



New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

December 13, 2010

2010-2011 NHPS SCHOOL TIERING

Underscoring a Vision for the District

The School Change Initiative Aims to...

- Close the gap between the performance of New Haven students and the rest of the State in 5 years
- Cut the drop-out rate in half
- Ensure that every graduating student has the academic ability and the financial resources to attend and succeed in college

By Pursuing a Vision of...

- Students learning through meaningful and coherent experiences in individual classrooms, among different classrooms, and in the rest of their lives
- Adults assuming collective and empowered responsibility for students, working separately and together to move students from wherever they start to the highest levels of learning, collaborating without fault
- The district and schools acting to support individual development, innovation, and adaptation

Strategies: How will we achieve our goals and vision?

Ensuring meaningful focus on broad measures of students learning

Portfolio of Schools

Each school will be organized and supported to its own unique organizational success

Talent

Adults in the system will be managed as professionals to encourage collaboration, empowerment, and responsibility for outcomes

Community

The work of the school system will be as aligned as possible with the other adults who work on behalf of students, including parents and community organizations

Elementary/Middle School Tiering Criteria

Tiering will be informed by the following school performance measures:

1. Student Progress:

Student progress on the CMT in math, reading, and writing relative to other students with similar academic histories, as measured by the Median Student Growth Percentile (3-year weighted average)

2. Student Performance:

Percent of students scoring at or above proficient and goal on CMT in math, reading, writing and science (3-year weighted average¹)

3. School Learning Environment:

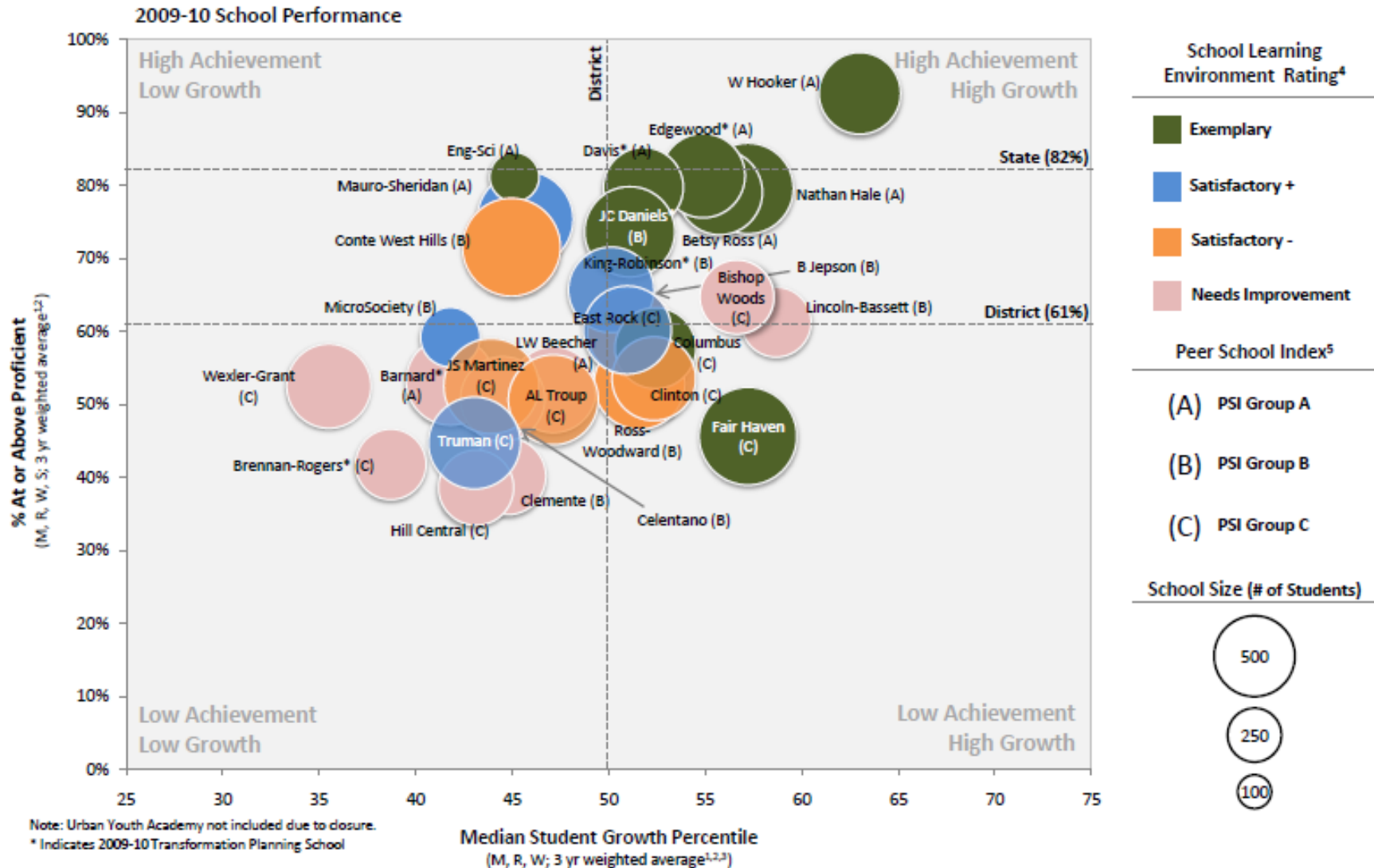
Quality of the school learning environment, as measured by SLE survey input from students, teachers, and parents (annual)

