



2011-12 Responses to Feedback on Progress Report Methodology
Last Updated: April 17th, 2012

In the month of March 2012, representatives of the Division of Academics, Performance, and Support facilitated over 60 feedback sessions with a total of approximately 1,200 participants, including principals, network staff, school staff, and CEC members. Participants provided a broad range of feedback, which we have summarized in this document, along with our responses.

Feedback from participants has informed the final changes to the 2011-12 Progress Report methodology, and will inform changes to the Progress Report methodology in future years.

We thank all those who provided feedback for helping to improve these evaluation tools. The 2011-12 methods have been finalized at this point, but if you have additional feedback, please let us know anytime and we will consider that for 2012-13. To share comments or ask any questions throughout the year, please write to PR_Support@schools.nyc.gov.

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Feedback on New High School Metrics

Topic	Feedback	Response
College / Postsecondary Enrollment (HS / HST / YABC)	College enrollment does not cover the range of successful post-secondary outcomes like military service, other service programs, trade schools, and others.	2011-12 Update. We will expand the College Enrollment Rate to become a “Postsecondary Enrollment Rate” that includes vocational programs and public service (e.g. military). The College Enrollment Rate itself will be reported on the non-scoring additional information page. Details about what programs are included and how to document enrollment and enter data will be communicated to schools separately.
College Preparatory Course Index (HS / HST)	An arts endorsed diploma represents rigorous preparation for career and/or college.	2011-12 Update. An arts endorsed diploma will count as one of the options for fulfilling the College Preparatory Course Index in 2011-12.

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College Readiness Index (HS / HST / YABC)	Students can be exempted from CUNY remediation by passing CUNY Assessment Tests (CAT), so this should count toward the CRI.	2011-12 Update. We will count the CATs as one of the options for fulfilling the parts of the College Readiness Index. CUNY will provide us the results in time for the 2011-12 PR for students who take the exam through August 1 st , 2012.
College Readiness Index (HS / HST / YABC)	The options for demonstrating coursework through Algebra II / Trigonometry are too narrow since they do not count students who successfully completed an Algebra II / Trigonometry course but did not take the Regents exam.	2011-12 Update. We will add one more option for demonstrating Algebra II / Trigonometry coursework in addition to the existing options: A student who earns two credits in a STARS geometry course and two credits in a STARS Algebra II / Trigonometry course will be considered to have completed the advanced course requirement.
College / Postsecondary Enrollment (HS / HST / YABC)	Postsecondary enrollment is out of a school's control and should not count or it should be an additional credit metric. College acceptance would be better measures of success.	<p>No change planned at this time. There are factors beyond what happens in high school that can affect this metric. However, there are many ways in which high schools do influence students' postsecondary pathways, and we believe that the metric is an appropriate way to recognize schools that do more to enable students' postsecondary enrollment by building postsecondary planning activities into the regular work of high school. For example, many schools that perform well on this metric invest in:</p> <ul style="list-style-type: none"> • College and career focused counseling that helps students find appropriate programs, apply for acceptance, and apply for financial aid and scholarships. • Instruction focused on the college and career standards in the Common Core curriculum that give students justifiable confidence they can succeed beyond high school. • Activities that increase students' college awareness and excitement including college visits, inviting alumni to speak about college, and discussion of postsecondary pathways both inside and outside of class. <p>Giving credit for college acceptance alone would not capture the full impact of the activities described above.</p>

Topic	Feedback	Response
College Preparatory Course Index and College Readiness Index (HST / YABC)	The requirements for CPCI and CRI are set too high for the off-track students who attend transfer high schools and YABCs. (Note: CPCI does not apply to YABC programs.)	No change planned at this time. The goal for all students, even students who are behind, is to graduate from high school ready for a postsecondary experience. Transfer high schools and YABC programs serve some of the highest need students in New York City. For this reason we only compare the results of these programs to each other and not to regular high schools for determining grades and scores. We have expanded the criteria for these metrics by adding the CUNY assessment test to CRI and industry-recognized technical assessments to CPCI. In general, as the requirements for the 21 st century workplace become more rigorous, all of our students will need the more rigorous preparation evidenced by the CRI and CPCI standards.
College Preparatory Course Index (HS / HST / YABC)	High-achieving students that pass multiple college preparatory courses should count more; or there should be an additional credit metric that rewards schools that have many of these students.	No change planned at this time. In order to prepare more students for postsecondary success, high schools need to broaden the range of students engaging in higher level coursework. The main goal of the CPCI is to evaluate how many students at a school are engaging and succeeding in academic work that helps to prepare them for college and career. The measure rewards schools that are providing these opportunities to more students and helping more students to succeed in rigorous work.

