

# Glossary of 2016 accountability reporting terms

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**NOTE:** The sections below correspond to the information displayed on 2016 accountability reports.

## Accountability information

### Accountability and Assistance Level

Massachusetts' Framework for District Accountability and Assistance classifies schools and districts on a five-level scale, classifying those meeting their gap narrowing goals in Level 1 and the lowest performing in Level 5. Approximately eighty percent of schools are classified into Level 1 or 2 based on the cumulative PPI for the "all students" and high needs groups. For a school to be classified into Level 1, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher. If not, the school is classified into Level 2. A school may also be classified into Level 2 if it has low assessment participation rates for any group (between 90 and 94%).

Schools are classified into Level 3 if they are among the lowest 20 percent relative to other schools in the same school type category statewide, if one or more subgroups in the school are among the lowest performing 20% of subgroups relative to all subgroups statewide, if they have persistently low graduation rates (less than 67% for the most recent four-year rate and less than 70% for each of the three prior five-year rates for any subgroup), or if they have very low assessment participation rates for any group (less than 90%). The lowest achieving, least improving Level 3 schools are candidates for classification into Levels 4 and 5, the most serious designations in Massachusetts' accountability system.

A small number of schools each year will not be classified into a level: small schools, schools ending in grades 1 or 2, new schools, or schools that were substantially reconfigured.

In general, a district is classified into the level of its lowest performing school, unless the district was independently classified into Level 4 or 5 as a result of action by the Board of Elementary and Secondary Education.

### Focus on... (name of one or more subgroups)

Schools with one or more subgroups that are among the lowest performing subgroups statewide are classified into Level 3, and the names of those groups are displayed. These schools are referred to as Level 3 Focus schools. For a subgroup to be low performing, it must meet two criteria: (1) the subgroup must place in the lowest performing 20 percent of like subgroups within the school type category statewide, and (2) the subgroup must place in the lowest performing 20 percent of all subgroups statewide within the same school type.

Subgroups in schools or districts that are identified for low assessment participation or for persistently low graduation rates are also identified using the "Focus on..." label.

### Commended for... (description of reason)

Formal recognition of a Level 1 school that demonstrates very high achievement, strong progress overall, or has made strong progress toward narrowing proficiency gaps.

## **Determination of need for technical assistance or intervention in the area of special education**

The U.S. Department of Education requires Massachusetts to determine which districts (including single school districts) have specific needs for technical assistance or intervention in the area of special education. A district's determination is based on six categories: Meets Requirements – Provisional (MRP); Meets Requirements (MR); Meets Requirements – At Risk (MRAR); Needs Technical Assistance (NTA); Needs Intervention (NI); and Needs Substantial Intervention (NSI). In most cases these categories correspond to the district's accountability and assistance level, except when the district has specific compliance needs. This designation helps signal whether outcomes for all students in the district indicate progress, including that of students with disabilities, or whether technical assistance and/or intervention is needed to improve outcomes for all children, especially students with disabilities. Upon classification of a district into Level 3, two additional focus areas for special education will be reviewed at the district level and may require action: (A) over-identification of low-income students as eligible for special education and (B) inordinate separation of students with disabilities across low income and/or racial groups.

## **School percentiles**

A school percentile between 1 and 99 is reported for schools with at least four years of data. This number is an indication of the school's overall performance relative to other schools that serve the same or similar grades. All schools are classified into one of six school type categories: (1) Early Elementary, usually schools ending in grades 1 or 2; (2) Elementary, usually schools serving grades K-5 or K-6; (3) Elementary/Middle, usually schools serving grades K-8); (4) Middle, usually schools serving grades 6-8 or 7-8; (5) Middle/High, usually schools serving grades 7-12 or K-12); and (6) High, usually schools serving grades 9-12). State law requires Massachusetts to classify into Level 3 those schools that are among the lowest performing 20 percent relative to other schools of the same school type. These schools are considered to be the lowest-achieving, least-improving schools in the state. For a school to be eligible for classification into Level 3 or assigned a percentile, it must have sufficient data to be compared to other schools based on achievement and improvement. School percentiles are not calculated for early elementary schools or schools ending in grade 3.

