

# Educator Guide

## The New York City Progress Report Transfer High School

2012-13

Updated: November 25<sup>th</sup>, 2013

For citywide results and more information see:

<http://schools.nyc.gov/ProgressReport>

For a list of changes since 2011-12 see:

<http://schools.nyc.gov/ProgressReport/#changes>

## Overview

The Progress Report is an important part of the New York City Department of Education's (DOE's) efforts to set expectations for schools Citywide and to promote school empowerment and accountability. The report is designed to encourage principals and teachers to accelerate academic achievement toward the goal of career and college readiness for all students. By tracking student academic progress, identifying steps to improve each student's learning, planning a course of action to achieve that improvement, and revising the course of action as needed to ensure progress, our schools can ensure that every student leaves school prepared for the next step in his or her education.

The report also enables students, parents, and the public to hold the DOE and its schools accountable for student outcomes and improvement. It is a tool that, along with other information, can assist parents and students in choosing a school.

Progress Reports are issued annually shortly after the start of the school year. Each Progress Report is intended to be a one-year snapshot of a school's performance: the methodology has evolved over time to account for feedback from schools and the community, changes in state policy, and higher standards for New York City schools.

The Progress Report is one of three main accountability tools used to evaluate New York City schools. The others are the New York City Quality Review and the New York State School Identifications.

### *Progress Report Grade*

The Progress Report letter grade (A through F) provides an overall assessment of the school's contribution to student learning in five main areas of measurement: (I) Student Progress, (II) Student Performance, (III) School Environment, (IV) College and Career Readiness, and (V) Closing the Achievement Gap.

The overall Progress Report Grade is designed to reflect each

school's contribution to student achievement, no matter where each child begins his or her journey to career and college readiness. The methods are designed to control for demographic characteristics of students so that the final score for each school has as little correlation as possible with incoming student characteristics such as poverty, ethnicity, disabilities, and English learner status. To achieve this, the Progress Report emphasizes year-to-year progress, compares schools mostly to peer schools matched based on incoming student characteristics, and awards additional credit based on exemplary progress with high-need student groups.

### **Quality Review Score**

The Quality Review score is based on an on-site Quality Review of a school by an experienced educator and designed to measure how well a school is organized to support student learning. The score represents the quality of efforts at the school to:

- Implement a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.
- Consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.
- Consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.
- Align its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.
- Monitor and evaluate progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

The Quality Review Score is evaluated on a four point scale: Well Developed, Proficient, Developing, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade, but is treated as a different, equally important indicator. A school's most recent Quality Review Score is displayed on the first page of the Progress Report.

### **New York State Annual School Report Card**

In 2012, New York State received a waiver to implement a revised accountability system, which will be in place through 2014-15. The system measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. The system also now incorporates growth measures. State accountability status is not incorporated into the Progress Report Grade, but is another tool used to evaluate school performance.

## Definitions

### School Type

For purposes of the Progress Report, schools are divided into one or more of eight school types, based on the grade levels and students they serve: (1) Early Childhood schools (2) Elementary schools, (3) K–8 schools, (4) Middle schools, (5) District 75 schools, (6) High schools, (7) Transfer High schools, and (8) Young Adult Borough Center programs. The following table describes the schools that fall into each category:

<b>Progress Report School Type</b>	<b>Grades and Students Served</b>
Early childhood schools	K-2, K-3
Elementary schools	K-4, K-5, K-6
K-8 schools*	K-7, K-8, and K-12 (minus grades 9-12)
Middle schools	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 schools	K-8, focused on students with disabilities
High schools	9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8)
Transfer High schools	9-12, focused on over-age and under-credited students
Young Adult Borough Center (YABC) programs	9-12, focused on over-age and under-credited students

\* If a new K-8 school has grade 6, but does not yet have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades 6-12 (or K-12) will receive two separate Progress Reports with two separate grades: one for high school and one for the middle (or K-8) school. In those cases, the first report is based on the students in grades K-8 only and the high school report is based on the students in grades 9-12 only.

This document details the rules for evaluating regular high schools. There are separate Educator’s Guides for the other school types.

### Peer Groups

#### Overview

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with student populations that are most similar across every student characteristic used for peering.

Transfer high schools each have 25-30 peer schools.

A school’s peer group for the 2012-13 school year is determined based upon the students included on its October 26, 2012 audited register.

#### Peering Methodology

Peer groupings are created using a “nearest neighbor” matching methodology. This methodology examines the mathematical difference between a school and all potential peers on a given set of characteristics. Schools with the smallest difference across *all* the characteristics are peered together, e.g., elementary schools that are similar when percent of students with disabilities, percent of Black/Hispanic students, the Economic Need Index, and percent English language learners are taken into account<sup>1</sup>. This results in peer schools that have populations that are most similar on every student characteristic used in peering.

The student population characteristics used to create peer groups for transfer high schools are as follows:

- Average 8<sup>th</sup> grade English proficiency

<sup>1</sup> Nearest neighbor methodology was implemented in SAS V9.2 using the MODECLUS procedure. K=31 were used for transfer high schools with method=1. The STD option was included to standardize all the student population characteristics to mean=0 and variance=1. For more information on the MODECLUS procedure and nearest neighbor methods, please consult the SAS documentation [here](#).

- Average 8<sup>th</sup> grade math proficiency
- Percent students with disabilities
- Percent students with self-contained placement
- Percent students overage on admission

**Minimum N (Number of Students)**

With the exception of the metrics in the Closing the Achievement Gap section, the minimum number of values used for all reported calculations at the school level is 15. In the Closing the Achievement Gap section, the minimum number of students for each metric is 5. Metrics for which there are fewer than the minimum number of valid observations at a school are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. These metrics are represented on the Progress Reports with the symbol “.”.

