

# FINAL CHANGES TO THE 2010-11 PROGRESS REPORT

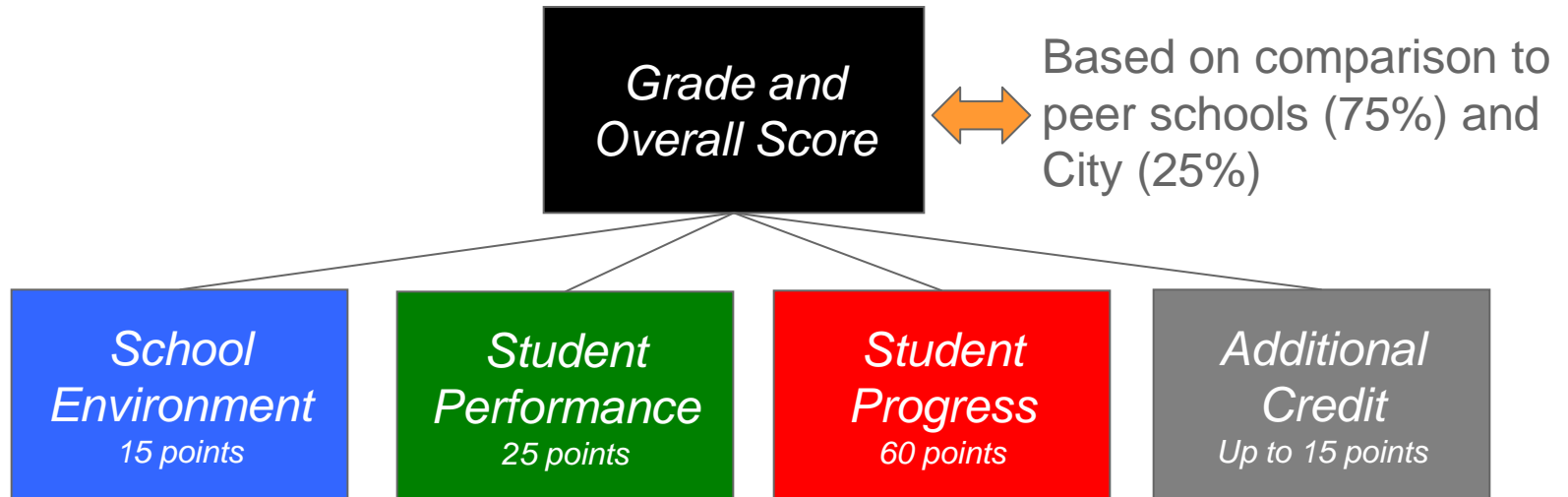
Website (including final changes documents):  
<http://schools.nyc.gov/Accountability/tools/report/>

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# SESSION AGENDA

1. Discuss changes in methodology for 2010-11. These are intended to be modest changes to the scored section; the metrics are mostly the same as 2009-10.
  - New additional credit measures focused on closing the achievement gap
  - Changes in scoring methodology and metric calculation to continue to improve accuracy and align metrics with school practices and Citywide priorities
2. Discuss new metrics that will be reported in 2010-11 and phased in for 2011-12
  - **High school:** *College readiness metrics* to reward and incentivize preparation for life beyond high school
  - **Middle School/K-8:** Metrics based on *core and accelerated courses* to diversify data sources and subject areas and promote high school readiness

# REVIEW OF PROGRESS REPORT STRUCTURE



## Elementary, Middle, and K-8 Schools

- *School Survey results*
- *Attendance*
- *Student test scores in ELA and Math (average proficiency and % Level 3/4)*
- *Student progress on ELA and Math test scores (median growth percentiles)*
- *Exemplary performance and/or progress on test scores with high need students*

## High Schools

- *School Survey results*
- *Attendance*
- *Graduation rates (4-year and 6-year)*
- *Weighted Graduation Rates (4-year and 6-year)*
- *Credit accumulation*
- *Regents completion and pass rates*
- *Exemplary graduation and/or regents outcomes with high need students*

