

This document describes final changes to the 2018-19 School Quality Reports. These changes build on the methodology described in the 2017-18 Educator Guides to the School Quality Reports, available [here](#). If you have any questions, please email [SchoolPerformance@schools.nyc.gov](mailto:SchoolPerformance@schools.nyc.gov).

## Technical Changes

The following technical changes apply to the 2018-19 School Quality Reports.

1. **College and Career Preparatory Course Index (High School, Transfer High School, and YABC):** In the 2017-18 School Quality Reports, students contributed positively to the College and Career Preparatory Course Index (“CCPCI”) by accomplishing any of the following:
  - Scored 65+ on the Algebra II or Math B Regents exam;
  - Scored 65+ on the Chemistry Regents exam;
  - Scored 65+ on the Physics Regents exam;
  - Scored 3+ on any Advanced Placement (AP) exam;
  - Scored 4+ on any International Baccalaureate (IB) exam;
  - Earned a grade of “C” or higher in a college credit-bearing course (e.g. College Now, Early College);
  - Passed another course certified by the DOE as college- and career- ready;
  - Earned a diploma with a Career and Technical Education (CTE) endorsement;
  - Earned a diploma with an Arts endorsement; or
  - Passed an industry-recognized technical assessment.

Students who met more than one of the requirements above only counted once in the numerator.

The change for 2018-19 is that students who did not meet any of the requirements above but scored 2 on an AP exam or scored 3 on an IB exam contribute 0.5 to the numerator. This change provides partial credit for these scores, which reflect some degree of readiness for higher-level courses.

2. **School and Citywide Lowest Third Test Metrics (Elementary, Middle, and K-8):** In the 2017-18 School Quality Reports, students were identified for the school and citywide lowest-third test metrics for elementary, middle, and K-8 schools based on their performance on the ELA and Math state tests in the prior year.

The change for 2018-19 is to identify students for the school and citywide lowest-third metrics based on their grade 3 test results (for students in elementary-school grades) and their grade 5 test results (for students in middle-school grades). This change better aligns with how lowest-third students are identified for high schools (based on incoming test scores, not updated each year based on prior-year data) and with the Comparison Group method (which matches students based on grade 3 and grade 5 scores, not prior-year test data). The change will also make it easier for schools to identify students in the lowest-third category in a timely manner.

3. **Average Completion Rate for Remaining Regents (High School, Transfer High School, YABC):** In the 2017-18 School Quality Reports, this metric measured students’ progress in the past year toward passing the five exams required for a Regents diploma: English, Math, Science, Social Studies, and an additional exam. The additional exam could be a second exam in Math, science, Social Studies, or a

Language Other Than English (LOTE) exam approved by the New York State Education Department (NYSED) for the 4+1 pathway to graduation.

The change for 2018-19 is that NYSED approved three additional LOTE exams—American Sign Language, Chinese (traditional), and Korean, administered in June 2019 and later—that will count towards the 4+1 pathway for graduation. Based on this change, the Average Completion Rate for Remaining Regents metric in the School Quality Reports will take into account these three additional LOTE exams.

## Phase-In Changes

The following phase-in metrics will be reported in the 2018-19 School Quality Reports but will not affect ratings until the 2019-20 School Quality Reports.

### 1. Performance Metrics by Racial and Ethnic Subgroups:

Snapshot: The School Quality Snapshot will include the following performance metrics for Asian, Black, Hispanic, and White students:

- ELA Percent Proficient (Elementary, Middle, and K-8)
- Math Percent Proficient (Elementary, Middle, and K-8)
- 4-Year Graduation Rate (High School)
- Transfer High School Graduation Rate (Transfer High School)
- YABC Graduation Rate (YABC)

The Snapshot will include a graphic that shows the subgroup's metric value, and the Comparison Group value for the subgroup. This Comparison Group shows the performance of students with similar prior test scores, disability status, and economic need status. This Comparison Group can include students of different races, and is not restricted to students of the same race as the subgroup.

