Department of Education

Final Changes to Transfer High School Progress Reports for 2010-11

Last Updated: October 17th, 2011

This document describes changes to the methodology for the 2010-11 transfer high school Progress Reports, discusses additional changes under consideration for the 2011-12 Progress Reports, and provides answers to frequently asked questions. If you have any additional questions, please contact PR_Support@schools.nyc.gov.
Bold text reflects a revision since the initial proposal from February, based on feedback from principals, network staff and school staff.

Final Changes

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
1. Attribution of students for Regents and credits measures	Students were attributed by semester. The fall semester was based on January 1st and the spring semester was based on June 1st.	Students will be attributed for the full year based on enrollment as of June 30th, 2011. To count toward these measures, a student must be continuously enrolled in or dropped out of, **or graduated from** one or more NYC DOE schools from October 31st through June 30th.	Splitting students across schools made the metric calculations unnecessarily difficult to understand and verify. **The new student attribution rule does not exclude mid-year graduates from Regents and credit progress measures.**
2. Former special education status and former English language learners (ELLs)	Weighted diploma rate adjustments based on special education status and inclusion in the additional credit measures related to ELLs and students with disabilities were based on status from the past two years for ELL and the past four years for special education.	Any student identified as an ELL for any of last **seven** school years will be considered ELL on the Progress Report. A student's special education status for the weighted diploma rates will be the most restrictive of the past **seven** years.	An important measure of success with students with disabilities and ELLs is movement to less restrictive settings and English language proficiency, respectively. Taking into account previous ELL and special education status will allow schools to make these transitions without an impact on Progress Report adjustments. Further, the proposed rule recognizes that students who do make these gains still have significant needs. **Because it is common for students to move to a less restrictive environment when they matriculate to high school, the proposed rule will consider seven years of ELL status and special education placement.**

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
3. Additional credit for exemplary progress with over-age and under-credited Black and Hispanic males	There was no metric that specifically recognized the academic progress of this high-need group.	One new additional credit measure will be added: • The six-year weighted diploma rate of over-age and under-credited Black and Hispanic males.	To close the achievement gap among high needs populations, schools need to make exemplary gains with these students. Providing additional credit for exemplary progress among high needs populations provides an additional incentive for schools to focus on the most struggling students and rewards schools when they are successful. In line with the City's Young Male Initiative, and as part of our continuing effort to focus schools on closing the achievement gap through the additional credit measures, we are adding a metric focused on the learning growth of this high-need group.
4. Additional credit for movement of students with disabilities to less restrictive environments	There was no metric relating to movement to less restrictive environments.	An additional credit measure focusing on moving students with disabilities to less restrictive environments will be added. **(See FAQs for details, including amendments to the metric based on feedback.)**	Educating students with disabilities in the least restrictive environment is an important goal of the DOE's special education reforms. This metric also provides a countervailing incentive to the additional weight given to the progress of students in more restrictive settings. In combination with the additional credit metrics focused on the performance and progress of students with disabilities, the proposed less restrictive environment metric will reward schools that are exceptionally successful in promoting the learning growth of their students with disabilities in inclusive settings.

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
5. Peer Groups and Horizons	The peer index formula was the average 8th grade proficiency rating in math and ELA minus 2 x the percentage of students with Individual Education Plans minus 2 x the percentage of students with self-contained placement. Peer groups were calculated by applying the new peer index formula to the demographics of schools' 2009-10 student population. The horizons were updated and calculated based on three school years: 2006-07, 2007-08, 2008-09.	Peer groups will be recalculated based on the demographics of schools' 2010-11 student population. We will use the same peer index formula, but will make a statistical adjustment to 8th grade test scores so that 2010 proficiency ratings are comparable to ratings from 2009 and before. The horizons will be updated and calculated based on four school years: **2006-07**, 2007-08, 2008-09, and 2009-10.	By updating peer groups using the same formula as in 2010, we are maintaining consistency in methodology while taking into account schools' current demographics. The statistical adjustment to 8th grade test scores in the peer index calculation is necessary to account for the State's raising of cut scores in 2010. The effect of the adjustment will be to treat all students' proficiency ratings as if they were determined under the same cut scores. By updating horizons, we are challenging schools to continually improve over previous years' results. Updating horizons to 2009-10 also brings the horizons for high schools in line with all other Progress Report types.
6. Progress Report grades and grade cutoffs	In 2009-10, grade cutoffs were as follows: • A - 68 • B - 56 • C - 46 • D - 38	**The cut scores for 2010-11 will be the same:** • **A - 68** • **B - 56** • **C - 46** • **D - 38**	**School results in 2009-10 were higher in all categories than in previous years. As mentioned above, we are including 2009-10 in the peer and city horizon benchmarks. This will ensure that schools are held to a higher standard even though the grade cut scores themselves are not changing.**

Technical Changes

We also propose several technical changes affecting certain calculations:

- Previously, horizon scores were allowed to go below zero or above 100%. Now, the lowest possible peer or city horizon score will be 0%. The highest possible horizon score will be 100%. This will ensure that each metric stands on its own, and results on one metric do not overshadow other metrics in the same section.
- We will recalculate the decile weights for the weighted Regents pass rate, including more recent data so that each weight better reflects the current nature of the exams. As before, each weight will be the reciprocal of the historical pass rate for students within a given decile. The new weight tables will be used to recalculate both the 2011 metric values and the 2007, 2008, 2009, and 2010 metrics used to calculate the peer and city minimums and maximums.
- For the Regents completion rate, second year students will be expected to have passed three Regents instead of five. The denominator contribution for each second year student will be three minus the number of exams passed in middle school. The minimum allowed denominator contribution is zero and

the maximum allowed numerator contribution is the denominator contribution. This change will better align the metric with the exam-giving schedule at most schools.

