



**Final Changes to YABC Program Progress Reports for 2012-13**  
*Last Updated: June 11<sup>th</sup>, 2013*

This document describes final changes to the methodology for the 2012-13 YABC Program Progress Reports, and provides answers to frequently asked questions. **Changes to the Proposed Changes document published in March are reflected in bold underlined text.** These changes build on the methodology described in the [Educator’s Guide to the 2011-12 YABC Program Progress Report](#). Through meetings with principals and community members conducted throughout April, we collected feedback about the proposed changes published in late March. The final changes below take this feedback into account. If you have questions, please email [PR\\_Support@schools.nyc.gov](mailto: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*	Students in the YABC graduation cohort will count positively toward this metric if they 1) met the CUNY Non-Remediation Rate benchmark by August 2013 (see definition in FAQ #4), <b>OR 2) graduated and enrolled in college by December, 31 2012.</b>	Yes
Postsecondary Enrollment Rate by Six Months After High School	The percentage of students whose graduation deadline year was 2011-12 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.

## 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 – 75.0 or higher**
- B – 53.0 to 74.9**
- C – 46.0 to 52.9**
- D – 35.0 to 45.9**
- F – 34.9 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?

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

\*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 can I receive additional support in understanding these changes?*

Please contact your network accountability liaison or email [PR\\_support@schools.nyc.gov](mailto:PR_support@schools.nyc.gov) with any questions or feedback.