

Proposed Changes to the School Quality Reports for 2014-15

Last updated: April 20, 2015

This document describes proposed changes to the 2014-15 School Quality Reports, which will again include a School Quality Snapshot designed primarily for families and a School Quality Guide designed primarily for educators. These changes build on the methodology described in the [2013-14 Educator Guides to the School Quality Reports](#). The School Performance team will collect feedback about these proposed changes during meetings with principals and community members and during an open-comment period. Please send any feedback to SchoolPerformance@schools.nyc.gov by May 8, 2015. After considering feedback, a Final Changes document will be published indicating the methods that will be used for the 2014-15 School Quality Reports.

Proposed Changes

School Quality Report Component	2013-14 Approach	Proposed Change for 2014-15	Reasons for Proposed Change
1 Sections of the School Quality Reports	The report sections were aligned to the old Progress Reports (Student Progress, Student Achievement, School Environment, Closing the Achievement Gap, and College and Career Readiness), with a separate section on the Quality Review.	The sections will be aligned to the Framework for Great Schools (Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, Trust, and Student Achievement).	Aligning the reports with the Framework will promote a clear and coherent vision for school improvement in the NYC DOE.
2 Section ratings	Section ratings were included in the School Quality Guide, but not the Snapshot.	Section ratings (aligned to the Framework) will be included in both the Guide and the Snapshot.	Providing section ratings will more clearly communicate at a glance how a school is doing. It will create greater urgency around strengthening Framework elements and meeting achievement targets.
3 Additional information on Snapshot	The Snapshot did not include this information.	New information will be added to the Snapshot, including: <ul style="list-style-type: none"> • Information from the Directory on course offerings, extracurricular activities, and sports (MS/HS) • Details about college and career preparatory courses (HS) • Survey response rates • Teacher experience 	Parents and others have requested that this data be added to provide more detailed information about each school.

School Quality Report Component	2013-14 Approach	Proposed Change for 2014-15	Reasons for Proposed Change
4 Comparisons presented in the Snapshot	The Snapshot included comparisons to city, district (ES/MS), and borough (HS) results only.	In addition, the Snapshot will also include comparisons to similar students. See the “Proposed Phase-in Changes” below for more information.	Researchers have found that incoming proficiency levels and student demographics can strongly affect student performance. City, district, and borough comparisons do not sufficiently account for these factors, and including comparisons to similar students will give a better sense of how much the school is helping its students learn.

Proposed Phase-In Changes

The following proposed phase-in changes will not affect ratings in the 2014-15 reports, but will affect ratings in the 2015-16 reports.

The targets for 2014-15 (released in the 2013-14 School Quality Guide) were based mostly on comparisons to peer schools. We propose that, instead of using peer groups, the 2015-16 targets (released in the 2014-15 School Quality Guide) will be based on comparisons to similar students across the city (regardless of school).

Each student at the school will be matched to students from different schools that have similar demographics and starting test scores. The historical results for these similar students will be used to set rigorous and realistic targets for the school. The grouping will take into account disability status, demographics, economic need indicators, and previous test scores. The method is similar to the growth percentile method used in the prior School Quality Reports, but instead of expressing the result as a percentile, a clear and understandable target for the school will be set one year ahead of time.

This method will be used to set targets one year in advance for the following metrics:

School Type(s)	Metric with targets set one year in advance using similar students
ES, MS, HS	Student Attendance
ES, MS, HS	Less Restrictive Environment
ES, MS	Percent Proficient and Average Proficiency Ratings in ELA and Math
ES	Course Passing of Former 5 th Graders
MS	HS Credit Accumulation of 8 th Graders and Former 8 th Graders
MS	Core Course Pass Rates
HS	Credit Accumulation
HS	Completion Rate for Required Regents, Average Score on Required Regents*
HS	College Readiness Index, Career/College Prep Course Index, Postsecondary Readiness

*Because it is not possible to accurately predict who will take the Regents a year in advance, we propose to provide *estimated* targets for the Regents score metric, and then adjust the targets based on the population of students that actually take the test.

As in the current reports, we will create targets on some of these measures for high-need groups of students including lowest third, English Language Learners, and students with disabilities.

By setting customized targets that take into account student need, we can create ratings that are valid, reliable, and fair to schools with high-need student populations. This will make a number of harder-to-interpret metrics on the existing reports redundant, and we propose to discontinue them. These metrics will not have 2015-16 targets, will not be included in the 2015-16 reports, and will not contribute to ratings in the 2015-16 reports.

