This document describes proposed 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](https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources/educator-guide-to-school-quality-guide). The Office of School Performance will collect feedback on these proposed changes during an open-comment period. Please send any feedback to SchoolPerformance@schools.nyc.gov by June 26, 2019. After considering feedback, a Final Changes document will be published describing the changes for the 2018-19 School Quality Reports.

Proposed Technical Changes

The following technical changes to how metrics are calculated would 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 meet more than one of the requirements above only count once in the numerator.

The proposed change 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 will contribute 0.5 to the numerator. This change will provide partial credit for these scores, which reflect some degree of readiness for higher-level courses.

1. Schools’ and Citywide Lowest Third Test Metrics (Elementary, Middle, and K-8): In the 2017-18 School Quality Reports, students were identified for the schools’ 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 proposed change is to identify students for the schools’ 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 will better align 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 proposed change will also make it easier for schools to identify students in the lowest-third category in a timely manner.

1. 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 Stated Education Department (NYSED) for the 4+1 pathway to graduation.

The technical change for 2018-19 is that NYSED approved three additional Languages Other Than English (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.

Proposed Phase-In Changes

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

1. Average ELA Proficiency Rating and Average Math Proficiency Rating by Racial and Ethnic Subgroups (Elementary, Middle, and K-8): The School Quality Reports will include metrics for average ELA proficiency rating and average Math proficiency rating for the following racial and ethnic subgroups: American Indian, Asian, Black, Hispanic, White, and Multiracial.
* The metrics for American Indian, Black, and Hispanic students would be included in the Closing the Achievement Gap section of the School Quality Reports (starting in 2019-20), and schools could earn additional points based on these metrics to increase their Student Achievement scores.
* The metrics for Asian, White, and Multiracial students would be for informational purposes.
1. Graduation Rates by Racial and Ethnic Subgroups (High School, Transfer High School, and YABC): The School Quality Reports will include metrics for 4-year graduation rate, HST graduation rate, and YABC graduation rate for the following racial and ethnic subgroups: American Indian, Asian, Black, Hispanic, White, and Multiracial.
* The metrics for American Indian, Black, and Hispanic students would be included in the Closing the Achievement Gap section of the School Quality Reports (starting in 2019-20), and schools could earn additional points based on these metrics to increase their Student Achievement scores.
* The metrics for Asian, White, and Multiracial students would be for informational purposes.
1. Multilingual/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 a Multilingual/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.
1. 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).