**Year in High School / Cohort Letter**

Most accountability measures for transfer high schools are based on each student’s “year in high school.” This is determined by the amount of time passed since the student’s ninth grade entry year. The ninth grade entry year is the first school year when a student enters ninth grade (or the equivalent) anywhere in the world. That year is referred to as “year one of high school.” The next school year is the second year of high school and so on. The year in high school often corresponds to the grade level, but not always. For example, a student who is repeating ninth grade is still a second year student. If this student drops out during the second year, the next year is still their third year even if they are not in school.

A group of students in the same year in high school are referred to as a “cohort” and each cohort is assigned a letter of the alphabet:

<i>Year in high school during 2012-13</i>	<i>Cohort Letter</i>	<i>Ninth Grade Entry School Year</i>	<i>“Class of” designation</i>
First	R	2012-13	Class of 2016
Second	Q	2011-12	Class of 2015
Third	P	2010-11	Class of 2014

Fourth	O	2009-10	Class of 2013
Fifth	N	2008-09	Class of 2012
Sixth	M	2007-08	Class of 2011

**Overage/Under-credited**

A student designated as overage/under-credited (OA/UC) is considered to be two or more years behind expected credit accumulation at the time of entry into a transfer school:

<i>Age on Dec. 31 of entry school year</i>	<i>Credits prior to entry school year</i>
16	Less than 11 credits
17	Less than 22 credits
18	Less than 33 credits
19-21	Less than 44 credits

**Most at Risk Overage/Under-credited**

Among OA/UC students, we have identified a group that is at a higher risk of not graduating. This is the subset of OA/UC students who meet the following criteria at the time of entry into a transfer school:

<i>Age on Dec. 31 of entry school year</i>	<i>Credits prior to entry school year</i>
16-17	Less than 11 credits
18	Less than 22 credits
19-21	Less than 33 credits

## Progress Report Sections

overall Progress Report Score. It cannot lower a school's score.

A Progress Report grade of A, B, C, D, or F is assigned to each school based on the sum of scores in three main sections plus any additional credit the school obtains based on exemplary student outcomes. The sections are:

**I. Student Progress** (55 points): measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma. The measure focuses on the capacities students develop as a result of attending the school, not the capacities they bring with them on the first day. Attention is given to all students in each school and particular emphasis is given to overage and under-credited students.

**II. Student Performance** (20 points): measures the percentage of students at a school who have graduated within six or seven years, with emphasis on higher-level diplomas and endorsements that are associated with increased career and college readiness.

**III. School Environment** (15 points): measures pre-conditions for learning: crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. Aspects of school environment are measured by surveys of parents, students, and teachers. The survey metrics count for 15 points (3.75 points for each of the four survey metrics).

**IV. College and Career Readiness** (10 points): measures the ability of a school to prepare their students for success in college or in other rigorous vocational programs or public service. It awards schools for helping their students to graduate and to demonstrate readiness in reading, writing, and mathematics as defined by the CUNY standards for passing out of remedial coursework. It also focuses on students' post graduation outcomes.

**V. Closing the Achievement Gap** (up to 16 points): awards credit to schools that achieve exemplary outcomes among high-need students. This component of the score can only improve a school's

## Progress Report Metrics

Progress Reports include the following metrics:

### I. Student Progress (55 points)

#### *Attribution of students for Credits and Regents*

For the transfer high school progress report, students who are continuously accountable in the NYC DOE from October 26, 2012 through June 30, 2013 are attributed to the last diploma granting school responsible as of June 30, 2013.

A student is considered continuously accountable for the year if he or she is active (i.e. enrolled) in one or more NYC DOE schools or programs on every day from October 26 through June 30. Students who receive a cohort-removing discharge (see p.10) during the period are non-accountable for the year. Students who enter the DOE 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.

#### *I.1-4 Average Credits Earned Per Year by Credits Accumulated at the Beginning of the School Year*

1. 0.00 – 11.00 Credits
2. 11.01 – 22.00 Credits
3. 22.01 – 33.00 Credits
4. 33.01 – 38.00 Credits

These measures evaluate the average credits earned per year for

students with different credits at the start of the school year. The point values for these four measures are assigned proportionately based on the number of students in each credit category.

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 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. For 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, plus any credits earned at any summer school that year. The credit cap for each student is 16 times the denominator contribution.

For example, if a school has 50 students enrolled the whole year that earn 10 credits each, and 10 students enrolled half the year that earn 5 credits each, the average number of credits per year for the school is  $550 / 55 = 10.0$ .

#### *I.5 Average Change in Student Attendance*

This measure presents a school's average change in student attendance from 2011-12 to 2012-13. This measure looks at two pieces of information for each student:

- Student's attendance rate for 2011-12 (note: the student's attendance rate would be the aggregate rate for any New York City public school(s) the student attended in 2011-12)

- Student’s attendance rate for 2012-13 (note the student’s attendance rate would only include the rate for the school under evaluation)

To be included in this measure a student must have an attendance rate for the 2011-12 school year with a minimum aggregate of 40 days on register at any New York City school(s) during that year. Additionally, at the school under evaluation during the 2012-13 school year, he must have been on that school’s register for a minimum of 40 days.

Change in the yearly attendance rate for each school is calculated by taking the average of change in attendance rate from 2011-12 to 2012-13 for all students at the school under evaluation.