Note:

Measuring Multiple Years: Student Progress and Student Performance are calculated as the weighted average of three years of data, where the current year is 50% and the prior two years each 25%

Addition of CMT Science: In 2010-11, CMT Science (assessed in grades 5 & 8 only) has been added as part of the Student Performance measure

NHPS Elementary/Middle School Performance Matrix, 2010 (Proficient Level)




- Years weighted as – 2009-10: 50%; 2007-08, 2008-09: Each 25%
- Calculations for each year include only students enrolled at a school by October 1 of that year
- Student Growth Percentile measures individual student year-to-year growth on the CMT relative to his/her academic peers in NHPS. Median Student Growth Percentile is calculated as the median SGP of all qualifying students in a school. School MSGP is a relative measure internal to NHPS and therefore, by definition, some schools will fall above and some schools below the District median of 50
- School Learning Environment Rating is determined based on the combined survey responses of all participants groups at a school relative to participant responses from across all NHPS Elementary/Middle schools
- Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st). PSI Group A indicates relatively less challenged student population, PSI Group B moderate challenge, and PSI Group C high challenge.

High School Tiering Criteria

Tiering will be informed by the following school performance measures:

1. Student Progress and Outcomes:

- *High School Graduation Trajectory* – Percent of cohort on trajectory for high school graduation (9th-11th grade) or achieving high school graduation in 4 years (12th grade)
- *College Success Rate* – Percent of cohort graduates who enroll in a third semester of post-secondary education within two years of cohort high school graduation



Relative to academic level of incoming students (percent of cohort scoring proficient or above on all sections of the 8th grade CMT)