## **Cumulative Progress and Performance Index (PPI)**

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100. All districts, schools, and groups with sufficient data are assigned an annual PPI based on two years of data and a cumulative PPI between 0 and 100 based on three annual PPIs. The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (in English language arts (ELA), mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. The cumulative PPI is the average of a group's annual PPIs over four years, weighting the most recent years the most (1-2-3-4). A cumulative PPI is calculated for a group if it has at least three annual PPIs. If a group is missing an annual PPI for one year, that year is left out of the weighting (e.g., 1-X-3-4). While a group's annual PPI can exceed 100 points, the cumulative PPI is always reported on a 100-point scale. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the "all students" group and high needs students must be 75 or higher.

## **Student groups**

School and district accountability determinations are made for the "all students" group and for up to 11 subgroups. Determinations are made for districts and schools (including single school districts and charter schools) that serve 20 or more students and for all subgroups of 20 or more students.

## **High needs students**

The high needs group is an unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or economically disadvantaged students. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the all students group and high needs students must be 75 or higher.

## **Economically disadvantaged students**

Beginning in 2015, Massachusetts will no longer report accountability data for the low income subgroup, and instead will report data for the economically disadvantaged subgroup. Unlike the low income subgroup, which was determined based on a student's eligibility for free or reduced-price lunch, the new economically disadvantaged group includes only those students who participate in one or more of the following state-administered programs: the Supplemental Nutrition Assistance Program (SNAP); Transitional Assistance for Families with Dependent Children (TAFDC); the Department of Children and Families' (DCF) foster care program; and MassHealth (Medicaid). Economically disadvantaged students are also included in the high needs subgroup.

## **Progress and Performance Index (PPI) subgroup data**

### **Annual PPI**

The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (ELA, mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. An annual PPI is calculated for all groups that assessed a sufficient number of students in ELA and mathematics in the most recent year and one of the two prior years (20 for schools, 25 for subgroups). A group is awarded 0, 25, 50, 75, or 100 points based on this improvement. To be considered on target for a given indicator, a group must earn 75 points. A group that scores above target is awarded 100 points. The annual PPI is then calculated by dividing the total number of points earned for all indicators by the number of indicators. Organizations serving grades 9-12 and organizations that test students in science will have more indicators than others. If a group did not have 2015 data to measure improvement between 2015 and 2016, 2014 data – if available – are substituted in order calculate change.

### **Cumulative PPI**

The cumulative PPI combines information about narrowing proficiency gaps, growth, and graduation and dropout rates over the most recent four-year period into a single number between 0 and 100. All districts, schools, and groups with sufficient data are assigned an annual PPI based on two years of data and a cumulative PPI between 0 and 100 based on at least three annual PPIs. The annual PPI is a measure of the improvement that a group makes toward its own targets over a two-year period on up to seven indicators: narrowing proficiency gaps (English language arts (ELA), mathematics, and science); growth (ELA and mathematics); the annual dropout rate; and the cohort graduation rate. The cumulative PPI is the average of a group's annual PPIs over four years, weighting the most recent years the most (1-2-3-4). A cumulative PPI is calculated for a group if

it has at least three annual PPIs. If a group is missing an annual PPI for one year, that year is left out of the weighting (e.g., 1-X-3-4). While a group's annual PPI can exceed 100 points, the cumulative PPI is always reported on a 100-point scale. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the all students group and high needs students must be 75 or higher.

### **Subgroup percentiles**

Subgroup percentiles are used to identify Level 3 “focus schools”. There are two kinds of subgroup percentiles, and both are calculated using the same methodology used to calculate school percentiles. The “in-group” percentile measures a group's overall performance relative to the performance of the same subgroup statewide within the same school type category (e.g., comparing the economically disadvantaged subgroup in one elementary school to all other economically disadvantaged subgroups in elementary schools statewide). The “all-subgroup” percentile measures a group's overall performance relative to the performance of all subgroups statewide within the same school type category (e.g., comparing the economically disadvantaged subgroup in one elementary school to all other subgroups in elementary schools statewide). Any school with one or more groups having both in-group and all-subgroup percentiles of 20 or lower are eligible for classification as a Level 3 focus school.

