or who dropped out earlier in their high school career and would have been 12 <sup>th</sup> graders in the most recently completed academic year.
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<b>Graduation Rate</b>	The four-year cohort Graduation Rate required under the Elementary and Secondary Education Act. This measures the percent of students who graduate with a diploma in four years out of all students who first entered the ninth grade four years ago.
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<b>Student Achievement Key Indicator</b>	<p>At the High School level, this is based on the percent of students scoring at proficiency or above on the statewide English language arts (ELA) and math assessments delivered in 11th grade.</p> <p>At the Elementary and Middle School levels, this is based on the percentage of students scoring at proficient or above on the statewide ELA and math assessments in grades 3 through 8.</p> <p>In both the High School and the Elementary and Middle School calculations, math and ELA scores are calculated separately, with each accounting for half of the total possible points associated with this indicator. Points are awarded separately for Gap Group and Non-Gap Group students, and are weighted based on the size of the group.</p>
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<b>High School Completion Key Indicator</b>	This indicator comprises two equally weighted measures: the High School Completion Rate and the Four Year Cohort Graduation rate.
<b>College and Career Readiness Key Indicator</b>	<p>Prior to the 2015-16 school year, this indicator only comprised a college readiness assessment. It measured the percent of students who met the Board of Regents benchmarks for readiness to take credit bearing classes – those whose highest ACT math sub-score was 20 or above and the percent of students whose highest ACT English sub-score was 18 or above.</p> <p>The 2015-16 report card looks at students meeting the Board of Regents benchmarks on <i>either</i> the ACT or the Accuplacer assessments in English and math, respectively. Separately, it also measures career readiness through the optional National Career Readiness Certificate, or NCRC. Students earning a certificate of Bronze or above are considered career ready.</p> <p>For schools offering the NCRC, points are distributed equally among College Readiness – English, College Readiness – Math, and Career Readiness. For schools not offering the NCRC, points are split evenly between College Readiness – English and College Readiness – math.</p>
<b>Academic Growth Key Indicator</b>	<p>This indicator is introduced for the 2015-16 report card. The indicator is based on Student Growth Percentiles. Each student for whom growth is calculated are given one of four levels:</p> <ul style="list-style-type: none"> <li>• Keeping Up: Proficient, and projected to remain proficient;</li> <li>• Catching Up: Not yet proficient, but projected to get to proficiency;</li> <li>• Very High Growth: Not proficient, not projected to get there, but growing at a rate of better than 70 percent of his or her peers;</li> <li>• Not Meeting Standard: none of the above.</li> </ul> <p>Schools earn SPI points based on the percent of students in the Keeping Up, Catching Up, or Very High Growth categories.</p>
<b>Attendance Key Indicator</b>	<p>Prior to the 2014-15 report card, this indicator was based on the average daily attendance of all students at the elementary and middle school levels. A school’s attendance percentage was multiplied by the total points possible for the indicator to calculate a school’s score.</p> <p>In 2014-15 and forward, the report card reflects the percent of students attending at least 94% or more of their enrolled days. Schools earn points based on that percentage of students.</p> <p>Performance on the attendance key indicator prior to 2014-15 cannot be compared to results on the 2014-15 report card and forward.</p>
<b>Annual Measurable Objectives (AMOs)</b>	Goals related to proficiency set at the state, district, and school levels for the all students group and every subgroup. AMOs were first set in 2011-12 and baselined again in 2014-15 for most schools and subgroups. The goals represent reducing by half the percent of nonproficient students over a six year period.
<b>Exemplary School</b>	Calculated separately at the high school and elementary and middle school levels, a school ranking in the top five percent of SPI scores. No school with a significant achievement gap, as determined by the Focus School calculation, can be classified as an exemplary school.
<b>Status School</b>	Calculated separately at the high school and elementary and middle school levels, a school whose SPI places it in the top 10 percent of schools but that is not already classified as exemplary.

<b>Progressing School</b>	Calculated separately at the high school and elementary and middle school levels, a school whose SPI places it below the top 10 percent of schools but above the top five percent of schools, who is also not classified as a focus school. This classification also includes schools whose SPI scores qualify them for focus or priority school status but who are not Title I schools.
<b>Priority School</b>	A Title I school whose SPI places it in the bottom five percent of schools in the state. Per federal guidelines, the total number of priority schools must be at least five percent of all Title I schools in the state. Additionally, at the high school level, this includes Title I and Title I eligible high schools whose graduation rate falls below 60 percent for the last two years.
<b>Focus School</b>	Calculated separately at the high school and elementary and middle school levels, this includes the lowest 10 percent of Title I schools contributing to the achievement gap. The focus school calculation looks at the performance of the Gap group of students on student achievement, attendance, and four year cohort graduation rates. Schools not already classified as Priority schools meeting this criteria are included in this classification.
<b>Small School</b>	A school whose n size for student achievement is fewer than 10 students. These schools are not included in the SPI classification level ranking report but are looked at separately through a special audit process.
<b>Special School</b>	A school that serves a special mission. These schools are not included in the SPI classification level ranking report but are looked at separately through a special audit process.
<b>Title I School</b>	A school that has sufficiently high numbers or percentage of students from low income families to qualify for federal Title I programs and that are participating in at least one Title I program.
<b>Title I Eligible High School</b>	A school that has sufficiently high numbers or percentage of students from low income families to qualify for federal Title I programs but which is not participating in at least one Title I program.