

PROPOSED CHANGES TO THE 2011-12 PROGRESS REPORT

Website (including proposed changes documents):

<http://schools.nyc.gov/ProgressReport>

Contact: PR_Support@schools.nyc.gov

Last updated: March 1st, 2012

TO ADVANCE THE GOAL OF COLLEGE AND CAREER READINESS FOR ALL STUDENTS, WE ARE PROPOSING CHANGES TO THE PROGRESS REPORTS TO:

- 1) Raise the bar to focus on student success at the next level by adding metrics focused on college and career readiness.
- 2) Specifically recognize schools for success with high need students in a way that will maintain the demographic neutrality of the report.
- 3) Incorporate feedback from principals and others to make the reports more accurate in general and more aligned to our work with the Common Core.

PROGRESS REPORT STRUCTURE AFTER PROPOSED CHANGES

Grade and Overall Score

Progress, Performance, School Environment, and **High School/College Readiness** scores based on comparison to peer schools (75%) and City (25%)



Elementary Schools	K-8 Schools	Middle Schools	High Schools
60 points	60 points	60 points	55 points
25 points	20 points	20 points	20 points
15 points	15 points	15 points	15 points
16 points	16 points	15 points	16 points
			10 points

New section

INCORPORATION OF NEW METRICS

Middle School/K-8

1. **Remove** 10 points from Performance section state exam metrics
2. **Add [New High School Readiness](#) section** – 2.5 points each
 - High School Credit in 8th grade
 - 9th Grade Credit Accumulation
3. **Add [core course pass rates](#)** to Performance section – 1.25 points each
 - English Core Course Pass Rate
 - Math Core Course Pass Rate
 - Science Core Course Pass Rate
 - Social Studies Core Course Pass Rate

High School

1. **Remove** 5 points from Performance section graduation metrics and 5 points from Progress section credit metrics
2. **Add new [College Readiness](#) section:**
 - [College Preparatory Course Index](#) (CPCI) – 3.33 points
 - Four-year [College Readiness Index](#) (CRI) – 1.67 points
 - Six-year College Readiness Index (CRI) – 1.67 points
 - College Enrollment Rate (CER) within 6 Months – 1.67 points
 - College Enrollment Rate (CER) within 18 Months – 1.67 points

Metrics by cohort:

Class of 2012 (cohort N): CPCI and 4-year CRI

Class of 2011 (cohort M): 6 month CER

Class of 2010 (cohort L): 18 month CER and 6-year CRI

What is new compared to the 2010-11 phase-in year:

- 1) 9th grade credit accumulation metric is new
- 2) College Readiness metrics include a six-year CRI and an 18-month CER
- 3) CTE endorsed diplomas and industry-approved technical assessments now count toward CPCI
- 4) CRI now includes the ACT and new ways to demonstrate advanced math coursework

PROGRESS SECTION PROPOSED CHANGES

1. Regents Metrics (high schools)

- State-approved Regents alternatives (see <http://tinyurl.com/regent-alt>), including Advanced Placement exams, International Baccalaureate exams, and SAT II exams, will count toward the Weighted Regents Pass Rate (WRPR) and Regents Completion Rate.
- The possible points table for each alternative will be calculated separately, so more difficult exams will be worth more points in the WRPR.
- As with Regents exams, if a student has already passed a different exam in the same subject then the alternative exam is included in the WRPR if the student passes and excluded if the student fails.

2. Early Grade Progress metric (elementary schools)

- The Early Grade Progress measures for math and ELA currently used in the early childhood Progress Report will be added to the Progress section of the elementary school Progress Report.
- The measures weight the scores of 3rd graders on ELA and Math exams by the proficiency rating attained and demographic characteristics. See [appendix](#) for example.
- The four current growth percentile metrics (covering grades 4 and 5) would be worth 10 points each and the two Early Grade Progress measures (covering grade 3) would be worth 10 points each.

ADDITIONAL CREDIT FOR CLOSING THE ACHIEVEMENT GAP PROPOSED CHANGES

1. Awarding credit proportionally

<i>2010-11 Additional Credit Scoring</i>	<i>Proposed 2011-12 Additional Credit Scoring</i>
Schools in the top 20% got full credit, schools in the next 20% got half credit, and the other 60% did not get credit.	Schools will earn some credit for each student in the high need group that meets the standard.
Points were earned based only on percentage of students in the high-need group that meet standard.	Points will be earned based on <i>both</i> percentage of high-need students that meet standard <i>and</i> percentage of students in the high-need group.
The maximum points was 1.0 per metric in elementary/middle/K-8 and 2.0 per metric in high school.	No change – values are capped at 1.0 in elementary/middle/K-8 and 2.0 in high school.

- See [appendix](#) for example calculation.

2. NYSESLAT Progress metric (K-5 students in elementary and K-8 schools)

- Measures whether students have moved to a higher overall level on NYSESLAT from previous year; worth up to 1.0 point.