The minimum N for the subgroup metrics is 15; the metric value will be N/A if the number of students is less than 15.

School Quality Reports: In addition to the metrics listed above (ELA and Math percent proficient, 4-year graduation rate, transfer high school graduation rate, and YABC graduation rate), the School Quality Guide, School Performance Dashboard, and Citywide Results file will include the following performance metrics for American Indian, Asian, Black, Hispanic, Multiracial, and White students:

#### **Elementary, Middle, and K-8**

- Average ELA Proficiency Rating
- Average Math Proficiency Rating

#### **High School**

- Percent of 1st Year Students Earning 10+ Credits
- Percent of 2<sup>nd</sup> Year Students Earning 10+ Credits
- Percent of 3<sup>rd</sup> Year Students Earning 10+ Credits
- Regents Completion Rate

- 6-Year Graduation Rate
- 4-Year High School Persistence Rate
- 6-Year High School Persistence Rate
- College and Career Preparatory Course Index (CCPCI)
- College Readiness Index without CAT (CRI)
- Post-secondary enrollment rate (PSER) – 6 months

For each subgroup metric, the School Quality Guide will show the subgroup N, the subgroup metric value, the Comparison Group value, the non-subgroup value, the difference between the subgroup and Comparison Group, and the difference between the subgroup and non-subgroup. “Non-subgroup” means all of the students at the school who are not in the subgroup. For example, for the American Indian subgroup, the “non-subgroup” includes all of the students at the school who are not American Indian. For example, if 70% of American Indian students graduated and 90% of non-American Indian students graduated, the difference between the subgroup and non-subgroup is  $70\% - 90\% = -20\%$ .

Student Achievement Scoring: For the 2018-19 School Quality Reports, the performance metrics by racial subgroups will be for informational purposes and will not affect the Student Achievement scores. Starting in 2019-20, schools will be able to earn additional points on their Student Achievement scores based on Average ELA Proficiency Rating, Average Math Proficiency Rating, 4-Year Graduation Rate (HS), HST Graduation Rate, and YABC Graduation Rate for American Indian, Black, and Hispanic or Latinx students.

- 2. English Language Learner Progress (High School, Transfer High School, and YABC):** The School Quality Reports for high schools, transfer high schools, and YABCs will include an English Language Learner Progress metric with the following rules:
  - Students will contribute to the denominator if they took the 2019 New York State English as a Second Language Achievement Test (NYSESLAT).
  - Students will contribute positively to the numerator if they meet any of these criteria:
    - They took the 2018 NYSESLAT and their 2019 NYSESLAT overall performance level is higher than in 2018.
    - They did not take the 2018 NYSESLAT and their 2019 NYSESLAT overall performance level is Emerging or higher.
    - They scored 65 or higher on the ELA Regents exam in 2019 and did not score 65 or higher on the ELA Regents exam in a prior year.
- 3. College Readiness Index (High School, Transfer High School, and YABC):** For students in the Fall 2020 entering class who do not meet the SAT, ACT, or Regents college-readiness thresholds, CUNY does not plan to use the CUNY Assessment Test (“CAT”) to determine whether they are required to complete remedial interventions before enrolling in credit-bearing math and English courses. (Instead, CUNY plans to use a proficiency index based on high school grades, SAT scores, and Regents scores.) Based on this policy change, we plan to phase in changes to the College Readiness Index (“CRI”) metrics in the School Quality Reports (including 4-year CRI, 6-year CRI, HST CRI, and YABC CRI):
  - The 2018-19 School Quality Reports will continue to show the CRI metrics (with CAT) and use those metrics for scoring.

- The 2018-19 School Quality Reports will also show informational CRI metrics (without CAT) that will not be used for scoring.
- The 2019-20 School Quality Reports and beyond will show the CRI metrics (without CAT) and use them for scoring. (For those reports, CRI with CAT will no longer be applicable.)
- The targets set for the 2019-20 School Quality Reports will be based on the CRI metrics (without CAT).

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