# CHANGES IN 2010-11 METHODOLOGY: CLOSING THE ACHIEVEMENT GAP

Two new metrics to the Additional Credit section:

1. Promoting the success of Black and Hispanic males in the lowest third citywide – directly targeting a significant achievement gap
  - 4-year weighted diploma rate (HS)
  - % in the 75<sup>th</sup> growth percentile or above in ELA (EMS)
  - % in the 75<sup>th</sup> growth percentile or above in Math (EMS)
2. Movement of students with disabilities to less restrictive environments – a key goal of the Special Education reform
  - Each student's 2010-11 placement will be compared to the most restrictive placement in the past four years
  - Students who were new to NYC public schools in 2010-11 or who are in tier two for the first time in 2010-11 will not be included

As a result of these additions (see appendix for details):

EMS: 15 metrics total; 1 point each

HS: 7 metrics total; 2 points each

# CHANGES IN 2010-11 METHODOLOGY: CHANGES IN SCORING METHODOLOGY

## Peer groups and peer and city horizons

- Peer indices will be updated applying the same formula as 2009-10 to the characteristics of the current school population, which may alter peer groups
- The peer and city horizons will be based on the following years:
  - EMS: 2008-09, 2009-10
  - HS: 2007-08, 2008-09, 2009-10

## Grade Cutoffs

- For high schools, transfer schools and YABCs, the grade cutoffs are the same as the 2009-2010.
- As state tests continue to evolve, we will retain a set grade distribution for elementary, middle, K-8, early childhood, and District 75 schools. The set grade distribution is 25% A, 35% B, 30% C, 7% D and 3% Fs
- Top Performance rule: schools in the top 33% (in terms of 4-year graduation rate or ELA and Math performance) can receive no lower than a “C”

# CHANGES IN 2010-11 METHODOLOGY: CHANGES IN METRIC CALCULATION

Former special education placement and ELL status:

- For additional credit measure inclusion and metric adjustments, we will consider ELL status and the most restrictive special education placement in the past 4 school years for EMS and 5 years for HS (previously 1 year for EMS and 2 years for HS)
  - This change recognizes that students who move to less restrictive settings and/or language proficiency still have significant needs

Changes to calculation of high school Progress metrics:

2009-10 Rule	2010-11 Rule
Students were attributed to schools based on the January 1 and June 1 registers for credits and Regents measures in Progress section	Students will be attributed to one school based on enrollment as of Oct. 31, 2010; students who first enroll in NYC after Oct. 31 or are positively discharged (other than with a diploma) before Jun. 30 are excluded.
Any 10 credits a student earned counted for the 10+ credit measures	To qualify as having earned 10+ credits, a student must earn at least 6 credits total in the 4 main subjects (math, science, English, and social studies), with at least some credit in 3 of the 4 subjects.

# PHASE-IN METRICS

The following metrics will be reported but not scored in 2010-11, and incorporated as scored metrics in 2011-12 (see appendix for details):

## **HS – metrics to evaluate and incentivize postsecondary readiness**

- College Preparatory Course Index
  - % of 2011 cohort who have passed higher level courses and assessments
- College Readiness Index
  - % of 2011 cohort who graduate having passed out of remediation
- College Enrollment Rate
  - % of 2010 cohort who enrolled in college in fall 2010

## **MS/K-8 – metrics to expand data sources and subject areas beyond State tests in ELA and Math and to promote high school readiness**

- English Core Course Passing Rate
- Math Core Course Passing Rate
- Science Core Course Passing Rate
- Social Studies Core Course Passing Rate
- Accelerated Course (and Regents Exam) Passing Rate

# ENSURING FAIR AND ACCURATE MEASUREMENT

As we broaden the set of information used to measure performance, we will increase data security and improve central oversight.