2. School Learning Environment:

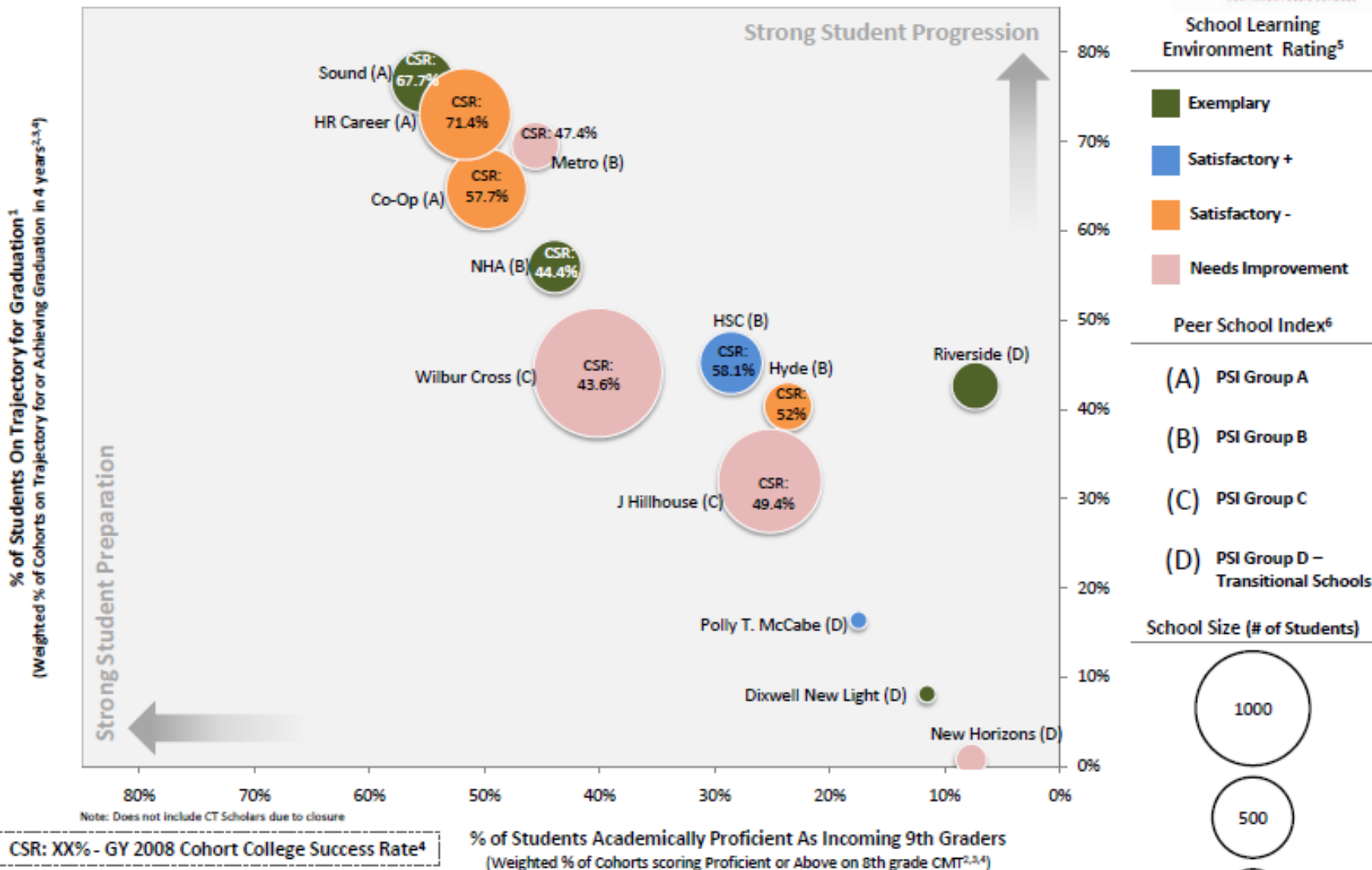
Quality of the school learning environment, as measured by survey input from students, teachers, and parents

Note:

Measuring Multiple Years: In contrast to Elementary/Middle school Tiering measures, HS measures are *not* calculated as 3-year rolling averages because the measures reflect multiple years of trajectory

HS Graduation Trajectory Calculation: For calculation purposes, HS graduation rate (12th grade trajectory) will account for 25% and the combined 9th, 10th, and 11th grade percent making adequate progress will make up the remaining 75% (with each grade accounting for 25%)

NHPS High School Performance Matrix, 2010



1. 'On Trajectory for Graduation' is based on student credit accumulation (GY 2013, 12, 11) and demonstrated proficiency on CAPT (GY 2012, 11), and on graduation in 4 years in grade 12 (GY 2010)

2. Cohorts weighted as - GY 2010: 50%; GY 2011, 12, 13: Each 16.67% (sum to remaining 50%); Calculations are based on students enrollment as of October 1st 2009.