*1.6-10 Weighted Regents Pass Rates*

On a Citywide basis, students’ entering proficiency, as measured by their performance on State 8<sup>th</sup> grade subject tests, is highly predictive of their likelihood of passing the high school Regents exams. These measures evaluate the extent to which some transfer schools help their students meet or exceed these expectations, while students attending other transfer schools fall below expectations.

Each student has a possible weight for each exam. These weights are based on the performance decile in the corresponding 8<sup>th</sup> grade test. Where a student’s average 8<sup>th</sup> grade proficiency is not available, a student’s demographic characteristics are used as a proxy to predict his likelihood of passing the high school Regents exams. The tables of weights can be found in the appendix.

Students who are less likely to pass the exam are weighted to contribute more points to this metric. If only one in five students with Student A’s entering proficiency is expected, based on prior experience of all City students, to pass a subject Regents test, then that student’s weight on that Regents is five. If one in two students with Student B’s entering proficiency passed the Regents, then that student’s subject weight is two. When Student A passed the Regents with 65 or higher, he would contribute five to his school’s weighted

Regents pass rate. When Student B passed with 65 or higher, he would contribute two.

There are ten Regents exams that count toward the weighted Regents pass rate, divided into five subjects:

<b>Subject</b>	<b>Exam</b>
English	English
U.S. History	U.S. History
Global History	Global History
Science	Living Environment
	Earth Science
	Chemistry
	Physics
Math	Integrated Algebra
	Geometry
	Algebra II

Each of these exams has the potential to count toward the metric. However, every exam taken does not necessarily count toward the metric. The rules for including and excluding exams for weighted Regents pass rate are:

*General Rules for including / excluding exams*

- Only exams taken in January, June, or August 2013 can be included in the 2012-13 weighted Regents pass rate. Only each student’s highest score in the year is considered.
- All exams are attributed based on the student attribution described on page six
- Regents with a score of ABS (absent), 0, or INV (invalid) do not count toward weighted Regents pass rate
- Regents Competency Tests (RCTs) are excluded from weighted Regents pass rate

- Exams taken in January 2013 are excluded if the student entered the transfer school on February 1, 2013 or later
- If a student passes both a Regents exam and a Regents alternative in the same subject in the same school year the Regents exam is excluded since the Regents alternative is always worth the same or more points

*Rules for including / excluding exams passed in 2012-13*

- The exam is included if it is the first time the student passed the exam
- The exam is excluded if the student has already passed the same exam at an earlier date

*Rules for including / excluding exams failed in 2012-13*

- Failed exam results are excluded if the student passed or passes any exam in the same subject (or the same exam) either in the same year or a previous year
- If there are multiple failed exams by the same student in the same year in the same subject, then a maximum of one of the failed exams will be included

**Examples:**

If a student passed Integrated Algebra in 9<sup>th</sup> grade then attempts the Geometry Regents in 10<sup>th</sup> grade, the exam is included if the student passes and excluded if the student fails.

If a student scores 70 on Integrated Algebra one year and tries it again in the next year to get an 80, the exam is excluded from weighted Regents pass rate in any case but it can still contribute to the College Readiness Index.

If a student passes both Integrated Algebra and Geometry for the first time in the same year, both exams are included.

If a student fails algebra twice, fails geometry twice, then passes algebra in the summer of the same year, only the passing exam is included and all four failed exams are excluded.

If a student who has never passed algebra fails it three times in the same year, one failed exam is included and the other two are excluded.

*I.11 Average Completion Rate for Remaining Regents*

This measure evaluates a school's ability to help students progress each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History. This metric applies to students in years two, three, four, five, and six of high school.

In this metric, each "subject" (i.e. graduation requirement) is considered separately. So, for example, a student who passes both Algebra and Geometry has only passed one subject since both of these exams fall under the math requirement. A student who has passed both U.S. History and Global History counts as having passed two "subjects" since each of those is a separate requirement for graduation.

The metric value for the school is the sum of the total number of "passed" subjects (the numerator) divided by the total number of "needed" subjects (the denominator).

For students in years three through six, the denominator contribution (exams needed) is the total number of subjects not passed as of the beginning of 2012-13. The numerator (exams passed) is the total number of needed subjects passed in 2012-13.

For students in year two of high school, the first and second years are considered together as if they were one long year. Also, second year students are only expected to have passed any three of the five subjects total. So, the denominator contribution (exams needed) is three minus the number of subjects passed in middle school. The numerator contribution is the number of needed subjects passed during years one or two. Despite the above, the denominator is

never allowed to go below zero and the numerator is never allowed to be higher than the denominator.

On Regents exams, the required passing score for all students in all exams is 65 or higher. Scores of “PR” on component exams are considered passing. RCT exams in the corresponding subject are also considered passing. Subjects with Regents waivers (“WA”) are excluded from the numerator and denominator unless the student actually takes an exam in that subject.

Exams that are failed have no impact on this metric. Since the denominator is based on the needed exams for the entire cohort, failing a needed exam counts the same as having never taken it. Students who are dropped out or in non-diploma granting programs do contribute. NYSAA-eligible students are excluded. Schools with a waiver from the state to use portfolio assessments instead of some Regents exams do not get values in this metric.

*Regents Completion Rate Example Student:*

<i>Year in H.S.</i>	<i>Exam</i>	<i>Score</i>
Middle School	Integrated Algebra	71
First	Geometry	67
First	Integrated Algebra	82
First	Living Environment	71
Second	Global History	61
Second	Chemistry	72
Third	Algebra II / Trig	51
Third	Global History	70
Third	U.S. History	85
Third	English	75
Fourth	Physics	83

Second year of high school: Because the student passed math in middle school, his denominator contribution is **two**. In the first two years, the student passed one additional subject: science. So, his numerator contribution is **one**.