### **Assessment participation**

For accountability purposes, participation calculations include student participation in MCAS, ACCESS for ELLs, and PARCC subject area tests. School participation rate requirements and consequences are also applied at the district level.

**MCAS:** All districts, schools, and subgroups must assess at least 95 percent of their students on the ELA, mathematics, and science MCAS tests. Any district or school with less than 95 percent participation for any student group on any subject area test is ineligible for classification into Level 1 and is, at a minimum, classified into Level 2. Any school with less than 90 percent participation for any student group is automatically classified into Level 3.

**PARCC:** All districts and schools that elected to administer PARCC in 2016 must assess at least 95 percent of their students on the ELA and mathematics PARCC tests. In addition, PARCC districts and schools must assess at least 95 percent of their students on the science MCAS test. Any district or school with less than 95 percent participation for any student group on any subject area test is ineligible for classification into Level 1 and is, at a minimum, classified into Level 2. Any school with less than 90 percent participation for any student group is automatically classified into Level 3.

**ACCESS for ELLs:** To comply with federal and state laws, all English language learner (ELL) students are required to participate in the ACCESS for ELLs English language acquisition assessment. ACCESS participation is required for all ELL students in addition to each of the MCAS or PARCC tests scheduled for their grades. This includes first-year ELL students, who may be exempt from ELA MCAS or PARCC testing in their first year of U.S. schooling.

Students who are English language learners must participate in all ELA, mathematics, and science MCAS or PARCC testing scheduled for their grades regardless of the program and services they are receiving, with the exception of ELL students who are in their first year of enrollment in U.S. schools (i.e., students first enrolled after the March SIMS submission). Schools have the option of administering ELA MCAS or PARCC tests to first-year ELL students. However, first-year ELL students must participate in MCAS or PARCC mathematics and MCAS

science tests for diagnostic purposes. Their results are not included in school and district accountability calculations.

### **Proficiency gap narrowing (English language arts, mathematics, and science)**

All groups (districts, schools, and subgroups) are expected to halve the distance between their level of performance in 2011 and proficiency by the year 2017. Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards this goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS, MCAS-Alternate Assessment, and PARCC tests based how close they came to scoring Proficient or Advanced. For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low MCAS scores are assigned 0 CPI points. An equivalent approach is used to assign points based on 2016 PARCC scaled scores. The CPI is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100. A CPI of 100 means that all students in a group have scored in the proficient range or higher.

#### **Baseline CPI**

The baseline for the group's annual CPI target.<sup>1</sup>

#### **2015 CPI**

The CPI for the group in 2015.

#### **2016 CPI**

The actual 2016 CPI for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if the 2016 CPI for the group is 97.5 or higher.

#### **CPI change**

The change in CPI from the prior year to the current year (can be negative). A group is awarded 100 PPI points and an "Above Target" rating for exceeding its annual target by more than 1.25 points. A group is awarded 75 PPI points and an "On Target" rating if the current year CPI is within plus or minus 1.25 points of its CPI target. A group receives partial credit (50 PPI points) for showing improvement in the CPI even if it is below target ("Improved Below Target"). If there is no change in CPI or the CPI declines slightly (up to -2.5 CPI points), the group is awarded 25 points ("No Change"). If the CPI declines by more than 2.5 points, the group is awarded 0 points ("Declined").

#### **2016 target**

The CPI target for the group in the current year needed for the group to remain on track toward reducing the proficiency gap by half in the six year period between 2011 and 2017.

#### **6 year goal**

The expected CPI for the group in six years if the proficiency gap is halved.

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<sup>1</sup> If a group did not have a 2015 CPI to measure improvement between 2015 and 2016, the 2014 CPI is substituted in order to calculate change.

