

FINAL CHANGES TO THE 2012-13 PROGRESS REPORT

Website: (including final changes documents):

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

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Last updated: July 8, 2013

SUMMARY OF 2012-13 PROGRESS REPORT CHANGES

Goal	2012-13 Change
With transition to Common Core standards, shift focus from year-to-year test score improvement to students' growth over the long term; address perceived test prep incentive	<ul style="list-style-type: none">- Middle school readiness- High school readiness- Long-term growth
Improve accuracy of college readiness measure	<ul style="list-style-type: none">- Persistence Adjustment
Improve accuracy of and support for demographic controls	<ul style="list-style-type: none">- Refine peer index methodology

Final changes to the 2012-13 Progress Report were released in mid-June

MIDDLE AND HIGH SCHOOL READINESS

Elementary School Progress Report

Middle School Core Course Pass Rates of Former Students - *Phase-In (Unscored)*

- How well do former elementary school students perform in their sixth grade courses?

Middle School/K-8 Progress Report

9th Grade Credit Accumulation of Former 8th Graders - *1pt additional credit*

- How many students from each middle school are on track to graduate in four years at the end of ninth grade?

Percent of 8th Graders Earning High School Credit

1pt additional credit

- **No change for 2012-13. In response to feedback we will change this metric in 2013-14 to eliminate the incentive for students to take the new common core Algebra Regents in 8th grade by giving students credit for strong performance on the 8th grade math test.**

LONG-TERM GROWTH (MIDDLE SCHOOL)

2012-13 Change

Phase-In Metric (Unscored)

- How much do middle school students' test scores improve from the time they enter the school in sixth grade to the time they graduate middle school?
- Technical details
 - Measures a student's growth from 4th/5th grade to 8th grade
 - 4 metrics—ELA growth and math growth for all students in the school and students in the lowest third
 - **In response to feedback this will include only students who are in the school for 2 or more years**

Rationale For Change

- Creates a culminating metric for middle schools, similar to graduation rate on the high school report
- Shifts focus away from year-to-year test results and test prep to long-term growth and preparation for college and career readiness
- Schools need time to make progress with students—current measures capture only one year of growth

CHANGES TO COLLEGE / CAREER READINESS

We are making changes to improve the accuracy of college and career readiness measures to better reflect the readiness of our students.

Metric	Explanation	New?	2012-13 Points	2011-12 Points
College Readiness Rate including persistence*	<p>% of students in the 6 year cohort who 1) met the CUNY Remediation benchmark by August 2013, OR 2) graduated, enrolled and persisted in college through the beginning of their third semester within 6 years.</p> <ul style="list-style-type: none"> Rationale: The Four-Year CUNY Readiness Index undercounts the college readiness of our students. 	Yes	2.5	NA**
Four-Year Non-Remediation Index	% of students in the 4 year cohort who have graduated with a Regents Diploma and met CUNY's remediation benchmark	No*	1.5	1.67
College and Career Prep Course Index	% of students in the 4 year cohort who pass rigorous college preparatory courses and exams	No	3.0	3.33
Postsecondary Enrollment Rate	6 Months After HS - % of students in the 4 year cohort who graduate and enroll in college, vocational program, or public service within 6 months	No	1.5	1.67
	18 Months After HS - % of students in the 5 year cohort who graduate and enrolled in college, vocational program, or public service within 18 months	No	1.5	1.67

* Formerly called Four-Year College Readiness Index

**Six-Year CRI, which this metric would replace, was worth 1.67 points.

CHANGES TO PEERING METHODOLOGY*

Current Methodology: Peer schools have populations with the most similar *combination* of student characteristics included in the peer index formula.

➤ Student population characteristics are combined into a single number using a linear formula:

$$\text{HS Peer Index} = (\text{Average 8}^{\text{th}} \text{ grade English and math proficiency}) - (2 * \% \text{ Students with Disabilities}) - (2 * \% \text{ students with self-contained placements}) - (1 * \% \text{ overage students}).$$

2012-13 Methodology: Peer schools have populations that are most similar across *every* student characteristic used for peering

Rationale For Change: New methodology peers schools with those that are more demographically similar

<i>High School Example</i>	Current Peering Methodology			2012-13 Peering Methodology		
	School A	School B [Old Peer]	Difference	School A	School C [New Peer]	Difference
8 th Grade Prof	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%



* We are also proposing to adjust the D75 peering methodology, creating a unique peer group for each D75 school comprised of the 10 most similar D75 schools based on the % of students in elementary school grades.