School Type(s)	Redundant Metrics to be Discontinued for 2015-16 Targets and Ratings
ES, MS	Growth percentiles
ES	Early Grade Progress
HS	Weighted Regents Pass Rate
HS	Weighted Diploma Rate

Because the Weighted Regents Pass Rate will be replaced with the Regents Score, this proposal will have also have the effect of recognizing schools where students are scoring beyond the minimum to pass the exam.

Proposed Technical Changes

- College Readiness Index:** Since we first introduced this metric, CUNY has made some changes to the requirements needed to avoid remediation. We will reflect those changes in the College Readiness Index. CUNY has not yet announced the cutoffs for the Common Core Regents. For now, we will use 70 on the Common Core Math Regents and 75 on the Common Core English Regents.

Previous Standard	New Standard
480 on the SAT I Math	500 on the SAT I Math
20 on the ACT Math	21 on the ACT Math
35 on CUNY Math 1 Assessment and 40 on CUNY Math 2 Assessment	40 on CUNY Math 2 Assessment

- Percent of 8th Graders Earning High School Credit:** Students who take Regents in 8th grade will be expected to reach college-ready scores in order to receive credit. Therefore, 8th grade students that score 65 to 69 on a Common Core Math Exam (or 65 to 74 on a Common Core English Exam) will no longer receive credit for this metric.
- Economic Need Index:** Previously, the Economic Need Index was calculated as (Percent Temporary Housing) + (Percent HRA Eligible x 0.5) + (Percent Free Lunch Eligible x 0.5). The metric will be revised to reflect the likelihood that students at the school are in poverty. The metric will be calculated as follows:
 - If the student is HRA-eligible or living in temporary housing, the student's Economic Need Value will be 1.0.
 - Otherwise, the student's Economic Need Value will be based on the percentage of families (with school-age children) in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. The student's Economic Need Value will equal this percentage divided by 100.
 - The school's Economic Need Index will be the average of its students' Economic Need Values.

The new Economic Need Index takes into account economic factors that affect student achievement without relying on student lunch forms, which can be burdensome and unreliable.

Frequently Asked Questions

1. Which metrics will be included in each section of the report?

The new report sections will include the following metrics/information:

Section	Metrics
Rigorous Instruction	Quality Review indicators 1.1, 1.2, 2.2; NYC School Survey data related to Rigorous Instruction
Collaborative Teachers	Quality Review indicator 4.2; NYC School Survey data related to Collaborative Teachers
Supportive Environment	Quality Review indicator 3.4; NYC School Survey data related to Supportive Environment; student attendance; movement of students with disabilities to less restrictive environments
Effective School Leadership	NYC School Survey data related to Effective School Leadership
Strong Family-Community Ties	NYC School Survey data related to Strong Family-Community Ties
Trust	NYC School Survey data related to Trust
Student Achievement	<p>Elementary: data on student performance on state ELA and math tests; 6th grade core-course pass rates by former 5th graders</p> <p>Middle School / K-8: data on student performance on state ELA and math tests; core-course pass rates; HS credit earned by 8th graders; 9th grade credit accumulation by former 8th graders</p> <p>High School: credit accumulation, data on student performance on Regents exams; graduation rates; data on passing college and career preparatory courses, college readiness, and post-secondary enrollment</p> <p>All: performance metrics for higher-need subgroups (students with disabilities, English Language Learners, lowest third citywide, and Black and Hispanic males in the lowest third citywide)</p>

Please refer to the samples of the School Quality Snapshot ([elementary](#), [middle](#), [high school](#)) for more details.

2. How will section ratings be determined for the 2014-15 reports?

In the Student Achievement section, the ratings will be based on the rigorous and realistic targets that were published in the 2013-14 School Quality Guides. The distribution of ratings is not fixed; if more or fewer schools than expected meet their targets, then more or fewer schools will receive strong ratings. For each metric, the school will earn a score between 0 and 100 based on whether they approached, met, or exceeded their target. These scores will be weight-averaged together and compared to cut scores to determine an overall score. The technical details such as metric weights and cut scores will be released in updated Educator Guides at the time of the 2014-15 reports (or shortly after that).

For the other six sections, the ratings will be based on the results of the new NYC School Survey, Quality Review, student attendance, and least restrictive environment (LRE). For attendance and LRE, the targets published in 2013-14 will be used. Because the survey has undergone major revisions to align with the Framework, the previously published sections and targets no longer apply. The results of all of these metrics will be converted to points and ratings. The technical details will be released in updated Educator Guides at the time of the 2014-15 reports (or shortly after that).

Note that the section ratings will be based on more information than what is presented in the Snapshot. The full set of metrics and the scoring details will be included in the School Quality Guide.