### **CPI percentile in school type**

Where the group's 2016 CPI falls relative to all like groups in the same school type category statewide for the current reporting year, represented as a number between 1 and 99. Any group that met the 90th percentile CPI for that particular group in the school type category statewide is awarded 75 PPI points ("On Target").<sup>2</sup>

### **N**

The number of students whose assessment results were included in the 2016 CPI calculation for a given student group. For schools, this number includes only those students enrolled in the school on or before October 1, 2015 and who took MCAS, MCAS-Alt, or PARCC tests in the same school. For districts, including single school districts, this number includes all students who took MCAS, MCAS-Alt, or PARCC tests while enrolled in the district, regardless of when they enrolled. The district N figure includes students in out-of-district placements (i.e., those who attend a non-public school at public expense). All ELL students in their first year of U.S. schooling are excluded from the N figure, as are students who did not complete testing.

### **PPI points**

Points awarded to the group for making improvement relative to the group's own annual target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

### **Rating**

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Improved Below Target (50 points); No Change (25 points); or Declined (0 points).

### **Extra credit (English language arts, mathematics, and science)**

All groups (districts, schools, and subgroups) earn extra credit if they decrease the percent of students scoring at the Warning/Failing level or if they increase the percent of students scoring Advanced on ELA, mathematics, and/or science assessments by 10 percent from one year to the next.

### **2015 % (Advanced or Warning/Failing)**

The percentage of students scoring Advanced or Warning/Failing, respectively, on MCAS or PARCC tests in the prior year. For 2016 accountability determinations, the baseline for most groups is the 2015 percentage. If a group did not have sufficient data in 2015 to measure improvement between 2015 and 2016, 2014 data are substituted as the baseline, if available.

### **2016 % (Advanced or Warning/Failing)**

The percentage of students scoring Advanced or Warning/Failing, respectively, on MCAS or PARCC tests in the current year.

### **N**

The number of students whose assessment results were included in the calculation for the current year.

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<sup>2</sup> Any group that met the 80th percentile CPI for all groups in the same school type category statewide is awarded 75 PPI points and an "On Target" rating; a group meeting the 90th percentile CPI for all groups in the school type category statewide is awarded 100 PPI points and an "Above Target" rating.

## **PPI points awarded**

For each subject, indicates whether the group was awarded 25 PPI points for decreasing the percent of students scoring at the Warning/Failing level and/or increasing the percent of students scoring Advanced on ELA, mathematics, and/or science assessments by 10 percent from one year to the next. As displayed on the PPI Detail page for each student group, any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.

## **Growth (English language arts and mathematics)**

All groups (districts, schools, and subgroups) are expected to demonstrate growth in student performance at or near the state median or show high growth each year between 2011 and 2017. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. 2016 SGPs can be calculated regardless of the assessment administered in 2015.

### **2015 SGP**

The Student Growth Percentile (SGP) for the group in the prior year. For 2016 accountability determinations, the baseline for most groups is the 2015 SGP. If a group did not have a 2015 SGP to measure improvement between 2015 and 2016, the 2014 SGP is substituted as the baseline, if available.

### **2016 SGP**

The actual 2016 SGP for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if it has a median SGP of 60 points or higher. Barring credit for improvement as described above, a group is awarded 75 PPI points and an "On Target" rating if it has a median SGP between 51 and 59, 50 PPI points ("Improved Below Target") for a median SGP between 41 and 50, 25 PPI points ("No Change") for a median SGP between 31 and 40, and zero PPI points ("Declined") for a median SGP between 1 and 30.

### **SGP change**

The change in SGP from the prior year to the current year (can be negative). A group is awarded 100 PPI points and an "Above Target" rating if it improves its median SGP by 15 or more points from the prior year, 75 PPI points and an "On Target" rating if it improves its median SGP by 10-14 points from the prior year, and partial credit (50 PPI points) and a "No Change" rating if it improves its median SGP by 1-9 points from the prior year.

### **6 year goal**

The goal for all groups is to achieve or maintain a median SGP at least one point above the state median. In 2016, that figure is 51.

