

This document describes final changes to the methodology for the 2012-13 Transfer High School Progress Reports, and provides answers to frequently asked questions. **Changes to the Proposed Changes document published in April are reflected in bold underlined text.** These changes build on the methodology described in the [Educator's Guide to the 2011-12 Transfer High School Progress Report](#). Through meetings with principals and community members conducted throughout April and May, we collected feedback about the proposed changes published in April. The final changes below take this feedback into account. If you have questions, please email PR_Support@schools.nyc.gov.

College and Career Readiness

There is one final 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 Readiness Rate including enrollment*	The percentage of students who, by the end of their sixth year of high school 1) met the CUNY Non-Remediation Rate 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 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).

New 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.
- The methodology will no longer combine average 8th grade ELA/Math proficiency into one indicator. The new methodology will have two indicators; one for average 8th grade ELA proficiency and one for average 8th grade Math proficiency.

Example:

	Current Peering			New 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 new 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 change is that the weightings of responses in the survey scoring methodology will be adjusted. The new 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 former and new weight for each survey response option:

Response	Current Weight	New 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).

We will analyze this year’s survey results to determine if new survey domains should be used going forward.. New survey domains, including a college and career readiness domain, may be introduced next year based on an analysis of this year’s results.

Technical Changes

- **Add a new high-need group to demographic adjustments:** High-need ELLS (Students missing 8th grade test scores that scored “Beginning” on the NYSESLAT at any point in high school)
 - Weighted Regents Pass Rate: In the weight table, +1 decile for all Regents subjects.
 - Weighted Diploma Rate: Diploma multiplier is x2

Frequently Asked Questions

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

As in 2009-10, 2010-11, and 2011-12, we plan to determine grades based on the same fixed cut scores:

- A – 68.0 or higher**
- B – 56.0 to 67.9**
- C – 46.0 to 55.9**
- D – 38.0 to 45.9**
- F – 37.9 or lower**

2. 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. Final adjustments will be based on an evaluation of attendance results and will be described in the email accompanying the Preliminary Workbook, as well as in the 2012-13 Educator Guide.

3. How is the CUNY Non-Remediation Rate calculated for the Comprehensive Readiness Rate including enrollment?

The CUNY Non-Remediation Rate 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
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*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.

4. How is the College and Career 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.

5. 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.