Third year of high school: Prior to the third year, this student has passed two subjects (math and science). This makes his

denominator contribution **three**. Since the student passed all three of the required subjects (Global, U.S., and English), his numerator contribution is also **three**.

Fourth year of high school: The student has already passed all five required subjects. So the student does not contribute at all this year.

## II. Student Performance (25 points)

### Transfer High School Graduation Cohort

*Attribution of students for Performance Section (Graduation)*

Graduation attribution uses a separate system from the Student Progress section. 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 the end of year six of high school or the end of year seven of high school. 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/federal graduation reporting rules, continuous enrollment is not necessary. Any student 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.

For the 2012 -13 Progress Report, a school’s transfer school graduation cohort consists of all students who:

- Has a transfer school graduation deadline of 2013.
- Were active in the school as of June 30, 2013, or the school is the last diploma-granting high school they attended before June 30, 2013, and
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2013

There are circumstances under which a discharged student can become non-accountable. 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 non-accountable if all required documentation is collected and stored on file. For more information about discharges, please see the [Transfer Discharge Guidelines](#).

Potentially Cohort-Removing Discharge Codes:

Code	Description
06	Admitted to NYC parochial school with documentation
08	Admitted to NYC private school with documentation
10	Discharged to a court ordered placement (non-incarceration)
11	Transferred to a school outside of NYC with documentation
15	Deceased
20	Early admission to a four year university
25	Already received a high school diploma outside DOE at time of enrollment

The Student Performance measures focus on the school's success in graduating its students and advanced diploma achievement.

### II.1 Transfer School Graduation Rate

This measure reflects the percentage of students in the school's transfer school graduation cohort (defined above) that graduated with a Regents or Local Diploma, including August graduates

### II.2 Transfer School Weighted Diploma Rate

This measure assigns a weight to each type of diploma based on the relative level of proficiency and college readiness indicated by the diploma type. GEDs and IEP Diplomas, both of which are not included in the non-weighted graduation rates, can contribute to this measure. GEDs can contribute to this measure for any student, but IEP diplomas are only counted for students eligible for NYSAA (i.e. those that are exempt from Regents and RCTs). Non-NYSAA eligible students with IEP diplomas are considered non-graduates (0.0

points). The base weights are as follows:

Diploma Type	Diploma Weight	With CTE-Endorsed Diploma	With Advanced Designation in Arts, Math, or Science	With Associate's Degree
GED	0.5	NA	NA	NA
IEP	1.0 (NYSAA only)	NA	NA	NA
Local	1.0	1.5	NA	1.5
Regents	2.0	2.5	2.5	2.5
Advanced Regents	2.5	3.0	3.0	3.0
Regents with Honors	2.5	3.0	3.0	3.0
Advanced Regents with Honors	3.0	3.0	3.0	3.0

The diploma weights in the shaded boxes above can also be multiplied based on certain demographic variables:

Demographic Characteristic	Diploma Weight Multiplier (except for GED and IEP diplomas)
Overage/under-credited on entry	x2
Most at risk overage/under-credited on entry	x4
Long-term ELL on entry (seventh year or later of service in the year immediately prior to entry).	x2
Student who was in temporary housing within past seven years*	x2
High-need ELL (missing 8th grade test scores and scored "Beginning" on the NYSESLAT at any point in high school)	x2
Student with a history of participating in a DOE program for incarcerated students	x2

Students with Disabilities: Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT), or self-contained placement in past seven years*	x2, x3, x4, respectively
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and students in 6<sup>th</sup> grade and older. The survey gathers information on how well each school creates an environment conducive to student learning from these key members of school communities. Each survey question informs school results in one of four categories.

For example, a student with an ICT placement who receives an Advanced Regents Diploma has a total weight of 7.5 (2.5 x 3).

If a student meets the criteria for more than one multiplier, only the highest multiplier is used. So, a student who is overage/under-credited and had an ICT placement would have a total multiplier of x3 (not x6). Students with disabilities who receive only related services do not receive a multiplier on their diploma weight.

A student's special education adjustment will be the most restrictive placement in the last seven school years.

The weighted diploma rate for the school is the average of the all the individual diploma weights (non-graduates contribute 0.0). The transfer school weighted diploma rate evaluates the same cohort of students as the four-year graduation rate.

### II.3 Transfer School Graduation Rate by Category at Admission

1. Most at risk overage/under-credited
2. Other overage/under-credited
3. Non-overage/under-credited

This measure is similar to the transfer school graduation rate, except that it differentiates separately evaluates students who enter a transfer school with different credit amounts. The point values for these three measures are assigned proportionately based on the number of students in each credit category.

### III. School Environment (15 points)

Four measures in the School Environment section come from the results of the NYC School Survey.

The NYC School Survey is administered yearly to parents, teachers,

Each school receives a score for each scored question (some questions are not scored) on the parent, teacher, and student surveys. Responses are assigned the following weights: Strongly Agree (10); Agree (7.5); Disagree (2.5); Strongly Disagree (0).

With the exception of certain questions that are used for informational purposes only, each question is linked to one of the four domains. Question scores are combined to form domain scores on a 0 to 10 scale, which appear on the Progress Report.

Domain scores by respondent groups, question scores, and percentage of respondents selecting each answer choice are reported separately on the Survey Report. Survey Reports are available at each school's website. For additional information about the survey and its scoring methodology, please visit <http://schools.nyc.gov/surveys> or email [surveys@schools.nyc.gov](mailto:surveys@schools.nyc.gov).

#### III.1 Academic Expectations

This survey domain measures the degree to which a school encourages students to do their best and develop rigorous and meaningful academic goals. Expectations are communicated in direct and subtle ways, and are powerful motivators of student behaviors and performance. Schools with high expectations provide a learning environment in which students believe they are capable of academic success.