### **Met Safe Harbor?**

Indicates whether the percentage of students in the group not proficient decreased by 10 percent or more from the previous year. Unless the group met the criteria for earning 100 PPI points ("Above Target"), the group is automatically awarded 75 points and an "On Target" rating for meeting the federal "safe harbor" provision.

### **N**

The number of students whose assessment results were included in the 2016 growth calculation for a given student group. This number includes only those students enrolled in the school or district on or before October 1, 2015 and who were assessed in the same school or district. The district N figure includes students in out-of-

district placements (i.e., those who attend a non-public school at public expense). All ELL students in their first year of U.S. schooling are excluded from the N figure, as are students who did not complete testing or for whom ESE does not have consecutive years of assessment results (for example, third grade students).

### **PPI points**

Points awarded to the group for making improvement relative to the group's own annual target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

### **Rating**

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Below Target (0 to 50 points).

### **English language proficiency growth**

Districts and schools earn extra credit if the English language learner (ELL) subgroup in the district or school obtains a median Student Growth Percentile of 60 or higher, as measured by the ACCESS for ELLs assessment. Points will be awarded to the aggregate and to the ELL/Former ELL and high needs subgroups. This is a new extra credit indicator in the 2016 annual PPI.

### **2016 SGPA**

The Student Growth Percentile as measured by ACCESS for the current year.

### **2016 target**

The ELL subgroup must obtain and SPGA of 60 or higher in order to be awarded extra credit.

### **N**

The number of students whose assessment results were included in the 2016 SGPA calculation for a given student group.

### **PPI points**

Indicates whether the group was awarded 25 PPI points obtaining median SGPA of 60 or higher for the current year. As displayed on the PPI Detail page for each student group, any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.

### **2015 four-year and 2014 five-year cohort graduation rates**

All groups (districts, schools, and subgroups) are expected to make steady progress toward a goal of 90 percent for the four-year cohort graduation rate or 95 percent for the five-year rate by the 2016-17 school year. For accountability determinations in any given year, the cohort graduation rate from the prior school year is used. For example, 2016 accountability determinations for the four-year rate use data from 2015; determinations for the five-year rate use data from 2014.<sup>3</sup>

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<sup>3</sup> 2016 accountability reports show graduation rates for the 2015 and 2014 cohorts because it allows ESE to use a data set that has been thoroughly reviewed by district and ESE staff. ESE will not have complete graduation rate data for the 2016 graduation cohort until late fall 2016, after the October SIMS reporting period and the 2016 cohort data review period have closed.

**2014/2013 rate**

The cohort graduation rate for the group in the prior year. For 2016 accountability determinations, the baseline for most groups are the 2014 four-year and 2013 five-year rates. If a group did not have a rate to measure improvement between 2015 and 2016 accountability determinations, the rate for the prior year is substituted as the baseline, if available.

**2015/2014 rate**

The actual cohort graduation rate for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if the four or five-year cohort graduation rate is 95 percent or higher. A group is awarded 75 PPI points and an "On Target" rating if the four-year rate is between 80 and 95 percent or the five-year rate is between 85 and 95 percent.

**Change**

The change in the cohort graduation rate from the prior year to the current year (can be negative). A group receives partial credit (50 PPI points) and an "Improved Below Target" rating if does not meet its annual target but improves the four-year rate by 2.5 percent or more from the prior year. A group receive 25 PPI points and a "No Change" rating if the graduation rate is within plus or minus 2.5 percentage points of the prior four-year (or five-year) rate, and a group receives zero PPI points ("Declined") if the graduation rate declines by more than 2.5 percentage points from the prior year.

**Annual target**

The four-and five-year cohort graduation rate targets for the group in the current year needed for the group to remain on track toward a goal of 90 percent for the four-year cohort graduation rate or 95 percent for the five-year rate by the 2016-17 school year. For 2016 accountability determinations, the goal for the four-year rate is 80 percent and the goal for the five-year rate is 85 percent.

**6 year goal**

The expected cohort graduation rate for the group in six years. The goal for all groups is a four-year cohort graduation rate of 90 percent or a five-year rate of 95 percent.