Feedback on New Middle School / K-8 Metrics

Topic	Feedback	Response
HS credit in 8th grade (MS / K-8)	<p>Taking Regents exams in 8th grade is not necessarily helpful for all students; acceleration could leave some students less prepared for high school work when they arrive in high school by not providing a sufficient academic foundation in middle school. Some commenters recommended making this an additional credit metric.</p>	<p>2011-12 Update. Because the metric is currently based only on Regents (and second-language proficiency) courses, we will move the metric to the additional credit section for 2011-12 and decrease the point value to one point; no points will be taken away from existing metrics. Unlike other additional credit metrics, this metric will be scored using the 75% peer and 25% city method used in the main body of the Progress Report.</p> <p>In 2012-13 we plan to expand this metric to include both accelerated courses and non-Regents courses that are rigorous preparation for high school as determined by an expert review. Instructions on how to apply for the 2012-13 High School Preparatory Course Certification program will be sent to schools in fall 2012. We will consider allocating more points to the expanded metric and moving it into the main body of the Progress Report in 2012-13.</p>
9th grade credit accumulation of former 8th graders (MS / K-8)	<p>This metric is only being introduced for the first time in March 2012 which is very late to be considered on the 2011-12 Progress Report; it is a big change from previous expectations and so should be reported for a year without being scored.</p>	<p>2011-12 Update. This metric will be phased-in for 2011-12. The results will be published but not scored in the additional credit section for 2011-12. We plan to score this metric in 2012-13.</p>
HS credit in 8th grade (MS / K-8)	<p>The denominator for this metric should be limited to students who attempted an accelerated course.</p>	<p>No change planned at this time. The goal of this metric is to evaluate high school readiness for all students; limiting the denominator to students who attempted an accelerated course could create an unintended incentive to artificially limit participation in rigorous courses. We will report the passing rate of students who attempted accelerated courses and Regents exams on the non-scored additional information page as additional context for readers of the report.</p>

Topic	Feedback	Response
<p>HS credit in 8th grade (MS / K-8)</p>	<p>Accelerated Regents courses pose programming challenges for both middle and high schools, and may encourage schools to track students or over-accelerate them.</p>	<p>Academic policy guidance. This metric is designed to recognize schools that offer more rigorous courses to more students. But, while earning high school credit in 8th grade is a strong predictor of success in high school and eventual college readiness, not every student is ready to do high school coursework in 8th grade. As middle schools work to broaden the group of students engaging in rigorous coursework, they also remain responsible for ensuring all students are programmed for the courses that keep them on their paths toward college and careers.</p> <p>Further, over-programming students for accelerated courses is likely to hurt rather than help a middle school on the Progress Report. Students who are accelerated before they are ready may not pass the accelerated course or a required 8th grade exam. Even students who barely pass the Regents exam may enter high school less equipped to succeed than if they had taken a standard 8th grade course, and this may impact the measure of 9th grade credit accumulation of former 8th graders we intend to score in 2012-13. At the same time, the peer comparison methodology for scoring high school credit in 8th grade controls for the different populations that schools serve. In short, both the academic policy and the Progress Report methodology are aligned in recommending appropriate use of acceleration.</p> <p>High schools that receive accelerated students also have a responsibility to ensure that those students graduate ready for college and career. If a student enters with any accelerated course credits, the student should be programmed for needed courses and offered the supports necessary to stay on track for college and career readiness. The programming and support options for these students may vary depending on their performance in accelerated courses. Schools should work with their network’s academic policy point to determine appropriate options for accelerated students.</p> <p>Current policy on accelerated courses can be found in the HS Academic Policy Reference Guide. Schools with questions about accelerated courses should contact their network academic policy point.</p>