#### III.2 Communication

This survey domain measures the degree to which a school effectively communicates its educational goals and requirements, listens to community members, and provides appropriate feedback on each student's learning outcomes. Access to this information can be used to establish a greater degree of agency and responsibility

for student learning by all community members.

### *III.3 Engagement*

This survey domain measures the degree to which a school involves students, parents and educators in a partnership to promote student learning. Schools with a broad range of curricular offerings, activities, and opportunities for parents, teachers and students to influence the direction of the school are better able to meet the learning needs of children.

### *III.4 Safety and Respect*

This survey domain measures the degree to which a school provides a physically and emotionally secure environment for learning. Students who feel safe are more able to engage in academic work and less likely to behave in ways that interfere with academic performance.

## **IV. College and Career Readiness**

### *Attribution of students for College and Career Readiness metrics*

The college metrics for transfer schools are based on the same cohorts as the graduation rates as described above.

If a student earns an Associate's Degree before the end of high school, that student contributes positively to all three of the career and college readiness metrics regardless of whether they meet the other requirements or not.

### *IV.1 College and Career Preparatory Course Index*

This measure indicates the percentage of students in the 2013 transfer school graduating cohort who have successfully completed approved rigorous courses and assessments after four years of high school.

A student who has accomplished any one of the following

achievements contributes positively to this metric:

- 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
- Earned a diploma with an Arts endorsement, or
- Passed an industry-recognized technical assessment. The assessment 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.

Students meeting more than one of the requirements above will only be counted once in the numerator.

### *IV.2 Comprehensive Readiness Rate including enrollment*

This measure indicates the percentage of students in the school's 2013 transfer school graduating cohort that have graduated with a Regents Diploma and met CUNY's standards for college readiness in reading, writing, and mathematics or graduated and enrolled in a two- or four-year college, vocational program, or public service by June of their transfer school graduation deadline year.

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

A student can demonstrate college readiness in math with any one of the following assessments:

Assessment	Minimum Score Needed
NYS Math Regents (any)	80, plus coursework requirement
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 a NYS Regents math exam (or PBAT) to demonstrate math proficiency, he/she must also demonstrate completion of coursework through at least Algebra II / Trigonometry. Any of the following accomplishments satisfy the coursework requirement:

- Passing a course identified 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 as Calculus, or
- Passing a course identified as a math class that results in college credit

Math courses are identified by schools in STARS, with the exception of charter schools. Charter schools use the UACR screen in ATS to identify advanced math courses.

#### *IV.3 Postsecondary Enrollment Rate by Six Months after High School*

This measure indicates the percentage of students who have graduated and enrolled in a two- or four-year college, vocational program, or public service within six months after June of their transfer school graduation deadline (see p.9). For the 2012-13 Progress Report, this metric evaluates the transfer school graduating cohort whose transfer school graduation deadline year is 2011-12. To contribute positively, a student must have graduated and enrolled in a qualifying postsecondary program by December 31, 2012.

### **V. Closing the Achievement Gap**

Additional credit is awarded to schools that are helping high need students succeed. Schools receive additional credit for each high need student who meets the success criteria for each measure in the Closing the Achievement Gap section. Schools can earn up to 2 points for each additional credit measure. A school is ineligible to earn extra credit on any additional credit metric for which the school has fewer than 5 students in the relevant high need category. Metrics for which the school has fewer than 5 students are represented with the symbol “.”.

#### *IV.1 Transfer School Weighted Diploma Rate for English Language Learners*

#### *IV.2 Transfer School Weighted Diploma Rate for Students with Disabilities*

#### *IV.3 Transfer School Weighted Diploma Rate for Overage / Under-credited Students*

#### *IV.4 Transfer School Weighted Diploma Rate for Overage / Under-credited Black and Hispanic males*

These metrics are calculated in the same way as Transfer School Weighted Diploma Rate in the Student Performance category. The

difference is that each metric is limited to students in each of the specified groups.

For the purposes of additional credit, students are included in the Students with Disabilities group if their most restrictive placement in the last seven school years was self-contained, ICT, or SETSS.

Any student identified as an English Language Learner for any of the last seven school years will be considered ELL for inclusion in this metric.

It is possible that students may belong to more than one of these groups. If so, the student is counted in all groups in which he/she belongs. In this way, schools with exemplary instruction and progress are rewarded for enrolling students most in need of improvement and making exceptional gains with those students.

*V.5 College and Career Preparatory Index for Students in the Lowest Third Citywide*

*V.6 Comprehensive College Readiness Rate including enrollment for Students in the Lowest Third Citywide*

*V.7 Postsecondary Enrollment Rate by Six Months After High School for Students in the Lowest Third Citywide*

These metrics are calculated the same way as the corresponding metrics in the College and Career Readiness category. The difference is the population of each metric is limited to overage/under-credited students.

*IV.7 Movement from SC/ICT/SETSS to Less Restrictive Environments*

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year (see below). The denominator for this measure includes all students with tier two or higher in any of the years 2011-12, 2010-11, or 2009-10.

Students who are newly certified in 2012-13 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2012-13. This number can range from zero (for students who are in their highest tier in 2012-13) to three (for students who were previously in Tier Four and are in Tier One in 2012-13). Negative numbers are not possible which means that students who move to a more restrictive environment count the same as if they had always been in that setting.

