

2019-20 Final Changes to School Quality Reports

This document describes final changes to the 2019-20 School Quality Reports. These changes build on the methodology described in the 2019-20 Educator Guides to the School Quality Reports, available [here](#).

The NYC Department of Education (DOE) finalized the following changes for the 2019-20 School Quality Reports to advance Chancellor Carranza's Advance Equity Initiative and implement recommendations from the School Diversity Group. These changes support school communities, administrators, and field/central offices in specific goals related to school diversity, integration, and differentiating support. The DOE also finalized a number of changes due to the coronavirus (COVID-19) outbreak, its impact on the school year, and the shift to remote learning (see "COVID-19 Modifications"). The DOE encourages the use of this data for formative purposes.

If you have any questions, please email SchoolPerformance@schools.nyc.gov.

COVID-19 Modifications

Description	Rule for 2018-19	Finalized Rule for 2019-20
Explanatory Note	This information was not included in the School Quality Reports.	The reports include a prominent note acknowledging the impact of COVID-19 on the 2019-20 school year to put the results in context and discourage direct comparisons between the 2019-20 report and reports from other years.
No Ratings	All available ratings were included in the School Quality Reports. The School Quality Guide provided an Appendix that included Framework Element Scoring relative to targets.	The ratings chart on the first page of the School Quality Snapshot (and at the top of each tab) is blank for all schools. Section ratings and metric ratings throughout the report are "N/A." The School Quality Reports also display no metric targets or future targets or scores. No School Quality Guide Appendix will be shared this year.
Adjusted Attendance Metric	The attendance metric covered the period from September 2018 through June 2019.	The attendance metric is adjusted to cover the period from September 2019 through February 2020, before the major COVID-19 impacts.
Add Remote Learning Interaction Metric	This information was not included in the School Quality Reports.	The School Quality Snapshot shows a remoting learning interaction rate to reflect student engagement with the school's remote learning efforts.
No Comparisons	The School Quality Report displayed a variety of comparisons across products	Given the impact of COVID-19, no comparisons will be shown across the School Quality Report including citywide, district, or

	including citywide averages, district averages and comparison group performance.	borough comparisons. No comparison group results will be displayed.
College Preparatory Course Certification (CPCC)	Individual courses can be submitted for approval for inclusion as a College Preparatory course via CPCC. Approved courses receive a three-year approval for which schools can receive credit on the College and Career Preparatory Course Index (CCPCI). After	<p>Courses that received a preliminary approval based on the syllabus review received a provisional, 1-year approval without submitting student work for 2019-20. Schools that plan to use the same course and syllabus in 2020-21 must submit student work for future CPCC approval.</p> <p>Courses that were approved in 2016-17 for a 3-year approval and should have been up for resubmission in 2019-20 were granted a 1-year extension of their approval in 2019-20. These courses must re-submit their syllabus and student work in 2020-21 for future CPCC approval.</p>
Regents Waivers		<p>Students that successfully completed Regents courses in 2019-20 received a Regents waiver given the Regents exams were not administered in June and August 2020.</p> <p>For the purposes of the School Quality Report metrics including middle accelerated course metrics, the College and Career Preparatory Course Index (CCPCI), and College Readiness Index (CRI), any student that received a Regents waiver for an exam is considered “passing” with a score of 65 on the exam.</p>
No Regents Completions Rates	Regents completion rates were provided to measure students’ progress each year toward passing the five Regents subject tests required for a Regents diploma: English, Math, Science, Social Studies, and an additional exam.	Regent exams in June and August were not administered in 2020. Regents completions rates will not be displayed on the School Quality Report for 2019-20.

<p>No New York State Exam data</p>		<p>No New York State exam data from 2019-20 will be shown in any School Quality Report including Regents exams, 3 – 8 English Language Arts and Mathematics Tests, Science exams in grades 4 & 8, the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Alternative Assessment (NYSAA).</p>
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Demographic Information

Description	Rule for 2018-19	Finalized Rule for 2019-20
<p>Report demographics and performance of Native American and Native Hawaiian/ Pacific Islander students</p>	<ul style="list-style-type: none"> • The racial subgroups reported were Asian, Black, Hispanic or Latinx, and White. • Students selecting Native American currently were not reported. • Students selecting Native Hawaiian/Pacific Islander were reported as part of the Asian subgroup. 	<p>The racial subgroups reported are Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian/Pacific Islander, and White.</p> <p>For subgroups with less than 5 students, the performance value appears as “N/A”.</p>
<p>Report demographics and performance of students by gender</p>	<ul style="list-style-type: none"> • The School Quality Guide showed the percent male and female at the school. • The School Quality Guide reported metrics for Black and Hispanic males in the lowest third for test scores and graduation rate. • No other School Quality Reports reported demographic information on gender. • None of the School Quality Reports reported performance 	<p>The School Quality Snapshot, School Quality Dashboard, School Quality Guide, and Citywide Workbooks show the percent male and female at the school.</p> <p>Currently, all students in the DOE are recorded as either “male” or “female” based on their registration paperwork. If the DOE adopts any other options in the future, these would also be listed on the School Quality Reports.</p> <p>Reports also show by gender all metrics that are currently reported by race.</p> <p>For subgroups with less than 5 students, the performance value appears as “N/A”.</p>

	information by gender.	
Use the term “Students with Disabilities” instead of “Students with Special Needs”	<ul style="list-style-type: none"> This group of students was labeled as “Students with Special Needs” on the School Quality Snapshot. This group of students was labeled as “Students with Disabilities” on other School Quality Reports. 	This group of students is labeled as “Students with Disabilities” on the School Quality Snapshot and other School Quality Reports.

