

Receivership Benchmark Selections 2014-15

W.E.B. Dubois Academic High School / 17K489 / Transfer High School/ SED Designation: "Struggling"

This school has been identified by the New York State Education Department (SED) as a school that is subject to receivership under the Chancellor. The designation as a receivership school means that the school must make progress on certain benchmarks in order to avoid independent receivership.

All receivership schools were required to select at least 10 Receivership Benchmarks, which are divided into "Level One" and "Level Two" benchmarks. Below are the selected Receivership Benchmarks for this school. For more details on receivership and for benchmark definitions, please review the end of this document.

Receivership Benchmarks (Level One)	Baseline ¹	Target for 2015-16 ²	Target for 2016-17	Target for 2017-18
School Survey – Safety	1.48	1.52	1.56	1.60
Transfer School Graduation Rate	37.7%	38.7%	39.7%	40.7%
Credit Accumulation Rate for students with 0.00-11.00 Credits	2.92	3.02	3.12	3.42
Credit Accumulation Rate for students with 11.01-22.00 Credits	3.03	3.13	3.23	3.43
Credit Accumulation Rate for students with 22.01-33.00 Credits	8.09	8.19	8.29	8.39

Receivership Benchmarks (Level Two)	Baseline ¹	Target for 2015-16 ²	Target for 2016-17	Target for 2017-18
Add Required Extended Learning Time	As Required of all Priority Schools			
English Regents Growth Percentile	58	59	59	60
Math Regents Growth Percentile	57	58	58	59
Framework Indicator: Rigorous Instruction	2.84	2.88	2.92	2.96
Framework Indicator: Effective School Leadership	2.48	2.52	2.56	2.60
Attendance	63%	64%	65%	66%

¹ The baseline year for Framework benchmarks is 2014-15. For attendance, the baseline year is 2012-13 as required by SED. For all other benchmarks, the baseline year is 2013-14.

² For any framework receivership metric that includes the Quality Review the school must show an increase based on the survey score alone AND the school must score Developing or higher on the QR.

School Receivership Overview

"Struggling" and "Persistently Struggling" Schools

In June 2015, a new state law designated 62 NYCDOE schools for receivership under the Chancellor for the 2015-16 school year. The New York State Education Department (SED) calls these schools "Struggling" or "Persistently Struggling". If these schools do not show "demonstrable improvement" - or progress - on certain benchmarks, they may be placed in independent receivership.

Receivership Benchmarks

Receivership schools were required to select a minimum of ten Receivership Benchmarks:

- Five "Level One" benchmarks, which are focused on student outcomes of student performance; and
- Five "Level Two" benchmarks, which can include process based benchmarks.

Demonstrable Improvement Index

Receivership schools had to select at least five Level One and five Level Two benchmarks. The ten benchmarks will be used to calculate the school's "Demonstrable Improvement Index" (DII). The DII, calculated on a scale from 0% to 100%, is the average of the percentage of Level One benchmarks met and the percentage of Level Two benchmarks met. For example:

A school that meets 5 out of 7 Level One benchmarks and 4 out of 5 Level Two benchmarks will receive a DII of 76%: the school met the SED progress targets for 71% of its Level One benchmarks and 80% of its Level Two benchmarks. This school's DII is the average of 80% and 71%, or 76%.

Making Demonstrable Improvement

SED has stated that:

- Schools scoring a DII of 67% or higher will have shown demonstrable improvement.
- Schools scoring a DII of 39% or lower will not have shown demonstrable improvement.
- For schools scoring between 40% and 66%, the State Education Commissioner will determine whether the schools have shown Demonstrable Improvement on a case-by-case basis.

Consequences of Demonstrable Improvement

Schools that show demonstrable improvement will not be placed into independent receivership; schools that do not show demonstrable improvement may be placed into independent receivership. More information on demonstrable improvement and receivership can be found [here](#).

Benchmark Definitions

Transfer School Graduation Rate

This metric reflects the percentage of students in the school's transfer school graduation cohort (defined below) that graduated with a Regents or Local Diploma. August 2015 graduates are not included in this calculation.

For the graduation metric, students are attributed to the last diploma-granting school as of June 30 of the transfer school graduation deadline year. The transfer school graduation deadline for a student can be either 1) the end of year six of high school or 2) the end of year seven of high school, depending on whether the student is a most-at-risk overage/under-credited student. Most-at-risk overage/under-credited students are students who meet the following criteria at the time of entry into a transfer school:

Age on December 31 of entry school year	Credits prior to entry school year
16-17	Less than 11 credits
18	Less than 22 credits
19-21	Less than 33 credits

If the student entered the transfer school most-at-risk overage/under-credited in year five or six, then the graduation deadline is the end of year seven. Otherwise, it is the end of year six.