Topic	Feedback	Response
HS credit in 8th grade (MS / K-8)	High-achieving students that earn multiple high school credits in 8 th grade should count more; or there should be an additional credit metric that rewards schools that have a lot of these students.	No change planned at this time. The main goal of the high school credit in 8 th grade metric is to evaluate how many students at a school are engaging and succeeding in academic work that helps to prepare them for high school, and eventually for college and career. The measure recognizes schools that are providing these opportunities to more students and helping more students to succeed in rigorous work.
Core Course Pass Rate metrics (MS/K-8)	Putting core course passing rates on the Progress Report may lead to grade inflation.	Oversight process in place. As our curriculum and assessments move into alignment with the Common Core State Standards, expectations around course grading and credit attainment have also evolved to raise standards for our students. As explained in the grading policy memo issued at the beginning of the school year, all middle and high schools are required to have written grading policies and to award grades based primarily on student mastery of New York State learning standards and progress toward meeting those standards. The Progress Report team will also be comparing schools' core course pass rates with performance and progress on the state ELA and math exams. Significant discrepancies may trigger the redistribution of Progress Report points, a grading policy audit, or other intervention or oversight.

Feedback on Other Metrics

Topic	Feedback	Response
Additional Credit Minimum Number of Students (All School Types)	Because a minimum of 15 or 10 students in a high need group are needed for additional credit, smaller groups of students aren't recognized for their success.	<p>2011-12 Update. Recognizing these concerns and in light of the new proportional scoring methodology for additional credit metrics, we will lower the minimum number of students for all additional credit metrics in all school types to five students per metric. Privacy concerns prevent us from reporting results of groups smaller than that.</p> <p>Due to concerns about the reliability of metric values of small groups, the minimum number of students for metrics outside the additional credit section will remain 15 students per metric.</p>
English Language Learner / NYSESLAT Progress (EMS)	The proposed NYSESLAT metric should encompass progress for students in grades 6-12, in addition to students in grades K-5. It also should allow credit for students who succeed on the exam on their first attempt, and recognize English learning progress on the State English Language Arts (ELA) exam in addition to the NYSESLAT.	<p>2011-12 Update. Middle school educators consistently indicated that the NYSESLAT progress metric is as an important measure of their schools' success with ELL students. Accordingly, we will expand the metric to students in grades 6-8. We will also give credit for first-time takers who achieve a score of Intermediate or higher, and for ELL students who make progress in the ELA exam instead of the NYSESLAT itself.</p> <p>While some high school principals suggested that the NYSESLAT exam is a good measure of ELL students' learning at the high school level, others explained that their focus for ELL students was passing the English Regents exam, which is a requirement for graduation. Because of this dual focus in high school grades, we will not extend the metric to grades 9 to 12 for 2011-12. However, we will consider this extension for 2012-13.</p>
English Language Learner / NYSESLAT Progress (EMS)	NYSAA-eligible ELL students are required to take the NYESLAT exam even though it is not an appropriate exam for them.	2011-12 Update. NYSAA-eligible students will be excluded from the metric value and total population used to determine the points earned.
Early Grade Progress (ES / K-8 / EC)	Students who score under 3.0 in math and under 2.5 in ELA contribute zero to the EGP metrics which doesn't recognize progress with very high-need students.	2011-12 Update. A fourth tier will be added for both math and ELA. The new math tier will begin at 2.5 and the new ELA tier will begin at 2.0. Students who score at that threshold or higher will contribute some points to the school's metric value.

