



Proposed Changes to District 75 Progress Reports for 2012-13

Last updated: April 18, 2013

This document describes proposed changes to the methodology for the 2012-13 District 75 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 District 75 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.

Peering Methodology

The proposed change is a new peering methodology that better groups schools with those that are facing similar challenges in serving their students.

Current Methodology:

- Schools are divided into three peer groups based on the proportion of the school’s students who are identified as grade level K-5. The third of schools with the largest proportion of students in K-5 are grouped in an “Elementary School” peer group. The third of schools with the lowest proportion of students in K-5 are grouped in a “Middle School” peer group. The schools in the middle third of students in K-5 are grouped in a “K-8 School” peer group.

Proposed Methodology:

- Schools are ranked by the proportion of the school’s students who are identified as grade level K-5. Each school will be peered with the closest 10 schools according to that ranking. This expands the peer group size and ensures that schools are being compared to those with the most similar student population.

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 readiness for a smooth transition from school to post-school/adult opportunities. Creating a “Culture of Transition Readiness” domain will help to capture transition readiness practices that may not be reflected in existing metrics.

Additionally, there is a proposal to adjust the weightings of each response under the new survey scoring methodology. The proposed scoring methodology will change the point values of the responses so that similar responses are weighted more similarly. For example, “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

We will also report results broken out by constituent group on the additional Information page (unscored).

Additional Information

We will add a new page to the District 75 Progress Reports with information that does not contribute to the score or grade, such as information from the Student Annual Needs Determination Inventory (SANDI) and the constituent group survey scores mentioned above.

Frequently Asked Questions

1. *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 no school is penalized solely for the 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.

2. *How will the Progress Report be impacted by Hurricane Sandy 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.

3. *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.