## Grading Policy

- Clarify State and City policies on student course grades, with a focus on a mastery-based approach
- The DOE will provide specific guidance on middle school grading, similar to the policy recently announced for high schools

## High School Academic Data Audit

- Building on previous reviews, DOE will conduct an internal audit of data that impacts the graduation rate (credits, Regents, discharges), including a check on these data during Progress Report data verification

# APPENDIX

# ADDITIONAL TECHNICAL CHANGES TO SCORED PORTION OF PROGRESS REPORT FOR 2010-11

## Horizon scores (affects all school types):

- Previously, horizon scores – the comparison of a school’s results to its peer or City horizon – were allowed to drop below 0% and rise above 100%
  - As a result, metrics in which a school did very poorly or very well relative to peer group or City could overshadow other results within a section
- For 2010-11, we will limit the range of horizon scores to 0% - 100%, maintaining the distinct importance of each metric

## Changes to HS Student Progress metrics

- Weights based on 8<sup>th</sup> grade tests score and student demographics for the Weighted Regents Pass Rate will be updated to reflect the most recent odds of passing Regents exams
- To align with most schools’ Regents exam schedule, second year students will get full credit for passing 3 Regents exams in the Regents Completion Rate (reduced from all 5 required exams)

# ADDITIONAL CREDIT SECTION METRICS AND POINT VALUES AFTER CHANGES

EMS (up to 1 point each)	HS (up to 2 points each)
<u>% at proficiency or above</u>	<u>Weighted Diploma Rate</u>
<ol style="list-style-type: none"> <li>1. ELA – SETSS</li> <li>2. ELA – CTT</li> <li>3. ELA – Self-contained</li> <li>4. Math – SETSS</li> <li>5. Math – CTT</li> <li>6. Math – Self-contained</li> </ol>	<ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. ELLs</li> <li>3. Lowest third citywide</li> <li>4. <b>Black/Hispanic males in the lowest third citywide</b></li> </ol>
<u>% at 75<sup>th</sup> growth percentile or above</u>	<u>% earning 75 or higher on Regents exam</u>
<ol style="list-style-type: none"> <li>7. ELA - students with disabilities</li> <li>8. ELA - ELLs</li> <li>9. ELA - lowest third citywide</li> <li>10. <b>ELA - Black/Hispanic males in the lowest third</b></li> <li>11. Math- students with disabilities</li> <li>12. Math - ELL</li> <li>13. Math - lowest third citywide</li> <li>14. <b>Math - Black/Hispanic males in the lowest third citywide</b></li> </ol>	<ol style="list-style-type: none"> <li>5. ELA - lowest third citywide</li> <li>6. Math - lowest third citywide</li> </ol>
<u>Other</u>	<u>Other</u>
<ol style="list-style-type: none"> <li>15. <b>Movement to Less Restrictive Environments</b></li> </ol>	<ol style="list-style-type: none"> <li>7. <b>Movement to Less Restrictive Environments</b></li> </ol>

# PHASE-IN METRICS: COLLEGE READINESS METRICS

## College Preparatory Course Index:

- Percentage of students in the 2011 4-year graduation cohort 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
  - completed a dual enrollment course for college credit (e.g. College Now, CUNY Early College, etc.) with a grade of “C” or higher, or
  - passed a course/assessment certified by the DOE as college and career-ready.
  - We are currently piloting a certification process. See details at <http://schools.nyc.gov/Accountability/tools/report/default.htm#CPCC>

# PHASE-IN METRICS: COLLEGE READINESS METRICS (CONT.)

## College Readiness Index

- Percentage of students in the 2011 4-year graduation cohort who have graduated and passed out of remediation according to CUNY's standards by August of their 4th year. To contribute, a student must:
  - Graduate with a Regents diploma, and
  - Earn 75+ on English Regents or 480+ on Reading SAT, and
  - Earn 80+ on one Math Regents and completing coursework in Algebra II / Trigonometry or higher-level math subject, or 480+ on Math SAT.
    - Math standard is based on CUNY's standard for 2012, rather than the interim standard for 2011.

# PHASE-IN METRICS: COLLEGE READINESS METRICS (CONT.)

## College Enrollment Rate

- Percentage of students in the previous year's (i.e., 2010) 4-year graduation cohort who enroll in a two- or four-year postsecondary institution by Fall 2010.