- As there are now seven additional credit metrics, they will be worth up to two points each instead of three. For each metric, the top 20% of schools will earn 2.0 points and the next 20% of schools will earn 1.0 point. The maximum possible additional credit points is now 14.
- The credit metrics are now measured by year instead of by semester. There will be a cap of 16 credits per student to prevent a few outliers from moving the average too far from the performance of a typical student.
- When a metric in the progress section is missing due to having less than 15 students, the points will be re-distributed evenly to all three areas of the progress section: attendance, credits, and Regents. Previously, the Regents section was always worth 24 points even if there was only one metric in the section. Now, each missing Regents metric will result in 4/3 of a point being distributed to each mini-section: attendance, credits, and Regents.

Phase-In Metrics

The following metrics will be reported, but not scored, in the 2010-11 high school Progress Report, and will be incorporated as scored metrics in the 2011-12 Progress Report:

Phase-In Metric	Description of Metric	Reasons for New Metric
1. College Preparatory Course Index	This metric is based on the percentage of students in the class of 2009 (cohort K) who have: • Scored 65+ on the Algebra II or Math B Regents exam, or • Scored 65+ on the Chemistry Regents exam, or • Scored 65+ on the Physics Regents exam, or • Scored 3+ on any Advanced Placement (AP) exam, or • Scored 4+ on any International Baccalaureate (IB) exam, or • Earned a grade of "C" or higher in a college dual enrollment course (e.g. College Now, Early College), or • Passed another course/assessment certified by the DOE as college- and career-ready. Students meeting more than one of the requirements above will only be counted once in the numerator.	Students who complete rigorous college preparation coursework in high school are more likely to graduate on time and ready for college, and to go on to enroll and succeed in college and career. Including the College Preparatory Course Index will incentivize and reward high schools for engaging students in rigorous college preparatory coursework. Also, the Regents exams focus on a subset of the curriculum New York City high school students learn each year. By introducing additional assessment results, we will capture a broader range of student performance and increase the rigor and stability of the Progress Report. **In Spring 2011, we are piloting the certification process described in the last bullet. See http://schools.nyc.gov/Accountability/tools/report/ for details.**

Phase-In Metric	Description of Metric	Reasons for New Metric
2. College Readiness Index	This metric is based on the percentage of students in the class of 2009 (cohort K) who have graduated and passed out of remediation according to the standards of City University of New York (CUNY) by **August of their sixth year.** To contribute, a student must: • Graduate with a Regents diploma, and • Earn a 75 or higher on the English Regents or score 480 or higher on the Critical Reading SAT, and • **Earn an 80 or higher on one math Regents and demonstrate completion of coursework in Algebra II/Trigonometry or a higher-level math subject,** or score 480 or higher on the Math SAT. ○ **A student can demonstrate completion of math coursework by (1) passing a course in Algebra II/Trigonometry or higher and taking one of the following exams: the Math B Regents, Algebra II/Trigonometry Regents, AP Calculus, AP Statistics, or IB Math exam, or (2) by passing the Math B or Algebra II/Trigonometry Regents.** CUNY is in the process of transitioning to a new standard for math – an interim standard will be in place for 2011, and the new standard will take effect in 2012. For the Progress Report, we will apply the standard for 2012 (the standard described above) in this year's unscored phase-in metric, to better inform schools about how they are likely to perform in 2012, when the metric will be scored.	The goal of New York City schools is to graduate all students on time and ready for college. However, some students graduate from high school and enter college unprepared to engage in college-level coursework. At CUNY, these students are required to take remedial courses. Students who are required to take remedial courses are less likely to persist and graduate from college. Including the College Readiness Index will incentivize and reward schools for preparing students to engage in college level coursework without the need for remediation. **The proposed changes document indicated that Regents and SAT outcomes would be captured only through June of students' fourth year. Instead, those results will be captured through August after their sixth year.** **In August 2011, CUNY revised its 2012 math standard to the standard described to the left. The College Readiness Index methodology has been updated to maintain alignment with CUNY's standards. For an explanation of CUNY's current and planned proficiency standards, see http://www.cuny.edu/academics/testing/cuny-assessment-tests/faqs.html#1.**
3. College Enrollment Rate	This metric is based on the percentage of students in the class of 2008 (cohort J) who enrolled in a two- or four-year college or university by December 31, 2010.	The goal of New York City schools is to prepare students to succeed in college and career. Using data that is newly available from CUNY and the National Student Clearinghouse, we will be able to recognize schools' achievement of that ultimate goal.