3. Students who are exempt from taking the standard CMT or CAPT for a given subject (MAS, Skills Checklist, ELL Exempt) are considered to have met assessment standards; for 'On Trajectory' calculation these students must meet the standard credit accumulation level to be considered 'On Trajectory'

4. Cohort College Success Rate is calculated as the percent of cohort graduates who enroll in at least 3 semesters of post-secondary education within 2 years of cohort graduation. Post-secondary enrollment information is based on data from the National Student Clearinghouse (NSC), an enrollment verification and student tracker database including 3,300 colleges and universities representing over 92% of the nation's postsecondary enrolled students

5. School Learning Environment rating is determined based on the combined survey responses of all participant groups at a school relative to participant responses from across all NHPS High Schools.

6. Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st)

Tiering Criteria

		Tier I	Tier II	Tier III
Measures		Consistently high performance across measures	Mixed or average performance across measures	Consistently low performing across measures
K -8 Schools	Achievement (CMT)	Above average achievement at the Proficient and Goal level		At or Below average achievement at the proficient and goal level
	Growth (CMT)	Above average growth		At or Below average growth
	School Learning Environment	Satisfactory or high school learning environment rating (Above NI)		Last variable in – a high SLE rating can bump a school up if on the line based on Achievement and Growth
High School	Progression vs. Preparation (On Trajectory)	High progression relative to preparation		Low progression relative to preparation
	School Learning Environment	Satisfactory or high school learning environment rating (Above NI)		Last variable in – a high SLE rating can bump a school up if on the line based on Achievement and Growth
Additional Information		<ul style="list-style-type: none"> • Peer School Group may be used to support school comparison and tiering decisions • Final tiering decisions are ultimately at the discretion of the Superintendent 		

2010-11 School Tiering

	Tier I	Tier II	Tier III
Elementary/ Middle Schools	Betsy Ross Arts Davis Street* Edgewood* Nathan Hale Worthington Hooker	Benjamin Jepson Bishop Woods Clinton Avenue Columbus Conte West Hills East Rock Engineering & Science Fair Haven John C. Daniels* King Robinson* Lincoln Bassett Mauro-Sheridan Ross Woodward	Augusta Lewis Troup Barnard* Brennan-Rogers* Celentano Clemente Hill Central John S. Martinez L.W. Beecher MicroSociety Truman Wexler-Grant
High School	Sound	Co-Op Hill Regional Career HSC Hyde Metropolitan Business New Haven Academy Riverside Academy	Dixwell New Light James Hillhouse New Horizons Polly T. McCabe Wilbur Cross

* Indicates 2009-10 Transformation Planning school

Planning for School-Level Transformation

In 2010-11 all NHPS schools will continue to develop and revise their School Improvement Plans, however a subset of schools have been selected to engage in intensive, supported planning.

Transformation Planning school selection has been made based on the **readiness of schools to engage in transformation planning**, as determined by leadership capability, resource availability, and school community/learning environment preparation.

Three sets of school planning groups will exist in 2010-11:

2010-11 Transformation Planning Schools

- Transformation Planning schools will engage in Intensive planning, leading from re-visioning of school, and including innovation, empowerment, and accountability in all aspects of school operation

2009-10 Transformation Planning Schools (Pilot)

- On-going implementation and refinement of 2010 Transformation Plans

Schools that have not yet been selected to engage in transformation planning

- Innovation and adaptation through typical SIP (School Improvement Plan) and governance mechanisms
- Schools enter transformation planning in cohorts of 7-10 over the next 4 years

2010-11 Transformation Planning Schools

Elementary/ Middle Schools	Tier I:	Nathan Hale Worthington Hooker
	Tier II:	Columbus Conte West Hills
	Tier III:	Clemente Hill Central Wexler-Grant
High Schools	Tier I:	Sound School
	Tier II:	Metropolitan Business
	Tier III:	James Hillhouse Wilbur Cross