3. Incorporating college readiness metrics (high schools)

- 2010-11 method awarded credit for students in the lowest third citywide earning a score of 75 on the ELA and math Regents exams.
- These will be replaced by three metrics based on the performance of students in the lowest third citywide on College Preparatory Course Index, the Four-Year College Readiness Index, and the College Enrollment Rate within 6 months.

PEER INDEX AND DEMOGRAPHICS PROPOSED CHANGES

Peer Index Changes:

<i>School Type</i>	<i>Proposed New Formula</i>	<i>What is Different About the New Formula</i>
Elementary / K-8	$30 \times \% \text{Black/Hispanic}$ $+ 30 \times \% \text{Students with IEPs}$ $+ 30 \times \text{Economic Need Index}$ $+ 10 \times \% \text{English Language Learners}$	Economic need index replaces % free lunch. It is: $2 \times \% \text{Temporary Housing}$ $+ \% \text{HRA-eligible}$ $+ 0.5 \times \% \text{Free Lunch Eligible}$
Middle School	Average 4 th grade proficiency $- 2 \times \% \text{students with IEPs}$	No changes
High School	Average 8 th grade proficiency $- 2 \times \% \text{students with IEPs in past 5 years}$ $- 2 \times \% \text{in self-contained settings in past 5 years}$ $- \% \text{overage or overage/under-credited}$	The % IEP and % in Self-Contained are now based on status in the past 5 years. The % overage now includes both students over age 16 at first entry to H.S. and students who are overage/under-credited upon entry to the report high school.

Other Demographic Changes:

- *Growth Percentile (ES/MS)*: Use the Economic Need Index instead of % Free Lunch to determine Growth Percentile adjustment.
- *Weighted Diploma Rate (HS)*: Assign multiplier of 2.0 to students who are overage/under-credited on entry to report school, students in temporary housing, and students who are long-term ELL at the time of entry to report school
- *Lowest third citywide (HS)*: Include students without 8th grade test scores who are in self-contained programs, who are overage/under-credited on entry to report school, and who are long-term ELL at time of entry to report school

APPENDIX

COLLEGE PREPARATORY COURSE INDEX

This metric is based on the percentage of students in the class of 2012 who have accomplished any one of the following achievements (new items for 2011-12 are in bold):

- 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 credit-bearing course (e.g. College Now, Early College), or
- **Passed another course certified by the DOE as college- and career-ready, or**
- **Earned a diploma with a Career and Technical Education (CTE) endorsement, or**
- **Passed an industry-recognized technical assessment.**

[\[back to presentation\]](#)

COLLEGE READINESS INDEX

The College Readiness Index is the percent of students the class of 2012 and the class of 2010 that met all three of these requirements (new options for 2011-12 in bold):

1. Graduate with a Regents Diploma;

AND

2. Demonstrate readiness in English by scoring 75 on the English Regents, 480 on the Critical Reading SAT, or **20 on the ACT English**;

AND

3. Demonstrate readiness in Math by scoring 80 on the math Regents*, 480 on the math SAT, or **20 on the ACT math**.

*Note: If a student is using the Math Regents to demonstrate math readiness, the student also needs to demonstrate advanced course work in math by:

- Passing a course identified in STARS as “Algebra II/Trigonometry” or “Pre-Calculus” and also attempting (scoring 1 or higher on) the Algebra II/Trigonometry Regents exam or any A.P. / I.B. math exam, or
- Passing the Algebra II/Trigonometry Regents exam or any A.P./I.B. math exam, or
- **Passing a course identified in STARS as “Calculus,”** or
- **Passing a course identified in STARS as a math class that results in college credit.**

[\[back to presentation\]](#)

CORE COURSE PASS RATE METRICS

- The core course passing rates are based on the percent of students in grades 6-8 that passed a full year in each of the following subjects: English, math, science, and social studies.
- So that the passing rates reflect rigorous learning, we expect schools to follow the guidance in the grading policy memo for 2011-12 (on the intranet at: <http://tinyurl.com/ms-grading-policy>):
 - Schools' grading must be based primarily on student mastery of New York State learning standards and on progress toward meeting those standards
 - Schools are required to document grading policies that provide clear expectations for learning and make them transparent to staff, students, and families.
 - Maintaining quotas for passing students is not allowed
 - The DOE is increasing oversight of schools' grading policies. Schools may be asked to provide documentation of grading policies for review to justify student course performance results.
- The Progress Report team will be reviewing course results for 2011-12. In cases where course passing rates are far out of alignment with state exam performance and state exam progress, points may be redistributed from the course metrics to the exam metrics.