Topic	Feedback	Response
Early Grade Progress (K-8)	Proposing this metric only for elementary schools would still leave 3 rd grade students out of the K-8 school Student Progress section.	2011-12 Update. The Early Grade Progress metric will be added for K-8 schools. It will count for 10 points total, instead of 20 as it does for elementary schools because 3 rd graders represent a smaller proportion of the students in a K-8 school. That leaves 12.5 points for each of the four growth percentile metrics.
Weighted Diploma Rate (HS / HST / YABC)	Incarcerated students are an unrecognized high need group and schools should be recognized for success with them.	2011-12 Update. A student who has any history of enrollment in a DOE incarceration program at any time will have a x2 diploma multiplier on the weighted diploma rate metrics.
Credit Accumulation Metrics (HS)	Arts/CTE schools are at a disadvantage with the rules in place for credit requirements in main subjects (English, math, science, and social studies) since they may delay main subjects in favor of arts or CTE classes.	<p>No change planned at this time. Only six credits in the four main subjects are required under the current rule and only three of those subjects need to be represented.</p> <p>In some arts and CTE schools, students delay their final credits of math or science until senior year. While these students will still meet graduation requirements if they pass all their classes, there is less room for error. The Progress Report metric mimics this in that these students will meet the metric requirements if they pass all their classes but they have less room for error if they fail one or more classes and do not make them up in summer school.</p> <p>Our research has shown that the current metric (10 credits total with six in main subjects, and three of them represented) agrees with the old metric (10 credits only) 99% of the time, and the 1% of cases where that is not true are not disproportionately represented at arts or CTE schools.</p>
Regents Completion Rate and Weighted Regents Pass Rates (YABC)	The proposal to discontinue counting Regents 55-64 from previous schools as passing is coming too late in the year for the programs to adjust to. Note: this policy has only ever applied to YABC programs.	2011-12 Update. We will delay implementing this rule change until the 2012-13 progress report.

Topic	Feedback	Response
Least Restrictive Environment (D75)	A student who no longer needs a crisis paraprofessional or transportation paraprofessional should count toward the least restrictive environment metric for D75 schools.	Under consideration for 2012-13. While we agree with the concept, the data quality is insufficient to implement it this year. The data quality is improving now that it is being stored in SESIS. However, we need two years of data to make an LRE comparison and only the 2011-12 data exists in SESIS at this time. We plan to re-evaluate this proposal for 2012-13.
Least Restrictive Environment (D75)	The 2011-12 LRE metric for students within District 75 should be based on the student's placement as of the beginning of the 2012-13 school year. That way, students recommended for a LRE placement to start the next school year can count in the Progress Report one year earlier.	No change planned at this time. Students typically are not settled in their new classes until October, which is months after the rest of the data in the Progress Report is ready to calculate and release. The several-months delay in releasing the Progress Report the suggested change would require is not justified by accelerating the inclusion of information on LRE placement that will be captured in a subsequent Progress Report in any event.
Peer Index and Demographics (All School Types)	SIFE students should be added to the peer index formulas, diploma multipliers, and lowest third citywide.	Under Consideration for 2012-13. Currently the data indicates there are inconsistencies in the way schools define students as SIFE in ATS. Over the next year, we plan to work with the Office of English Language Learners to improve the SIFE data.
School Survey (All School Types)	Survey questions focused on the principal unfairly linked Progress Report outcomes to their personal popularity. A small number of frustrated constituents can affect Progress Report results by offering negative responses.	No change planned at this time. Parent, teacher, and student opinions of the school environment, including school leadership, are indicators of school quality. Individual responses are aggregated so that no individual response will have too large an effect on the final score.

Topic	Feedback	Response
<p>Balance of Performance and Progress (All school types)</p>	<p>Principals of schools with high absolute performance have suggested that performance should be weighted more heavily on the Progress Report. Principals of schools with low absolute performance have contended that absolute performance should receive less weight than it currently does, and progress should be weighted more heavily.</p>	<p>No change planned, but under ongoing consideration.</p> <p>The Progress Reports are intended to measure the contributions of schools to the academic progress and performance of their students, in a way that has as little correlation as possible with student demographics or starting proficiency.</p> <p>At the same time, we must hold our students and our schools to high standards of performance. Adding new metrics based on higher achievement bars are important but also carries the risk of increasing demographic correlations in the final results. We expect that other changes on the Progress Report such as new demographic adjustments, changes to economic need calculations, and more opportunities for additional credit will help to maintain a good balance between progress and performance.</p>