APPENDIX

School Performance Summary – Elementary/Middle

Name	Enrollment (10.1.09)	Peer Group ⁵	Overall Achievement ^{1,2}	Overall Achievement ^{1,2}	Overall Growth ^{1,2,3}	Overall School Learning Env. ⁴
			% Proficient +	% Goal +	MSGP	Level
Augusta Lewis Troup	524	C	51%	24%	47	Sa-
Barnard Environmental Studies	504	A	53%	25%	42	NI
Benjamin Jepson	496	B	60%	35%	51	Sa-
Betsy Ross Arts	469	A	79%	54%	56	Ex
Bishop Woods	446	C	65%	38%	56	NI
Brennan-Rogers	322	C	42%	19%	39	NI
Celentano Museum Academy	461	B	51%	25%	45	NI
Clemente Leadership Academy	382	B	40%	17%	45	NI
Clinton Avenue	454	C	54%	28%	52	Sa-
Columbus Family Academy	426	C	58%	29%	52	Ex
Conte West Hills	634	B	72%	45%	45	Sa-
Davis Street Arts & Academics	412	A	80%	56%	52	Ex
Domus Academy	-	-	-	-	-	-
East Rock	502	C	60%	34%	51	Sa+
Edgewood	459	A	81%	59%	55	Ex
Engineering & Science	158	A	81%	63%	45	Ex
Fair Haven	619	C	46%	22%	57	Ex
Hill Central Music Academy	365	C	39%	16%	43	NI
John C. Daniels School of International Communications	528	B	74%	46%	51	Ex
John S. Martinez	587	C	52%	27%	44	Sa-
King-Robinson International Baccalaureate	474	B	66%	38%	50	Sa+
L.W. Beecher Museum School of Arts & Sciences	477	A	52%	27%	47	NI
Lincoln-Bassett	316	B	61%	36%	59	NI
Mauro-Sheridan Science, Technology & Communications	596	A	75%	51%	46	Sa+
MicroSociety	230	B	59%	34%	42	Sa+
Nathan Hale	534	A	80%	55%	57	Ex
Ross-Woodward Classical Studies	534	B	53%	28%	52	Sa-
Strong	267	B	-	-	-	Sa-
Truman	548	C	45%	22%	43	Sa+
Wexler-Grant	460	C	52%	24%	36	NI
Worthington Hooker	432	A	93%	82%	63	Ex
District	13184		61%	36%	49	All District EM
State			82%	65%		

1. Years weighted as – 2009-10: 50%; 2007-08, 2008-09: Each 25%

2. Calculations for each year include only students enrolled at a school by October 1 of that year

3. Student Growth Percentile measures individual student year-to-year growth on the CMT relative to his/her academic peers in NHPS. Median Student Growth Percentile is calculated as the median SGP of all qualifying students in a school. School MSGP is an relative measure internal to NHPS and therefore, by definition, some schools will fall above and some schools below the District median of 50

4. School Learning Environment Rating is determined based on the combined survey responses of all participants groups at a school relative to participant responses from across all NHPS Elementary/Middle schools