Courses and Programming Information

Description	Rule for 2018-19	Finalized Rule for 2019-20
Report school participation in DOE programs and state accountability status	This information was reported on the School Performance Dashboard as “Programs and Designations.”	This information is reported on the School Performance Dashboard and School Quality Snapshot as “DOE Programs and State Designations.”
Report the number of students in advanced courses	This information was not included in the School Quality Reports.	<ul style="list-style-type: none"> The School Quality Snapshot shows the total number of students in all grades enrolled in STARS in the following course categories: AP, IB, Advanced Math/Science Regents courses (Algebra II, Calculus, Chemistry, Physics), College & Career Preparatory Courses, College Credit Courses. This information is not reported for middle and high schools with no advanced courses. Students appear in the count for each course category that they are enrolled in; students can appear in the counts for multiple course categories.
Include the New York State Seal of Biliteracy (NYSSB) as a College and Career Preparatory	<ul style="list-style-type: none"> The New York State Seal of Biliteracy (NYSSB) was not included in the criteria for the College and 	<ul style="list-style-type: none"> Students contribute positively toward their school’s College and Career Preparatory Course Index (CCPCI) by earning the NYSSB.

Course Index (CCPCI) option	<p>Career Preparatory Course Index.</p> <ul style="list-style-type: none"> The number of students who obtained the NYSSB was not reported in the School Quality Snapshot. 	<ul style="list-style-type: none"> The number of students with the NYSSB endorsement code appear on the School Quality Snapshot.
Apprenticeship inclusion in Post-Secondary Enrollment Rate (PSER)	<p>This metric shows the percentage of students who graduated and enrolled in a two- or four-year college, vocational program, or public service within six months of their scheduled graduation date.</p>	<p>This metric also now includes students who have been successfully placed into approved apprenticeship programs.</p>

Additional Breakdowns

Description	Rule for 2018-19	Proposed Rule for 2019-20
Report the racial demographics of teachers at the school	<p>This information was not included in the School Quality Reports.</p>	<ul style="list-style-type: none"> The School Quality Snapshot and School Quality Guide report the percentage of teachers in the following racial categories: Asian, Black, Hispanic or Latinx, Native American, Native Hawaiian or Pacific Islander, and White. If a subgroup has less than 5 teachers instead of the specific number, we report that it is less than five (instead of showing the specific number).
Report the racial breakdowns of students living in surrounding areas	<p>This information was not included in the School Quality Reports.</p>	<ul style="list-style-type: none"> The School Quality Snapshot reports the percentage of students of each racial subgroup out of all the DOE students enrolled in public schools in the surrounding defined geographic areas that are relevant to the school type. The relevant surrounding defined geographic areas for each school type are: <ul style="list-style-type: none"> Early Childhood/ Elementary / K-8: district Middle: district High School & Transfer High School: borough

		<ul style="list-style-type: none"> ○ D75: all schools in the borough • The metric shows the percentage of students of each racial subgroup out of all the DOE students with home addresses within the relevant surrounding defined geographic area. • The School Quality Snapshot reports the percentage of students of each racial subgroup out of all the DOE students living in the nearby area. <ul style="list-style-type: none"> ○ For this metric, the DOE draws a circle around each school, with the radius of the circle equal to the median distance of enrolled students' home addresses from the school. The DOE calculates the percentage of students of each racial subgroup out of all the DOE students with home addresses within the circle.
<p>Report the racial breakdown of students in advanced courses (High School and Transfer High Schools)</p>	<p>This information was not included in the School Quality Reports.</p>	<ul style="list-style-type: none"> • For high schools and transfer schools, the School Quality Snapshot and the School Quality Guide reports the racial breakdown of students enrolled in advanced courses. • The metric shows the percentage of students of each racial subgroup out of the total number of students in advanced courses in the school. The denominator for this percentage is the total number of students in advanced courses at the school—not the total number of students in the racial subgroup at the school. • Advanced courses include AP, IB, Advanced Math/Science Regents courses (Algebra II, Calculus, Chemistry, Physics), College & Career Preparatory Courses, College Credit Courses. • If total number of students in Advanced Courses is less than 5 students, we report that it is less than five (instead of showing the specific number).

		<ul style="list-style-type: none">• This breakdown is not reported for schools with no advanced courses.
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Previously Proposed Phase-In Changes

The following phase-in metric was proposed in 2018-19 and will take affect this year in the 2019-20 School Quality Reports.

1. College Readiness Index (High School, Transfer High School): 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 2019-20 School Quality Reports and beyond show the CRI metrics (without CAT). For these reports, CRI with CAT will no longer be applicable.