

This document describes final changes to the methodology for the 2011-12 High School Progress Reports, and provides answers to frequently asked questions. These changes build on the methodology described in the [Educator's Guide to the 2010-11 High School Progress Report](#). If you have any additional questions, please email [PR\\_Support@schools.nyc.gov](mailto:PR_Support@schools.nyc.gov). **Bold text reflects a revision since the initial proposal from February, based on feedback from approximately 1,200 principals, network staff, and school staff.**

## College and Career Readiness Section

To raise the bar for student achievement and promote college and career readiness, we will begin awarding Progress Report points for the college readiness metrics reported but not scored on the 2010-11 Progress Report. The 2011-12 Progress Report will include a new College and Career Readiness section, worth 10 points and including:

- College Preparatory Course Index (3.33 points): the percentage of students that entered high school in 2008-09 who have successfully completed approved rigorous courses and assessments.\*
- Four-Year College Readiness Index (1.67 points): the percentage of students that entered high school in 2008-09 who have graduated and demonstrated proficiency in reading, writing, and mathematics as defined by the CUNY standards for passing out of remedial coursework.\*
- Six-Year College Readiness Index (1.67 points): the percentage of students that entered high school in 2006-07 who have graduated and demonstrated proficiency in reading, writing, and mathematics as defined by the CUNY standards for passing out of remedial coursework.\* This new metric was developed in response to feedback requesting that the Progress Report acknowledge successful college-readiness outcomes for students who need more than four years of high school.
- **Postsecondary Enrollment Rate by Six Months After High School\*\*** (1.67 points): the percentage of students that entered high school in 2007-08 who graduated and enrolled in a two- or four-year college, **vocational program, or public service** by December 31, 2011 (i.e., within six months of their scheduled graduation date).
- **Postsecondary Enrollment Rate by Eighteen Months After High School\*\*** (1.67 points): the percentage of students that entered high school in 2006-07 who graduated and enrolled in two- or four-year college, **vocational program, or public service** by December 31, 2011 (i.e., within 18 months of their scheduled graduation date). Students who enrolled after taking a year off after high school or who enrolled after taking five years to graduate from high school count positively toward this metric. This new metric was developed in response to feedback requesting that the Progress Report acknowledge later college enrollment that occurs due to extended high school work, gap-year, or other circumstances.

\* Note: for specific information about the College Readiness Index (CRI) and the College Preparatory Course Index (CPCI) see questions #2 and #3 in the frequently asked questions section at the end of this document.

**\*\* Note: Postsecondary Enrollment Rate was formerly "College Enrollment Rate". In response to feedback, this metric will now include enrollment in rigorous vocational programs and public service (e.g. military enlistment, City Year, AmeriCorps). The College Enrollment Rate will still be reported separately in the 2011-12 Progress Report on the non-scored information page. More details on the programs that qualify and how to confirm and enter data on enrollment in those programs will be communicated to schools separately.**

Scoring: Each of these metrics will be scored by comparing a school’s result to the historical results of its peer schools (at 75% weight) and to the historical results of all City high schools (at 25% weight). This is the same scoring methodology as the Student Progress, Student Performance, and School Environment sections.

To accommodate the new section, other metrics will decrease in point value, as follows:

Metrics	2010-11 Point Value	2011-12 Point Value
Student Performance Metrics	4 metrics worth 6.25 points each	4 metrics worth 5 points each
Credit Accumulation Metrics	6 metrics worth 5 points each	6 metrics worth 4.17 points each

## Other Changes

Progress Report Component	2010-11 Measure	Change for 2011-12	Reason for Change
1. Weighted Regents Pass Rate and Regents Completion Rate	Ten Regents exams counted toward the Regents metrics.	<p><a href="#">State-approved Regents alternatives</a>, including some Advanced Placement exams, International Baccalaureate exams, and SAT II exams, will also be included in the Regents metrics. The possible point table for the Weighted Regents Pass Rate for each alternative exam will be calculated separately, so more difficult exams will be worth more points.</p> <p>As with higher-level Regents exams, if a student has already passed a required exam in the subject, a passing score on a Regents alternative will count positively and a non-passing score will not count negatively in the Weighted Regents Pass Rate.</p>	By including state-approved Regents alternatives in the Regents metrics, the Progress Report will recognize and incentivize more rigorous coursework.
2. Closing the Achievement Gap College Readiness Metrics	The Closing the Achievement Gap section measured the percent of students in the lowest third citywide earning a 75 or higher in the Math and English Regents exams	<p>The two metrics based on earning a 75 or higher on the Regents exams will be replaced with three metrics for the lowest third citywide:</p> <ul style="list-style-type: none"> <li>• College Preparatory Course Index</li> <li>• Four-year College Readiness Index</li> <li>• <b>Postsecondary</b> Enrollment Rate by Six Months After High School</li> </ul>	This change aligns the requirements of the Closing the Achievement Gap section with the college readiness section. It is intended to recognize schools that help high-need students become college ready.

