

This document describes proposed changes to the methodology for the 2012-13 Transfer High School Progress Reports, and provides answers to frequently asked questions. These changes build on the methodology described in the [Educator’s Guide to the 2011-12 Transfer High School Progress Report](#). The Progress Report team will collect feedback about these proposed changes during meetings with principals and community members between April 15 and May 10. After considering feedback, final changes will be released in May. To provide feedback or ask questions, please email PR_Support@schools.nyc.gov.

College and Career Readiness Section

There is one proposed change to the College and Career Readiness metrics, described in the chart below. The purpose of this change is to improve the accuracy of these metrics.

Metric	Explanation	Metric Changed?
Comprehensive College Readiness Rate*	The percentage of students who, by the end of their sixth year of high school 1) met the CUNY remediation benchmark by August 2013 (see definition in FAQ #4), OR 2) graduated and enrolled in college by December, 31 2012.	Yes
College and Career Preparatory Course Index	The percentage of students who, by the end of their sixth year of high school, have successfully completed rigorous courses and assessments.	No
Postsecondary Enrollment Rate by Six Months After High School	The percentage of students who entered high school in 2006 and who graduated and enrolled in a two- or four-year college, vocational program, or public service by December 31, 2012 (i.e., within six months of their scheduled graduation date).	No

* This metric was previously called the College Readiness Index.

Peering Methodology

The proposed change is a new peering methodology that peers schools with those that are more demographically similar to each other.

Current Methodology:

- Peer schools have populations with the most similar *combination* of the student characteristics included in the peer index formula.
- Student population characteristics are combined into a single number using a linear formula:
Peer Index = (Average 8th grade English and math proficiency) – (2 * Percent students with disabilities) – (2 * Percent students with self-contained placements) – (1 * Percent over-age students).

Proposed Methodology:

- Peer schools have populations that are most similar on *every* student characteristic used for peering.

- For each student population characteristic, the mathematical difference between a given school’s result and that of all other potential peers is calculated separately. These differences are combined to create peer groups consisting of schools with the smallest overall difference.

Example:

	Current Peering			Proposed Peering		
	School A	School B [Old Peer]	Difference	School A	School C [New Peer]	Difference
8 th Grade Proficiency	2.41	3.01	0.60	2.41	2.36	-0.05
% IEP	0.9%	22.7%	21.8%	0.9%	2.6%	1.7%
% Self-contained	0.3%	9.8%	9.5%	0.3%	1.7%	1.4%
% Overage	6.8%	1.6%	-5.2%	6.8%	8.6%	1.8%

In the current peering methodology, School A and School B are peers. In the proposed peering, School C replaces School B as a peer of School A. School A and School C have more similar populations on each of the peer factors.

School Environment

The NYC School Survey score contributes 15 points to the School Environment section grade. The proposed changes are a new domain and scoring structure for survey results to more accurately reflect the information the survey is capturing and to place greater emphasis on survey questions that gauge college and career readiness. Creating a “Culture of College and Career Readiness” domain will capture college and career preparatory practices that may not be reflected in the existing next level readiness metrics.

Additionally, there is a proposal to adjust the weightings of responses in the survey scoring methodology. The proposed scoring methodology will change the point values of the responses so that “disagree” and “strongly disagree” will be treated more similarly than “disagree” and “agree.” The following table shows the current and proposed weight for each survey response option:

Response	Current Weight	Proposed Weight
Strongly Agree	10	10
Agree	6.7	7.5
Disagree	3.3	2.5
Strongly Disagree	0	0

The Progress Report will also report results broken out by constituent group on the Additional Information page (unscored).

Frequently Asked Questions

1. *How will scores and grades be determined for 2012-13?*

Cut scores for each letter grade will be announced in the final methodology document in May 2013.

2. *How will the new state tests impact the Progress Report?*

As curriculum and assessments align to the Common Core, accountability measures are also evolving to align to the Common Core. To ensure that schools are not penalized solely because of changes to the state tests, the Progress Report will continue to control for changes in the state tests. Specifically, each school’s performance is compared to that of other schools. Schools whose test scores are lower than in past years can continue to perform well on the Progress Report if their students’ performance and progress are higher relative schools serving similar students.

3. *How will attendance on the Progress Report be impacted by Hurricane Sandy and/or the bus strike?*

To ensure that no school is penalized for events outside their control, adjustments may be made to all schools and/or schools that were impacted uniquely by these circumstances. An example of an adjustment under consideration is removing November attendance data from schools’ attendance rate metric values.

4. *How is the Four-Year Non-Remediation Index calculated?*

The Four-Year Non-Remediation Index is the percent of students in the relevant cohort who, by August 2013, have graduated with a Regents Diploma and met CUNY’s standards for college readiness in English and mathematics. CUNY’s standards for English and math are below:

English College Readiness Standards

A student can demonstrate college readiness in English with any one of the following assessments:

Assessment	Minimum Score Needed
NYS English Regents	75
SAT I Verbal	480
ACT English	20
CUNY Assessment Test	Reading – 70 and Writing - 56

Math College Readiness Standards

A student can demonstrate college readiness in math with any one of the following assessments:

Assessment	Minimum Score Needed
NYS Math Regents (any)	80*
SAT I Math	480
ACT Math	20
CUNY Assessment Test	Math 1 – 35 and Math 2 – 40
New York State Performance Standards Consortium PBAT	80, plus coursework requirement

*If a student uses the Regents exam to demonstrate math proficiency, he or she must also demonstrate completion of coursework through at least Algebra II/Trigonometry. Any of the following accomplishments will be sufficient for the coursework requirement:

- 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 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
- Earning two credits in a course identified as Geometry and earning two credits in a course identified as Algebra II / Trigonometry or Pre-Calculus 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

Note: Charter schools use the UACR screen in ATS instead of STARS to identify advanced math courses.

5. *How is the College Preparatory Course Index calculated?*

This metric is based on the percentage of students in graduation cohort who have accomplished any one of the following achievements:

- 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 4+ on any International Baccalaureate (IB) exam, or
- Scored 3+ on any Advanced Placement (AP) 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**, or
- Earned a diploma with an Arts endorsement.

* In the fall, the Progress Report will incorporate AP courses into the College Preparatory Course Certification process and propose awarding credit for students who receive a *passing grade* in an Advanced Placement (AP) course and also *attempt* the AP exam in which the course culminates, if the course passes the quantitative.

**For a technical assessment to count toward the CPCI, it must be nationally-recognized and based on industry standards. It must consist of both written and performance assessments and include a student project. The list of assessments approved by New York State for inclusion in a technical endorsement will be used as a starting point, but assessments may be added or removed from the list based on input from educators, input from the industry, and/or research into the outcomes of students passing the assessment.

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

Please contact your network accountability liaison or email PR_support@schools.nyc.gov with any questions or feedback.