[\[back to presentation\]](#)

HIGH SCHOOL READINESS SECTION

Percent of 8th Graders Earning Accelerated High School Credit

- This metric is the percent of all 8th graders who have earned high school credit by the end of 8th grade. This usually requires passing a Regents or Language Proficiency Exam and the associated class.
- Students are included even if they don't attempt an accelerated course in order to encourage schools to offer this opportunity to more students. As with the core course metrics, NYSAA-eligible students and students enrolled for only part of the year are excluded.

9th Grade Credit Accumulation of Former 8th Graders

- This is based on the percentage of the middle school's 2010-11 8th graders who met the criteria for the high school Progress Report's credit accumulation metric for the first year of high school in 2011-12. Students who are not in a DOE high school in 2011-12 are excluded.
- The reason for this new this metric is to recognize schools that are preparing students for success in high school, and to encourage the academic, advising, and middle-to-high school bridge work that makes that success more likely.

[\[back to presentation\]](#)

EARLY GRADE PROGRESS EXAMPLE*

A third-grade Asian student who is HRA-eligible and an English Language Learner takes the state Math Exam. Based on the table at the right, the student’s total indicator value for math is two (+1 for HRA and +1 for ELL on the math test).

<i>Demographic Characteristic</i>	<i>Indicator Value</i>
Black/Hispanic	+1
HRA-eligible or temporary housing	+1
Special Education - SETSS	+2
Special Education – CTT	+3
Special Education – SC	+4
English Language Learner	+2 for ELA, +1 for Math

In 2012, it turns out that 80% of students citywide with the same total indicator value score 3.00 or higher on the exam, 50% of students in that group score 3.50 or higher, and 20% of students score 4.00 or higher. The amount of points the student described above would contribute to the school’s metric is based on the reciprocal of those citywide percentages:

<i>Student’s Score on State Math Exam</i>	<i>Early Grade Progress Point Contribution</i>
1.00 to 2.99	0.00
3.00 to 3.49	1.25
3.50 to 3.99	2.00
4.00 to 4.50	5.00

The school’s metric value for the Early Grade Progress metric is the average of each student’s contribution. Only third grade students are included.

[\[back to presentation\]](#)

*Note: This is an illustrative example. The actual citywide results for 2012 are unknown at this time.

ADDITIONAL CREDIT METRIC LIST

EMS (up to 1 point each)	HS (up to 2 points each)
<p><u>% at proficiency or above</u></p> <ol style="list-style-type: none"> 1. ELA – SETSS 2. ELA – CTT 3. ELA – Self-contained 4. Math – SETSS 5. Math – CTT 6. Math – Self-contained <p><u>% at 75th growth percentile or above</u></p> <ol style="list-style-type: none"> 7. ELA - Students with Disabilities (SETSS/CTT/SC) 8. ELA -English Language Learners 9. ELA - lowest third citywide 10. ELA - Black/Hispanic males in the lowest third 11. Math- Students with Disabilities (SETSS/CTT/SC) 12. Math - English Language Learners 13. Math - lowest third citywide 14. Math - Black/Hispanic males in the lowest third citywide <p><u>Other</u></p> <ol style="list-style-type: none"> 15. Movement to Less Restrictive Environments 16. NYSESLAT Progress (grades K-5 only) 	<p><u>Weighted Diploma Rate</u></p> <ol style="list-style-type: none"> 1. Students with Disabilities (SETSS/CTT/SC) 2. English Language Learners 3. Lowest third citywide 4. Black/Hispanic males in the lowest third citywide <p><u>College Readiness</u></p> <ol style="list-style-type: none"> 5. 4-year College Readiness Index - lowest third citywide 6. College Prep Course Index - lowest third citywide 7. 6-month College Enrollment Rate – lowest third citywide <p><u>Other</u></p> <ol style="list-style-type: none"> 8. Movement to Less Restrictive Environments

[\[back to presentation\]](#)

AWARDING ADDITIONAL CREDIT PROPORTIONALLY

For each high-need student that meets the success criteria for a metric in the Closing the Achievement Gap section, the school will earn a certain number of points. The number of points will depend on the percentage of the school’s population that is in the high need group, the percentage of that group that is successful, and a “fixed point value” based on how difficult it is for students in that group to achieve the success criteria.

Example:

A school has 500 students in the four-year graduating cohort. Of those, 100 are in the lowest third citywide. Of those 100 students, 15 met the requirements for the College Preparatory Course Index (CPCI). On the Progress Report, the CPCI lowest third citywide metric would look like this:

	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	MAXIMUM POINTS	POINTS EARNED
College Preparatory Course Index Students in the Lowest Third Citywide (n=100)	15.0%	20.0%	0.25	2.00	0.75

The “points earned” is equal to the school’s results x the population percentage x the fixed point value x 100, up to a maximum of 2.00 points. In this example, the result would be $0.15 \times 0.20 \times 0.25 \times 100 = 0.75$ points. Based on the formula for this example, for each additional student in the lowest third citywide that met the CPCI standard, the school would get an extra 0.05 points.