**N**

The number of students in the cohort.

**PPI points**

Points awarded to the group for making improvement relative to the group's own target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

**Rating**

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Improved Below Target (50 points); No Change (25 points); or Declined (0 points).

## **2015 annual dropout rate**

All groups (districts, schools, and subgroups) are expected to halve the gap between their annual dropout rate, if one exists, and a rate of zero percent by the 2016-17 school year. For accountability determinations in any given year, the annual; dropout rate for the prior year is used. For example, 2016 accountability determinations for the dropout rate use data from 2015.<sup>4</sup>

### **Baseline rate**

The baseline for the annual target. For most groups, this is the 2010 annual dropout rate. If a group did not have sufficient data in 2010 to measure improvement between 2010 and 2011, 2009 data are substituted as the baseline, if available.

### **2014 rate**

The annual dropout rate for the group in 2014.

### **2015 rate**

The actual annual dropout rate for the group. A group is automatically awarded 100 PPI points and an "Above Target" rating if it has a dropout rate of zero percent, met the dropout rate of the 90th percentile for all students in the school type category statewide, or exceeded the group's own annual gap-halving target by declining 3 or more percentage points from the prior year. A group is awarded 75 PPI points and an "On Target" rating if it met its annual gap-halving target, met the dropout rate of the 90th percentile for that particular group in the school type category statewide, or met the dropout rate of the 80th percentile for all students in the school type category statewide.

### **Change**

The change in the annual dropout rate from the prior year to the current year. A group receives partial credit (50 PPI points) and an "Improved Below Target" rating if it does not meet its annual target but decreases the dropout rate by 0.5 percentage points or more from the prior year. A group receive 25 PPI points and a "No Change" rating if the dropout rate is within plus or minus 0.5 percentage points of the prior rate, and a group receives zero PPI points ("Declined") if the dropout rate increases by more than 0.5 percentage points from the prior year.

### **Annual target**

The annual dropout rate target for the group in the current year needed for the group to remain on track toward halve the gap between their annual dropout rate, if one exists, and a rate of zero percent by the 2016-17 school year.

### **6 year goal**

The expected annual dropout for the group in six years if the dropout rate is reduced by half.

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<sup>4</sup> 2016 accountability reports show 2015 annual dropout rates because it allows ESE to use a data set that has been thoroughly reviewed by district and ESE staff.

### **Dropout percentile in school type**

Where the group's 2015 annual dropout rate falls relative to all like groups in same school type category statewide for the current reporting year, represented as a number between 1 and 99. Any group that met the 90th percentile annual dropout rate for that particular group in the school type category statewide is awarded 75 PPI points ("On Target").

### **N**

The number of students in the cohort.

### **PPI points**

Points awarded to the group for making improvement relative to the group's own target (0, 25, 50, 75, or 100). To be considered on target, a group must earn 75 points. A group that scores above target is awarded 100 points.

### **Rating**

Description of the group's improvement relative to its own annual target: Above Target (100 points); On Target (75 points); Improved Below Target (50 points); No Change (25 points); or Declined (0 points).

### **Extra credit for reengaging dropouts (2 or more)**

High schools can earn 25 extra credit points in the Progress and Performance Index (PPI) calculation for the all students and/or high needs students groups if they re-engaged two or more dropouts in the previous school year.

### **2015 number of dropouts reengaged**

The dropout reengagement number is the count of high school dropouts that re-enroll in school for two consecutive SIMS collection periods or graduate or obtain a certificate of high school completion. This metric is a calculation of the official number of high school dropouts statewide from the previous four school years who returned to school in the 2014-15 school year. The reengaged student is credited to the school that re-enrolls/graduates them regardless of which school the student originally dropped out from. Extra credit points can be earned by the all students and high needs students groups only, and only at the school level.

### **PPI points awarded**

Indicates whether the group was awarded 25 PPI points for reengaging two or more dropouts in the 2014-15 school year. As displayed on the PPI Detail page for each student group, any extra credit points earned are added to the total number of points awarded for narrowing proficiency gaps, growth, and high school indicators.