# PHASE-IN METRICS: MIDDLE SCHOOL COURSES

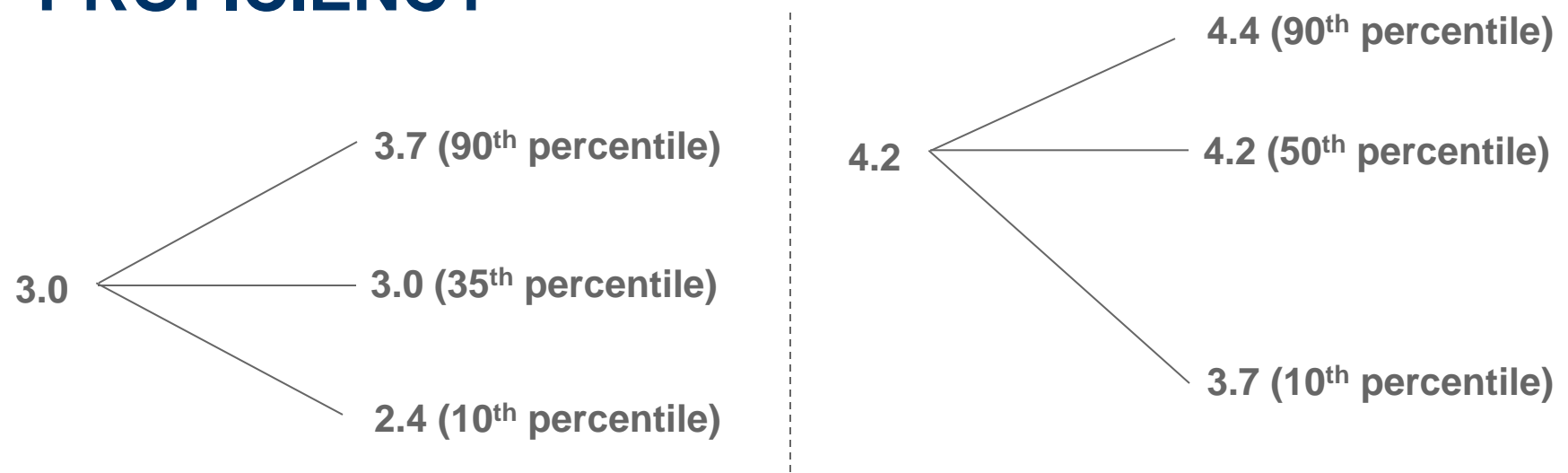
## Middle school core course passing rates

- Percentage of students in 6th through 8th grade who received a passing grade in a full year course in the relevant core subject area. Four metrics will be reported:
  - English Core Course Passing Rate
  - Math Core Course Passing Rate
  - Science Core Course Passing Rate
  - Social Studies Core Course Passing Rate

## Accelerated Course Pass Rate

- Percentage of students in 8th grade who have passed an accelerated course and the related Regents exam by June of the 8th grade year

# GROWTH PERCENTILES CONTROL FOR HOW LIKELY STUDENTS ARE TO MAKE ONE YEAR OF PROGRESS GIVEN THEIR STARTING PROFICIENCY



Going from a 3.0 to a 3.0 may be a 35<sup>th</sup> percentile outcome, while going from a 4.2 to a 4.2 may be a 50<sup>th</sup> percentile outcome. In the 2008-09 however, both students were viewed equally as making one year of progress, even though many fewer students who start at 4.2 make one year of progress

# MOVEMENT OF STUDENTS WITH DISABILITIES TO LESS RESTRICTIVE ENVIRONMENTS

Four tiers will be established based on percentage of time with general education peers:

1. No IEP or IEP with Related Services only
2. Self-contained 80-100% with gen ed.; CTT; SETSS
3. Self-contained 40-79% with gen ed.
4. Self-contained 0-39% with gen ed.

Each student with an IEP (other than Related Services only) in more than one of the previous four school years contributes the difference between the highest tier in the previous four school years and the tier in 2010-11. (A student who is in the same tier or moves to a higher tier contributes zero.)

EXAMPLE: A student who was self-contained 0-39% in 2007-08 through 2009-10 and receives SETSS in 2010-11 would contribute 2 to the numerator (Tier 4 minus Tier 2).