Tier One – General education

- No IEP
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

- Primary recommendation of SETSS or CTT
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers

- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers

- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

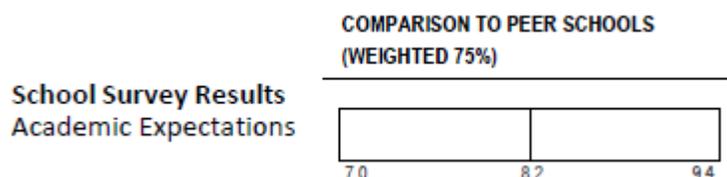
## Progress Report Scores and Grades

### I. Comparison Ranges

#### I.1 Peer Comparison Range

As described above on pages 3 and 4, each school has a unique peer group of up to 31 schools (including itself). Each metric result for a school is compared to the historical results of the peer group for all metrics.

On the Progress Report, the peer comparison range consists of all possible results within two standard deviations of the average. It is displayed like this:



The number in the middle is the historical average (mean) metric value for the peer schools. The line near the middle of the bar represents the position of the average.

In the example shown above, the average Academic Expectation survey score for a school's peer group was found to be 8.2, with a standard deviation of 0.6 (for simplicity, the standard deviation is not displayed on Progress Report, though it can be inferred from information displayed). The highest value in the comparison range, referred to as 100% of the range, is calculated:

$$(\text{peer average}) + 2 \times \left( \frac{\text{peer standard deviation}}{\text{deviation}} \right) = 100\% \text{ of range}$$

In the example above:  
 $8.2 + 2 \times 0.6 = 9.4$

The lowest value in the comparison range, referred to as 0% of the range, is calculated:

$$(\text{peer average}) - 2 \times \left( \frac{\text{peer standard deviation}}{\text{deviation}} \right) = 0\% \text{ of range}$$

In the example:

$$8.2 - 2 \times 0.6 = 7.0$$

If the calculated peer range extends beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average attendance for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

If the calculated lowest value in the range, "0% of range", is lower than the theoretical minimum for a metric, then "100% of range" will be adjusted downward so that the peer average stays in the middle of the range. This ensures that a school that achieves the peer average will have a "percent of range" of at least 50%, and will thus earn at least half of the available points.

#### I.2 City Comparison Range

The city-wide comparison range is similar to the peer comparison range but instead of including peer schools only, all transfer high schools are included. The data used is from the same years as the peer range. The range includes all possible values within two standard deviations of the average.

## II. Metric Scores

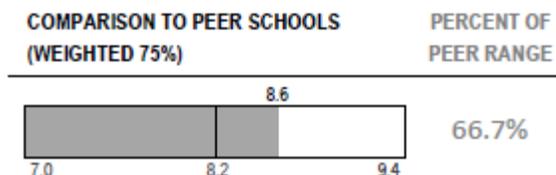
### II.1 Percent of Peer/City Range

The percent of range indicates the share of the comparison range that is shaded, and can be used to determine how far above or below the historical average a school's 2011-12 result is, as follows:

Percent of Range	Interpretation
0%	Two or more standard deviations below average
25%	One standard deviation below average
50%	Equal to the average
75%	One standard deviation above average
100%	Two or more standard deviations above average

In general, the *percent of range* across the city for any metric forms a bell curve centered around 50%. However, this may not be true if (for example) the current year values are greater in general than the historical values or if the range is cut off by a theoretical maximum.

The percent of range is displayed like this on the Progress Report:



In this example, the school's result of 8.6 is over the historical average of 8.2. The bar is 66.7% shaded, which is determined by the following formula:

$$\frac{(\text{school's result}) - (0\% \text{ of range})}{(100\% \text{ of range}) - (0\% \text{ of range})} = \text{percent of range}$$

In this example:

$$\frac{8.6 - 7.0}{9.4 - 7.0} = 66.7\%$$

### II.2 Number of Points Possible

For most schools, the possible number of points for each metric is:

Metric	Points Possible
<b>Student Progress</b>	<b>60.00</b>
Credits earned for students starting with:	19.00
1. 0-11.00 credits	
2. 11.01-22.00 credits	
3. 22.01-33.00 credits	
4. 33.01-38.00 credits	
Average change in student attendance	12.00
Weighted Regents Pass Rate – English	4.00
Weighted Regents Pass Rate – Math	4.00
Weighted Regents Pass Rate – Science	4.00
Weighted Regents Pass Rate – U.S. History	4.00
Weighted Regents Pass Rate – Global History	4.00
Average Completion Rate for Remaining Regents	4.00
<b>Student Performance</b>	<b>25.00</b>
Transfer School Graduation Rate	4.00
Transfer School Weighted Diploma Rate	4.00
Transfer School Graduation Rate by credits at transfer:	12.00
1. Most at risk overage/under-credited	
2. Other overage/under-credited	
3. Non-overage/under-credited	
<b>School Environment</b>	<b>15.00</b>
Academic Expectations	3.75
Communication	3.75
Engagement	3.75
Safety and Respect	3.75
<b>College and Career Readiness</b>	<b>10.00</b>
College Readiness Index	3.33
College and Career Preparatory Course Index	3.33
Postsecondary Enrollment Rate	3.33

In the Student Progress section for credit accumulation and Student Performance section for six-year graduation rate by credits at transfer, sections points are assigned in proportion to the number of students.

For example, if a school has 50 students in the first, second, and fourth credit ranges, and 25 students in the third range, the calculation of points possible for each range would be:

$$\text{Ranges with 50 students: } 19 \times \left( \frac{50}{50+50+25+50} \right) = 5.43$$

$$\text{Range with 25 students: } 19 \times \left( \frac{25}{50+50+25+50} \right) = 2.71$$

If a school is missing a particular metric due to having less than 15 students contributing, the possible points for the metric are redistributed evenly to the remaining metrics in the section. When the missing metric is in the Student Progress section, the points will be re-distributed evenly to all three areas of the progress section: attendance, credits, and Regents.

