

This document describes proposed changes to the methodology for the 2012-13 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 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 as well as a proposed adjustment to how this section is scored. The purpose of these changes is to improve the accuracy of these metrics. The changes are described in the chart below.

Metric	Explanation	Metric Changed?	Proposed Points	2011-12 Points
Comprehensive College Readiness Rate*	The percentage of students in the six-year cohort who 1) met the Four-Year Non-Remediation Index (see definition below) benchmark by August 2013, OR 2) graduated, enrolled and persisted in college through the beginning of their third semester within 6 years . To count as having persisted, a student must have enrolled in college for three consecutive semesters.	Yes	3.0	1.67
Four-Year Non-Remediation Index**	The percentage of students in the school’s four-year 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 in Frequently Asked Question #4.	No*	1.0	1.67
College and Career Preparatory Course Index	The percentage of students who entered high school in 2009-10 who have successfully completed rigorous courses and assessments.	No	3.0	3.33
Postsecondary Enrollment Rate by Six Months After High School	The percentage of students who entered high school in 2008-09 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	1.5	1.67
Postsecondary Enrollment Rate by Eighteen Months After High School	The percentage of students who entered high school in 2007-08 who graduated and enrolled in a two- or four-year college, vocational program, or public service by December 31, 2012 (i.e., within 18 months of their scheduled graduation date).	No	1.5	1.67

*The 2011-12 version of this metric was called the Six-Year College Readiness Index.

** This metric was previously called the Four-Year 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 difference on all characteristics.

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 10 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 help to 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).

Finally, a school that serves grades 6-12 or K-12 will receive two separate survey reports and results from each will be incorporated into the relevant Progress Report grade: one for the middle (or K-8) school and one for the high school. In those cases, the first report and score will be based on the students in grades K-8 only and the high school report and score will be based on the students in grades 9-12 only.

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 the class of 2013 (Cohort O) 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. *Which students will be included in the college readiness metrics?*

Like most metrics in the Progress Report, the college readiness metrics are based on cohorts of students who entered ninth grade at the same time. The inclusion criteria are the same as for graduation rate; both graduates and non-graduates are included in the denominator.

Year in High School During 2012-13	Cohort Letter	Ninth Grade Entry School Year	“Class of” designation	College Readiness Metrics 2012-13
Fourth	O	2009-10	Class of 2013	College and Career Preparatory Course Index, Four-Year Non-Remediation Index
Fifth	N	2008-09	Class of 2012	6-month Postsecondary Enrollment Rate
Sixth	M	2007-08	Class of 2011	Comprehensive College Readiness Rate, 18-month Postsecondary Enrollment Rate

7. *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.