Renewal Benchmark Update 2014-15

FANNIE LOU HAMER MIDDLE SCHOOL / 12X286 / ES-MS

This shows this school's progress on the selections it made from the Renewal Schools Benchmark Menu in the spring of 2015. Please note that some schools have already or may meet their progress targets or benchmarks early. The NYCDOE will strengthen those targets and benchmarks in order to accelerate the progress the school is making.

This school has also been identified by the New York State Education Department (SED) for receivership under the New York City Schools Chancellor. This means that the school must make progress on certain benchmarks or it may be placed under the receivership of an independent receiver.

In order to ensure alignment between the Renewal School Program and the receivership program, all receivership benchmarks have been added to the Renewal Benchmark Menu for this school.

Leading Indicators	2013-14 Result	2014-15 Result	Benchmark to be met by 2015-16[1]
Student Attendance	90.4%	92.4%	91.4%*
Framework: Trust	NA	4.12	4.16
Framework: Collaborative Teachers	NA	3.80	3.84

Student Achievement Benchmarks	Year 1 Progress[2]	2013-14 Result	2014-15 Result	Progress target for 2014-15	Progress target for 2015-16	Benchmark to be met by 2016-17
Average ELA Proficiency Rating	On Track	2.21	2.23	2.22	2.23*	2.24
Performance Index on State Math Exam	Decline	58	53	61	65	72
Performance Index on State ELA Exam	Decline	64	62	65	67	70

SED Receivership Benchmarks (NEW)	Baseline[3]	Target for 2015-16	Target for 2016-17
Make Priority School Progress	See http://tinyurl.com/PriorityProgress		
Provide 200 Hours of Extended Learning Time	NA	Implement	Implement
Implement Community School Model	NA	Implement	Implement
School Survey - Safety	2.20	2.24	2.28
Grade 4 and 8 Science Percent Level 3 & Above	22%	23%	25%
3-8 ELA SED Growth Percentile	48.5	49.5	49.5

[1] For Framework Indicators of Rigorous Instruction, Collaborative Teachers and Supportive Environment, if the school receives a Quality Review in 2015-16, the school must also achieve a rating of "Proficient" or higher on the QR indicator(s) associated with each relevant Framework element (Rigorous Instruction, QR 1.1, 1.2, 2.2; Collaborative Teachers, QR 4.2; Supportive Environment, QR 3.4) in order to meet that benchmark.

[2] Year 1 Progress, which reflects the school's progress from 2013-14 to 2014-15, is reported as "Met Early" (2014-15 result is at or over year three benchmark), "On Track" (2014-15 result is at or over year one target but below year three benchmark), "Flat" (2014-15 result is at or over baseline but below year one target), or "Decline" (2014-15 result is below 2013-14 result).

[3] The baseline year for Framework benchmarks is 2014-15, and the baseline values are based on the school's Framework for Great Schools Report. For all other benchmarks, the baseline year is 2013-14.

[*] NYCDOE will strengthen the progress targets and benchmarks for schools that meet any of their targets or benchmarks early.

Receivership Benchmark Selections 2014-15

FANNIE LOU HAMER MIDDLE SCHOOL / 12X286 / 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
Make Priority School Progress	See: http://tinyurl.com/PriorityProgress			
School Survey - Safety	2.20	2.24	2.28	2.32
Grade 4 and 8 Science Percent Level 3 & Above	22%	23%	25%	28%
3-8 ELA SED Growth Percentile	48.5	49.5	49.5	50.5
Average Math Proficiency Rating	2.20	2.21	2.23	2.26

Receivership Benchmarks (Level Two)	Baseline[1]	Target for 2015-16[2]	Target for 2016-17	Target for 2017-18
Provide 200 Hours of Extended Learning Time	NA	Implement	Implement	Implement
Implement Community School Model	NA	Implement	Implement	Implement
Performance Index on State Math Exam	58	60	62	64
Performance Index on State ELA Exam	64	66	68	70
Average ELA Proficiency Rating	2.21	2.22	2.24	2.27

[1]The baseline year for Framework receivership 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 benchmark 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 Quality Review.

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

Elementary and Middle School Benchmarks

The following benchmarks are taken from the School Quality Reports: attendance, average proficiency ratings, core course pass rates of former 5th graders, and 9th grade credit accumulation of former 8th graders. For details about the calculation for each of these benchmarks, see the relevant School Quality Report Educator Guides.

"3-8 Math Growth Percentile" and "3-8 ELA Growth Percentile" are the State-provided growth scores for students who took the 3-8 state Math and ELA exams, respectively, that are used in the Annual Professional Performance Review (APPR) process for teachers and Principal Performance Review (PPR) process for principals.

"3-8 Math Percent Level 2 & Above" and "3-8 ELA Percent Level 2 & Above" indicate the percentage of all students at the school who scored at level 2 or above on the 3-8 state Math and ELA exams, respectively. Similar benchmarks are also included for particular accountability subgroups. More information can be found SED's Report Card website.

"Grade 4 and 8 Science Percent Level 3 & Above" indicates the percentage of all students at the school who scored at level 3 or above on the 4 or 8 state Science exam. More information can be found on SED's Report Card website.

A Performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative). Test scores for students who were continuously enrolled from BEDS day until the last day of the testing administration period are converted to certain performance levels which are used to calculate PI. More information about the PI calculation can be found in SED's SIRS Manual.

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 Elementary, Middle, and K-8 Schools. 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.

"Make Priority School Progress" describes the performance gains Priority Schools must show in order to be removed from status. More information can be found on SED's website.

High School Benchmarks

The following benchmarks are taken from the School Quality Reports: attendance, 4 and 6 year graduation rates, Regents completion rate, college readiness index, and college and career preparatory course index. For details about the calculation for each of these benchmarks, see the relevant School Quality Report Educator Guides. Note that the "5 Year Graduation Rate" is calculated under the same business rules used for the 4 and 6 year graduation rates.

For some schools, 4 or 5 year graduation rates are also included for particular accountability subgroups, such as Economically Disadvantaged, Limited English Proficient, and Students with Disabilities. The graduation rates for those subgroups are derived from SED. More information on those benchmarks can be found SED's Report Card website.

"HS ELA Level 2 & Above" and "HS Math Level 2 & Above" indicate the percentage of students at the school who scored at level 2 or above on the secondary-level state Math and ELA exams, respectively, that are also included in particular accountability subgroups, such as Limited English Proficient or Students with Disabilities. More information can be found SED's Report Card website.

“Progress Toward Graduation – Years 2 and 3” is the percentage of students in years two and three of high school who have (1) earned 10 or more credits in the most recent year of high school, (2) earned six or more credits in the four main subject areas, with at least three of those subject areas represented in the most recent year of high school, and (3) have a total of two (for year two) or four (for year three) Regents requirements completed by the end of the school year. NYSAA-eligible students are excluded.

“Math Regents Percent Passed by Year 2” and “English Regents Percent Passed by Year 3” are the percentage of students that have completed that Regents within the given number of years in high school.

For the above listed benchmarks, note that “year 2” and “year 3” refer to all students in the corresponding graduation cohort, including students who have dropped out or entered non-diploma granting programs.

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 High Schools. 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.

“Make Priority School Progress” describes the performance gains Priority Schools must show in order to be removed from status. More information can be found on SED’s website.