In keeping with state and federal rules for graduation reporting, continuous enrollment is not necessary. Any students enrolled for one or more days (including no-shows) are accountable if their enrollment represents the last diploma-granting school before June 30 of the graduation deadline year.

- Under these rules, a school's transfer school graduation cohort consists of all students who:
- Have a transfer school graduation deadline of 2015;
- Were active in the school as of June 30, 2015, or the school is the last diploma-granting high school they attended before June 30, 2015; and
- Did not meet the criteria for a documented cohort removing discharge¹ before June 30, 2015.

For more information, please review [NYCDOE's Technical Guide to 2014-15 PPR Local MOSL Ratings](#).

¹ Dropped-out students and non-diploma granting program students still contribute toward the graduation rate denominator when his or her cohort reaches expected graduation. If the student leaves school for one of the reasons below before June 30 of the graduation deadline year then the student will become nonaccountable:

- Admitted to NYC parochial school with documentation;
- Admitted to NYC private school with documentation;
- Discharged to a court-ordered placement (non-incarceration);
- Deceased;
- Early admission to a four-year university; or
- Already received a high school diploma outside the NYCDOE at time of enrollment.

Attendance

Attendance data is derived from the 2012-13 State Report Cards. It is determined by dividing the school's total actual attendance by the total possible attendance for a school year. Additional information can be found on the [State Report Card website](#).

Credit Accumulation Metrics

These measures evaluate the average credits earned per year for students with different credits at the start of the school year:

- 1) Credit Accumulation Rate for students with 0.00-11.00 Credits
- 2) Credit Accumulation Rate for students with 11.01-22.00 Credits
- 3) Credit Accumulation Rate for students with 22.01-33.00 Credits
- 4) Credit Accumulation Rate for students with 33.01-38.00 Credits

Students who start the year with more than 38 credits are excluded from these measures as the relevant measure for these students is graduation. NYSAA-eligible students are excluded from this measure.

Students who meet the inclusion criteria (as explained below) contribute different values to the denominator based on the proportion of the year they were enrolled. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated will be assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at that particular school.

- Example: If a student transferred from a regular high school to a transfer high school on February 1st, the denominator contribution would be about 0.5. Any student enrolled for 90% or more of the school year has a denominator contribution of 1.0.

In the numerator, only credits earned at the accountable transfer school will be included. The credit cap for each student is 16 times the denominator contribution.

- Example: If a school has 50 students enrolled for the whole year that earn 10 credits each, and 8 students enrolled for half the year that earn 5 credits each, the average number of credits per year for the school is $(50 \times 10 + 8 \times 5) / (50 + 8 \times 0.5) = 540 / 54 = 10$.

For all four credit-accumulation metrics, students who are "continuously accountable" in the NYCDOE from October 31, 2014 through June 30, 2015 are attributed to the last diploma granting school responsible as of June 30, 2015. A student is considered "continuously accountable" for the year if he or she is active (i.e. enrolled) in one or more NYCDOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge² during the period are nonaccountable for the year. Students who enter the NYCDOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable. Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped-out. Dropped-out students remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are accountable for the same time period as dropped-out students.

For more information, please review [NYCDOE's Technical Guide to 2014-15 PPR Local MOSL Ratings](#).

² See above footnote.

Framework and Survey Benchmarks

The Framework Indicators and the “School Survey – Safety” benchmarks are based on the Framework for Great Schools Reports and the School Quality Reports. Definitions and details on the methodology for these benchmarks can be found in the [School Quality Report Educator Guide](#). For any Framework Indicator benchmark that includes the Quality Review, the school must also achieve the Quality Review rating(s) specified in the footnote on the page that sets forth the numerical benchmarks to be met.

English and Math Regents Growth Percentiles

These benchmarks is the same as the metrics used in APPR Measures of Student Learning (MOSL) for both teacher and principals of transfer high schools. For these metrics, students are linked to schools based on student enrollment at the beginning and end of the school year. For assessments with a known administration date, such as the Regents, a student is linked to a school or grade if he/she is enrolled at the same school on BEDS Day and on the first day of the EOY assessment administration. More information can be found in the [NYCDOE Growth Model Technical Report](#).