Progress Report Component	2010-11 Measure	Change for 2011-12	Reason for Change
<p>3. Scoring for the Closing the Achievement Gap Section</p>	<p>Additional credit for closing the achievement gap was awarded only to schools with metric values in the top 20% (full credit) or top 40% (half credit) for each metric. The percentage of high-need students in the school population did not factor into the determination of additional credit.</p>	<p>Additional credit will be awarded based on <i>both</i> the percentage of high-need students achieving an exemplary outcome <i>and</i> the percentage of students at the school in that high-need group. The two percentages will be multiplied together and then multiplied by a fixed point value that represents the relative difficulty of the metric to determine the additional credit earned (see frequently asked questions for an example).</p>	<p>The scoring system will award some points for each high-need student that reaches the target for a metric. Schools with more high-need students have the opportunity to earn more points, but only if students meet the high standard for the outcome.</p> <p>More schools will be able to earn additional credit for their success with high-need students, and those schools that are succeeding with more high-need students will earn more points. At the same time, the standards for demonstrating success with those students remain high.</p>
<p>4. Weighted Diploma Rate</p>	<p>Students in the following groups who earn a local diploma or higher are weighted more heavily:</p> <ul style="list-style-type: none"> <li>• Students overage on high school entry – 2x</li> <li>• SETSS placement within past 5 years – 2x</li> <li>• CTT placement within past 5 years – 3x</li> <li>• Self-contained placement within past 5 years – 4x</li> </ul>	<p>In addition, students in the following groups who receive a local diploma or higher will be weighted more heavily:</p> <ul style="list-style-type: none"> <li>• Long-term ELL at entry to the school – 2x</li> <li>• Students who were in temporary housing within past five years – 2x</li> <li>• <b>Students with a history of participating in a DOE program for incarcerated students – 2x</b></li> <li>• Overage/Under-credited at entry to the school (see technical changes below) – 2x</li> </ul> <p>As before, if a student qualifies for more than one multiplier, only the highest multiplier applies. This applies to the weighted diploma rates in the Student Performance section and in the Closing the Achievement Gap section.</p>	<p>Principals indicated, and research confirms, that students in these groups graduate at a lower rate than their peers citywide. Adding weights for these groups recognizes the additional challenges schools serving these students face.</p>

Progress Report Component	2010-11 Measure	Change for 2011-12	Reason for Change
5. Additional Information Page	n/a	<p>We will add a new page to the Progress Report with information that does not contribute to the score or grade, such as:</p> <ul style="list-style-type: none"> <li>Percent of students completing individual components of the College Readiness Index, College Prep Course Index <b>and Postsecondary Enrollment Rate</b></li> <li>Unweighted results on the Regents exams</li> </ul>	<p>We have received feedback that reporting this kind of additional, concrete information about student achievement in the Progress Report would be useful to school staff and families.</p>
6. Peer Index	<p>The peer index included the percentage of students with IEPs and the percentage of students in self-contained programs based on current year only.</p>	<p>For purposes of the peer index, a student will be included in the percentage IEP if the student had an IEP anytime in the past five years. Similarly, a student will be included in the percentage of students in self-contained placements if the student had a self-contained placement anytime in the past five years.</p>	<p>An important measure of success with students with disabilities is movement to less restrictive settings.</p> <p>Taking into account previous special education placements will allow schools to make these transitions without an impact on Progress Report peer group.</p> <p>These multi-year definitions are already in place for demographic adjustments and additional credit inclusion; this change aligns the peer index to those measures.</p>

## Technical Changes

- Change to the definition of “overage”*: In 2010-11, students were only considered overage if they were 16 or older as of December 31<sup>st</sup> of their first year in ninth grade, whether that was at the school under review, another New York City high school, or a high school outside of New York City. In addition to those students, students who meet the criteria below at the time they first enrolled in the school under review will be considered “overage/under-credited” and will also contribute to the peer index, the diploma rate multiplier, and the lowest third citywide inclusion described below.