There are four cases where schools get no scores or grades on the Progress Report:

- Schools in their first year of operation
- Schools with less than 25 students contributing to the Student Progress section
- Schools designated for phase-out
- Schools lacking a graduating class

### II.3 Number of Points Earned

The points earned for each metric is based on a weighted average of the percent of the city and peer ranges shaded, multiplied by the total possible points for the metric. On the Progress Report, the values are displayed like this:

PERCENT OF PEER RANGE	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
61.6%	55.6%	15.00	<b>9.02</b>

The *points earned* for each metric is:

$$\left[ \left( \frac{\text{percent of}}{\text{peer range}} \right) \times 0.75 + \left( \frac{\text{percent of}}{\text{city range}} \right) \times 0.25 \right] \times \left( \frac{\text{points}}{\text{possible}} \right)$$

So in the example above:

$$[0.616 \times 0.75 + 0.556 \times 0.25] \times 15 = 9.02$$

The points earned for each metric in a category are added together to get the category scores: Student Progress, Student Performance, and School Environment. The category scores, plus any additional credit are added together to get the overall score. A percentile rank is also calculated comparing the school's overall score to all schools of the same school type.

### II.4 Additional Credit Scoring

Each additional credit metric is worth up to two points. Additional credit is awarded based on both the percentage of students in the high-need group achieving an exemplary outcome and the total percentage of students in that high-need group. These percentages are multiplied by a fixed point value that represents the relative difficulty of the metric to determine the additional credit earned.

For example, a school has 500 students in its four-year graduating cohort. Of those 500, 100 are in the lowest third citywide. Of those 100, 15 met the requirements for the College and Career Preparatory Course Index (CCPCI). On the school's Progress Report, the CCPCI Lowest Third Citywide metric would look as follows:

THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
15.0%	20.0%	0.25	2.00	0.75

The school's result on the metric is 15%, as 15 of the 100 relevant high need students met the metric criteria. The population percentage is 20%, as there were 100 high need students out of 500 total in the cohort. The "fixed point value" is set at 0.25. This is an illustrative example; the actual fixed point values will vary by metric and can be found in the table below. The fixed point value is determined based on how likely it is for the achievement criteria to be met by the high need group under consideration. In this example, it would be based on the likelihood of that students in the lowest third citywide would meet the CCPCI standard.

The points earned for additional credit are calculated as follows:

$$\left( \frac{\text{this school's result}}{\text{population percentage}} \right) \times \left( \frac{\text{fixed point value}}{\text{points possible}} \right) \times 100$$

In this example, the points earned would be

$$0.15 * 0.20 * 0.25 * 100 = 0.75$$

The number of students considered as part of the school's total population will vary by metric. For the weighted diploma rate and college readiness additional credit 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 the audited register and the relevant high-need group is students with disabilities that meet the inclusion criteria for the LRE metric.

The fixed point values for the additional credit metrics are shown in the following table:

<i>Additional Credit Metric</i>	<i>Fixed Point Value</i>
<i>Four Year Weighted Diploma Rate</i>	
English Language Learners	0.020
Students with self-contained/ICT/SETSS placement	0.061
All overage/under-credited	0.009
Overage/under-credited Black/Hispanic	0.024
<i>College and Career Readiness for Students in overage/under-credited</i>	
College and Career Preparatory Course Index	0.198
College Readiness Index	0.570
Postsecondary Enrollment Rate	0.086
<i>Movement of Students with Disabilities</i>	
Movement of students with disabilities to less restrictive environments	0.185

### III. Grades

Grades are assigned based on the cut score tables displayed next to each grade on the Progress Report. The 2012-13 Transfer High School Progress Reports use the same cut scores as the 2009-10, 2010-11, and 2011-12 Progress Reports.

The category grade cut scores are determined by a set distribution of: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.

### Appendix: Decile Weights for Weighted Regents Pass Rate Measures

Decile weights are assigned to students based on their performance on the 8<sup>th</sup> grade New York State tests in ELA, science, social studies, and math. Decile one represents students who scored in the bottom 10% of all students on the corresponding 8<sup>th</sup> grade test that year. Decile 10 represents students who scored in the top 10% of all students on the corresponding 8<sup>th</sup> grade test that year.

For students without an 8<sup>th</sup> grade social studies score, the 8<sup>th</sup> grade New York State ELA exam will be used to determine the appropriate decile for the social studies Regents exams.

Students without 8<sup>th</sup> grade New York State tests are assigned a “decile equivalent” based on demographic characteristics:

<i>Demographic Characteristic</i>	<i>Weight</i>
Black / Hispanic	+1
Free Lunch	+1
Students with Disabilities	+2
English Language Learner	+2 (English Regents only)
High-need English Language Learner (missing 8th grade test scores and scored “Beginning” on the NYSESLAT at any point in high school)	+1
Students with interrupted formal education (SIFE)	+1 (English Regents only)

A student’s weight is added to 11 to determine his “decile equivalent”. For example, a student who was Free Lunch eligible and an English Language Learner would have a weight of 3 for the ELA Regents, and thus his ELA decile equivalent would be 14 (11 + 3).

When a student passes a Regents exam, he receives the weight corresponding to his decile for that Regents subject. If a student fails a Regents exam, he receives a weight of zero for that Regents subject.

The decile weights themselves are the reciprocal of the historical pass rates during the years 2007 through 2012.