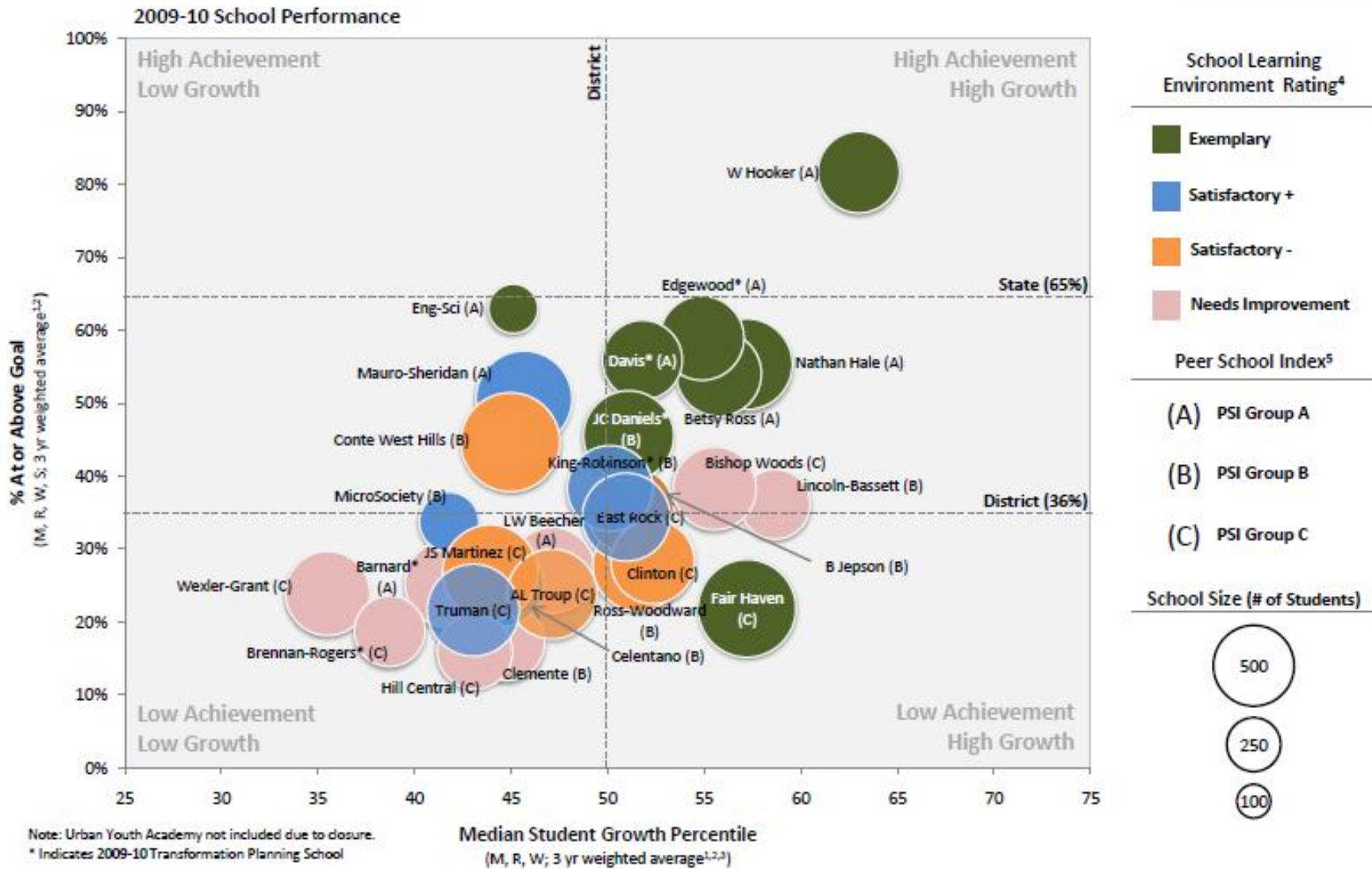
5. Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st). PSI Group A indicates relatively less challenged student population, PSI Group B moderate challenge, and PSI Group C high challenge.