Age	Credits
16	Less than 11 credits
17	Less than 22 credits
18	Less than 33 credits
19-21	Less than 44 credits

- *Expanded definition of “lowest third citywide”:* In 2010-11, students were considered to be in the lowest third citywide only if they had low 8<sup>th</sup> grade test scores. This definition excluded high-need students who do not have 8<sup>th</sup> grade test scores. With this change, any student without 8<sup>th</sup> grade test scores who was in a self-contained program in the last five years, any overage student, and any student who was a long-term ELL on entry to the school will also be included in the lowest third citywide.
- *Replacement for discontinued 8<sup>th</sup> Grade Social Studies Exam:* If a student taking a Social Studies Regents exam does not have an 8<sup>th</sup> grade social studies exam, we will use the results on the 8<sup>th</sup> grade English exam to determine the decile for the weighted Regents pass rate.
- *Minor change to the calculation of the peer and city range:* If the mean minus two standard deviations is lower than the theoretical minimum for a metric, then “100% of range” will be adjusted downward so that the mean stays in the middle of the range. If the mean plus two standard deviations is greater than the theoretical maximum, it will still be possible for a school scoring the mean to get more than half of the available points. The purpose of this change is to ensure that a school that achieves the peer or city average will have a “percent of range” of at least 50%, which corresponds to half the available points.
- **Additional credit minimum n: We will lower the minimum for all additional credit metrics to five students per metric in the high-need group. We cannot report results for groups smaller than this for privacy reasons.**

## Frequently Asked Questions

### 1. How will scores and grades be determined for 2011-12?

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

- A – 70.0 or higher
- B – 58.0 to 69.9
- C – 47.0 to 57.9
- D – 40.0 to 46.9
- F – 39.9 or lower

### 2. How is the College Preparatory Course Index calculated?

This metric is based on the percentage of students in the class of 2012 (cohort N) who have accomplished any one of the following achievements (new items for 2011-12 are in bold):

- 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 3+ on any Advanced Placement (AP) exam, or
- Scored 4+ on any International Baccalaureate (IB) 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.**

\*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 we may add or remove assessments from the list based on input from educators, input from the industry, and/or research into the outcomes of students passing the assessment.

3. *How is the College Readiness Index calculated?*

The College Readiness Index is the percent of students in the relevant cohort who, by August 2012, have graduated with a Regents Diploma and met CUNY’s standards in English and mathematics. CUNY’s standards for proficiency on the ACT in English and math **and on CUNY Assessment Tests in Reading, Writing and Math** are new options for 2011-12.

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
<b>CUNY Assessment Test</b>	<b>Reading – 70 and Writing – 56</b>

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
<b>CUNY Assessment Test</b>	<b>Math 1 – 35 and Math 2 – 40</b>

\*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 STARS course identified as geometry and two credits in a STARS course identified as algebra II/trig 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. *What students will be included in the college readiness metrics?*

Like most metrics in the Progress Report, the college readiness metrics are based on cohorts of students who entered ninth grade at the same time. The inclusion criteria are the same as for graduation rate; both graduates and non-graduates are included in the denominator.

Year in High School During 2011-12	Cohort Letter	Ninth Grade Entry School Year	“Class of” designation	College Readiness Metrics 2011-12
Fourth	N	2008-09	Class of 2012	CPCI, 4-year CRI
Fifth	M	2007-08	Class of 2011	6-month CER
Sixth	L	2006-07	Class of 2010	6-year CRI, 18-month CER

5. *How will the scoring methodology for the Closing the Achievement Gap section work?*

For each high need student that meets the success criteria for a metric in the Closing the Achievement Gap section, the school will earn a certain number of points. The number of points will depend on the percentage of the school’s population that is in the high-need group, the percentage of that group that is successful, and a “fixed point value” based on how difficult it is to achieve the success criteria.

Example:

A school has 500 students in the four year graduating cohort. Of those, 100 are in the lowest third citywide. Of those 100, 15 met the requirements for the College Preparatory Course Index (CPCI). On their Progress Report, the CPCI lowest third citywide metric would look like this:

	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	MAXIMUM POINTS	POINTS EARNED
College Preparatory Course Index Students in the Lowest Third Citywide (n=100)	15.0%	20.0%	0.25	2.00	0.75

- This “school’s result” on the metric is 15.0% because 15 of the 100 high need students met the CPCI criteria.
- The “population percentage” is 20.0% because there are 100 high need students out of 500 total in the cohort.
- The “fixed point value” is set at 0.25 (this is an example). This number will be the same for all high schools, but will vary from metric to metric. It will be determined based on how common it was for the achievement criteria to be met by the group under consideration. In this example, it would be based on the likelihood that students in the lowest third citywide would meet the CPCI standard.
- The “maximum points” is 2.00 for all additional credit metrics.
- The “points earned” is equal to the school’s result x the population percentage x the fixed point value x 100, up to a maximum of 2.00 points. In this example, the result would be  $0.15 \times 0.20 \times 0.25 \times 100 = 0.75$  points. Based on the formula for this example, for each additional student in the lowest third citywide that met the CPCI standard, the school would get an extra 0.05 points.

For the weighted diploma rate and college readiness metrics, the total number in the population will be based on the corresponding graduation cohort. For the Least Restrictive Environment (LRE) metric, the total population is all students as of audited register and the relevant high-need group is students with disabilities that meet the inclusion criteria for the LRE metric.

6. *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.