*English and Social Studies Regents English and History Regents*

Decile	English	U.S. History	Global History
1	2.46	2.47	3.01
2	1.59	1.81	2.12
3	1.34	1.52	1.75
4	1.22	1.35	1.53
5	1.13	1.22	1.33
6	1.08	1.14	1.21
7	1.05	1.08	1.12
8	1.03	1.04	1.06
9	1.01	1.02	1.02
10	1.00	1.00	1.00
11	1.06	1.09	1.14
12	1.12	1.19	1.28
13	1.17	1.26	1.38
14	1.50	1.80	2.08
15	1.76	2.98	3.65
16	2.24	NA	NA
17	4.18	NA	NA
18	8.72	NA	NA

*Math Regents*

Decile	Integrated Algebra	Geometry	Algebra II
1	3.42	9.72	11.56
2	2.07	6.24	11.56
3	1.62	4.41	8.01
4	1.36	3.09	6.89
5	1.22	2.36	5.41
6	1.12	1.79	3.59
7	1.06	1.44	2.55
8	1.02	1.21	1.93
9	1.01	1.09	1.46
10	1.00	1.02	1.13
11	1.10	1.19	1.34
12	1.20	1.40	1.56
13	1.30	1.76	2.30
14	1.84	3.09	5.10
15	3.37	4.93	5.10

*Science Regents*

Decile	Living Environment	Earth Science	Chemistry	Physics
1	3.07	7.34	7.34	7.34
2	2.03	5.09	5.67	5.09
3	1.6	3.73	5.1	3.99
4	1.35	2.88	3.99	3.59
5	1.20	2.22	3.23	2.94
6	1.11	1.78	2.57	2.46
7	1.06	1.46	2.09	2.06
8	1.02	1.24	1.65	1.69
9	1.01	1.09	1.33	1.4
10	1.00	1.02	1.09	1.12
11	1.09	1.24	1.24	1.24
12	1.20	1.60	1.60	1.60
13	1.28	1.84	1.99	1.84
14	1.96	3.43	4.59	3.43
15	2.71	4.72	4.72	4.72

Regents alternatives that have been approved by the New York State Education can also contribute to the Weighted Regents Pass Rate. Historical passing data was also used to determine weights for each decile. The basic formula is the same (weight = number taking / number passing). The years used depend on data availability for each exam. In some cases, the calculated weight for a exam covering more advanced curriculum (e.g. calculus is more advanced than trigonometry) would be lower due to lower numbers of students taking or because the students taking the alternative aren't representative of the decile as a whole. In these cases, the weight for the less advanced exam is used in place of the calculated weight.

Due to data limitations, not all alternatives are included at this time.

*Regents Alternatives (passing score) – Social Studies*

<i>Decile</i> *	A.P. United States History (3)	A.P. World History (3)	SAT Subject Test in United States History (560)
1	15.00	15.00	15.00
2	15.00	9.71	15.00
3	15.00	9.71	15.00
4	15.00	9.71	15.00
5	15.00	9.71	11.22
6	11.15	9.27	7.51
7	8.01	6.16	5.00
8	4.70	3.87	3.28
9	2.71	2.14	1.93
10	1.39	1.28	1.21
11	1.53	1.29	1.29
12	2.65	1.96	2.13
13	4.22	3.62	3.20
14	4.22	15.00	6.66
15	15.00	15.00	15.00

*Regents Alternatives (passing score) – Science*

<i>Decile</i> *	A.P. Biology (3)	SAT Subject Test in Chemistry (540)	SAT Subject Test in Physics (530)
1	15.00	15.00	15.00
2	15.00	15.00	15.00
3	15.00	15.00	15.00
4	15.00	15.00	15.00
5	15.00	15.00	15.00
6	13.95	15.00	15.00
7	8.46	15.00	15.00
8	5.84	15.00	15.00
9	3.20	15.00	15.00
10	1.51	15.00	15.00
11	1.49	15.00	15.00
12	2.27	15.00	15.00
13	4.81	15.00	15.00
14	15.00	15.00	15.00
15	15.00	15.00	15.00

Regents Alternatives (passing score) – English

<i>Decile</i>	AP English Language and Composition (3)	AP English Literature and Composition (3)	International Baccalaureate English (4)
1	7.80	15.00	15.00
2	7.80	15.00	15.00
3	7.80	15.00	15.00
4	7.80	15.00	6.00
5	7.80	15.00	3.00
6	7.80	15.00	1.74
7	5.23	10.23	1.54
8	3.50	6.00	1.15
9	2.12	3.19	1.15
10	1.31	1.62	1.05
11	1.33	1.73	1.31
12	2.66	4.07	1.60
13	4.18	6.79	3.20
14	4.18	15.00	15.00
15	15.00	15.00	15.00
16	15.00	15.00	15.00
17	15.00	15.00	15.00
18	15.00	15.00	15.00

Regents Alternatives (passing score) – Math

<i>Decile</i>	SAT Subject Test in Mathematics Level 1 (470)	SAT Subject Test in Mathematics Level 2 (510)	A.P. Calculus AB (3)	A.P. Calculus BC (3)
1	15.00	15.00	15.00	15.00
2	15.00	15.00	15.00	15.00
3	15.00	15.00	8.01	8.01
4	15.00	15.00	6.89	6.89
5	5.41	5.41	6.00	6.00
6	3.59	3.59	6.00	6.00
7	2.55	2.55	4.49	4.49
8	1.93	1.93	3.00	3.00
9	1.46	1.46	2.18	2.18
10	1.13	1.13	1.38	1.38
11	1.34	1.34	1.35	1.35
12	1.56	1.56	1.56	1.56
13	2.30	2.30	2.70	2.70
14	5.10	5.10	5.10	5.10
15	15.00	15.00	15.00	15.00