Preliminary data for these three metrics will come from student records in STARS and ATS, the College Board, the National Student Clearinghouse, and CUNY. For each of these metrics, schools will have the opportunity to review, verify, and update student-level data in a manner consistent with all relevant privacy laws and agreements. Details on the verification process will be announced later this spring.

Other Changes Under Consideration for 2011-12

Over the course of the next year, we also plan to consider the following additional methodology changes for the 2011-12 Progress Report (these metrics will not appear in the 2010-11 Progress Report):

- In addition to the new college readiness metrics, we are exploring ways to incorporate career-readiness measures into the Progress Report.
- We expect to revise the peer index formula for 2011-12 based on an analysis of the relationship between student characteristics and academic achievement.
- We are re-evaluating the treatment of Regents results and credit accumulation. One possible change would be introducing a cohort-based "on-track" metric similar to the one presented in the Progress to Graduation Tracker. Another possibility is developing a "Regents growth percentile" that would be similar to the metric used to evaluate progress at the elementary-middle school level.
- As the 8th grade social studies exam was given for the last time in 2010, we will use the 8th grade ELA exam where needed as the starting point for the social studies Regents progress metric.
- As part of the DOE's system-wide reform of special education policies, we will re-evaluate the way special education placement is defined and considered on the Progress Report.

Frequently Asked Questions

1. *How will grades be determined for 2010-11?*

   As in previous years, we will be using fixed grade cutoffs for the transfer school progress report. The cut scores will be announced in the final changes document in April.

2. *How will students be attributed for credits and Regents metrics?*

   To be included in the credits and Regents metrics a student must be continuously enrolled in or dropped out of one or more NYC DOE schools from October 31st to June 30th of the same school year:
   - Students who are positively discharged (code 6, 8, 10, 11, 15, 20 or 25) before June 30th are excluded.
   - Students who are brand-new to the DOE are included only if they enter on or before October 31st.
   - As in previous years, students who have dropped out or enrolled in a non-diploma granting program such as GED or YABC will continue to count toward these metrics until six years have passed from their ninth grade entry date. A dropped-out student can remain accountable at a transfer school for a maximum of one year.
   - **Students who graduate before the end of the school year (e.g. in January) will still contribute to the Regents completion rate and weighted Regents pass rates. If the student graduated in a previous school year, he or she will no longer count in the progress section.**
   - **Students who graduate before the end of the school year (e.g. in January) will also contribute to the credit metrics if they start the school year with less than 38 credits. In that case, all credits that the student earns will be added to the numerator. If the student graduated before February 7th, then 0.5 will be added to the denominator. Otherwise, 1.0 will be added to the denominator.**

If a student meets the inclusion criteria above, he or she will be attributed to the last diploma-granting transfer school in which he or she was enrolled as of June 30th, 2011. This year-long attribution approach will make the attribution of students in the Student Progress section easier for schools to understand and verify. Under the previous rule, less than 1% of students were attributable to different schools for the two semesters; we expect the net effect of this change for schools' Progress Report results to be minimal.

3. *How will the less restrictive environment metric be calculated?*

The denominator for this metric will be the number of students with an IEP with a primary recommendation of SETSS, CTT, or self-contained during the years 2007-08 through **2009-10. Students who are new to New York City public schools in 2010-11 or who are in tier two for the first time in 2010-11 will not contribute to the denominator.** Students with an IEP recommendation of related services only are not included. The numerator will be based on a calculation using the following tiers:

Tier One – general education:
- No IEP
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers:
- Primary recommendation of SETSS or CTT
- Primary recommendation of self-contained, spend 80% to 100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers:
- Primary recommendation of self-contained, spend 40% to 79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers:
- Primary recommendation of self-contained, spend 0% to 39% of instructional periods with general education peers

Each student's numerator contribution will be highest tier number from the four year period minus the tier number for 2010-2011. This number can range from zero (for students who are in their highest tier in 2010-11) to three (for students who were previously in Tier Four and are in Tier One in 2010-11). Negative numbers are not possible which means that students who move to a more restrictive environment count the same as if they had always been in that setting.

A school's metric value will be the total number of tiers students have moved divided by the number of students who contribute to the metric. The primary program recommendation will be taken from the end of September of each year. For self-contained students, their percent of time with general education peers will be taken from the Special Education Integration Survey (SEIS). **We are exploring alternative, more refined data sources for use in the 2011-12 Progress Report.**

4. *Will I be able to use a modeler to estimate my letter grade?*

Principals provided two points of feedback on modelers in previous years:

- They are available too late in the school year to be useful for goal-setting.
- They are subject to change so do not accurately predict Progress Report results.

In light of these considerations, we are discontinuing the modeler. Instead, we are exploring alternate ways to provide more timely guidance for school goal-setting based on the Progress Report.

5. *How can I receive additional support in understanding these changes?*

Please email PR_support@schools.nyc.gov with any questions or comments.