Peer School Index – Elementary/Middle

Name	Peer Group ¹	% FRL (10.1.2009)	% ELL (10.1.2009)	% SPED (10.1.2009)	% Transfer In (10.1.2009)
	09-10	09-10	09-10	09-10	09-10
Barnard Environmental Studies	A	79.2%	3.2%	6.7%	3.3%
Betsy Ross Arts	A	82.5%	3.0%	9.0%	3.1%
Davis Street Arts & Academics	A	82.8%	1.5%	8.5%	3.3%
Edgewood	A	71.2%	1.1%	7.8%	2.3%
Engineering & Science	A	50.6%	0.6%	8.9%	4.3%
L.W. Beecher Museum School of Arts & Sciences	A	78.2%	3.1%	8.6%	5.1%
Mauro-Sheridan Science, Technology & Communications	A	77.2%	10.2%	10.1%	1.5%
Nathan Hale	A	65.2%	6.0%	8.6%	7.2%
Worthington Hooker	A	46.8%	9.7%	6.9%	6.3%
Benjamin Jepson	B	77.2%	7.7%	13.1%	2.9%
Celentano Museum Academy	B	77.4%	4.3%	18.0%	17.3%
Clemente Leadership Academy	B	95.3%	11.5%	8.4%	24.7%
Conte West Hills	B	89.3%	9.9%	6.5%	2.3%
John C. Daniels School of International Communications	B	90.2%	25.0%	9.3%	2.2%
King-Robinson International Baccalaureate	B	89.2%	1.5%	9.1%	5.1%
Lincoln-Bassett	B	86.7%	0.0%	8.5%	19.5%
MicroSociety	B	84.3%	7.0%	11.3%	3.4%
Ross-Woodward Classical Studies	B	84.6%	9.6%	9.6%	4.7%
Strong	B	74.5%	11.2%	6.0%	27.1%
Augusta Lewis Troup	C	90.5%	13.9%	11.8%	13.2%
Bishop Woods	C	85.7%	8.1%	17.3%	13.2%
Brennan-Rogers	C	93.8%	4.0%	20.2%	16.4%
Clinton Avenue	C	94.9%	32.6%	16.1%	7.5%
Columbus Family Academy	C	93.0%	45.1%	8.9%	9.2%
East Rock	C	91.6%	18.1%	16.7%	7.1%
Fair Haven	C	83.8%	44.1%	14.4%	11.9%
Hill Central Music Academy	C	94.2%	41.6%	12.9%	13.1%
John S. Martinez	C	94.4%	31.5%	10.7%	2.3%
Truman	C	95.6%	33.9%	12.0%	14.5%
Wexler-Grant	C	92.6%	1.1%	11.1%	15.2%
Domus Academy		-	-	-	-
District		84%	14%	11%	9%

1. Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st). PSI Group A indicates relatively less challenged student population, PSI Group B moderate challenge, and PSI Group C high challenge.

NHPS Elementary/Middle School Performance Matrix, 2010 (Goal Level)



1. Years weighted as - 2009-10: 50%; 2007-08, 2008-09: Each 25%

2. Calculations for each year include only students enrolled at a school by October 1 of that year

3. Student Growth Percentile measures individual student year-to-year growth on the CMT relative to his/her academic peers in NHPS. Median Student Growth Percentile is calculated as the median SGP of all qualifying students in a school. School MSGP is a relative measure internal to NHPS and therefore, by definition, some schools will fall above and some schools below the District median of 50

4. School Learning Environment Rating is determined based on the combined survey responses of all participants groups at a school relative to participant responses from across all NHPS Elementary/Middle schools

5. Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st). PSI Group A indicates relatively less challenged student population, PSI Group B moderate challenge, and PSI Group C high challenge.

School Performance Summary – High School

Name	Enrollment (10.1.09)	PSI Peer Group ⁶	SLE Overall Sch Learning Env. ⁵ Level	Grad Traj	Coll Succ	Acad Prep	Graduation Trajectory				Academic Preparation			
				Overall % On Traj. ^{1,2,3} Weighted as 25% GYs 2010, 11, 12, 13	College Success Rate GY 2008	Overall % Acad Prep Weighted as 25% GYs 2010, 11, 12, 13	% On Traj. ¹ GY 2013	% On Traj. ^{1,3} GY 2012	% On Traj. ^{1,3} GY 2011	% Grad. ¹ GY 2010	% Prof+ on 8th Gr CMT ³ GY 2013	% Prof+ on 8th Gr CMT ³ GY 2012	% Prof+ on 8th Gr CMT ³ GY 2011	% Prof+ on 8th Gr CMT ³ GY 2010
Cooperative Arts & Humanities	541	A	Sa-	64.7%	57.7%	49.9%	88%	35%	47%	90%	52%	39%	61%	49%
High School in the Community	326	B	Sa+	45.2%	58.1%	28.6%	65%	14%	32%	67%	27%	10%	42%	37%
Hill Regional Career	696	A	Sa-	73.1%	71.4%	51.7%	89%	52%	64%	87%	44%	45%	58%	59%
Hyde Leadership Academy	191	B	Sa-	40.3%	52.0%	23.6%	59%	20%	6%	74%	23%	26%	24%	21%
James Hillhouse	893	C	NI	32.0%	49.4%	25.2%	55%	13%	16%	44%	21%	21%	28%	30%
Metropolitan Business Academy	184	B	NI	69.5%	47.4%	45.6%	96%	17%	41%	91%	43%	48%	58%	38%
New Haven Academy	234	B	Ex	56.0%	44.4%	43.9%	71%	35%	36%	76%	45%	36%	35%	66%
Sound	328	A	Ex	76.7%	67.7%	55.4%	96%	48%	63%	95%	66%	45%	63%	51%
Wilbur Cross	1386	C	NI	44.1%	43.6%	40.2%	63%	26%	24%	62%	33%	38%	36%	42%
Dixwell New Light	25	D	Ex	8.1%	-	11.5%	50%	0%	0%	0%	0%	0%	13%	22%
New Horizons	79	D	NI	0.8%	-	7.7%	10%	0%	0%	0%	0%	4%	5%	14%
Polly T. McCabe Center	26	D	Sa+	16.4%	-	17.5%	29%	0%	14%	18%	33%	0%	9%	21%
Riverside Academy	186	D	Ex	42.6%	-	7.3%	73%	0%	2%	76%	8%	6%	11%	4%
District Overall	5231	N/A	District HS	46.8%	49.8%	35.8%	69%	26%	28%	62%	35%	31%	36%	38%
State		N/A												

On Trajectory ¹ Criteria:	Credit Accumulation	GY 2013	GY 2012	GY 2011	GY 2010
	CAPT Performance	-	Prof+ in M,R,W,S		-
	Other	-	-	-	Grad

1. 'On Trajectory for Graduation' is based on student credit accumulation (GY 2013, 12, 11) and demonstrated proficiency on CAPT (GY 2012, 11), and on graduation in 4 years in grade 12 (GY 2010)
 2. Cohorts weighted as – GY 2010: 50%; GY 2011, 12, 13: Each 16.67% (sum to remaining 50%; Calculations are based on students enrollment as of October 1st 2009.
 3. Students who are exempt from taking the standard CMT or CAPT for a given subject (MAS, Skills Checklist, ELL Exempt) are considered to have met assessment standards; for 'On Trajectory calculation these students must meet the standard credit accumulation level to be considered 'On Trajectory'
 4. Cohort College Success Rate is calculated as the percent of cohort graduates who enroll in at least 3 semesters of post-secondary education within 2 years of cohort graduation. Post-secondary enrollment information is based on data from the National Student Clearinghouse (NSC), an enrollment verification and student tracker database including 3,300 colleges and universities representing over 92% of the nation's postsecondary enrolled students
 5. School Learning Environment rating is determined based on the combined survey responses of all participants groups at a school relative to participant responses from across all NHPS High Schools.
 6. Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st)

Peer School Index – High School

Name	Peer Group ¹	% FRL (10.1.2009)	% ELL (10.1.2009)	% SPED (10.1.2009)	% Transfer In (10.1.2009)
	09-10	09-10	09-10	09-10	09-10
Cooperative Arts & Humanities	A	66%	2%	7%	3%
Hill Regional Career	A	68%	4%	3%	3%
Sound	A	46%	4%	17%	2%
High School in the Community	B	78%	7%	15%	6%
Hyde Leadership Academy	B	77%	3%	11%	9%
Metropolitan Business Academy	B	81%	4%	10%	6%
New Haven Academy	B	74%	5%	9%	5%
James Hillhouse	C	85%	9%	12%	19%
Wilbur Cross	C	82%	16%	13%	15%
Dixwell New Light	D	88%	0%	28%	50%
New Horizons	D	90%	13%	6%	49%
Polly T. McCabe Center	D	83%	3%	0%	84%
Riverside Academy	D	89%	12%	17%	19%
District		76%	9%	11%	14%

1. Peer School Index measures the relative similarities/differences in student population between schools. PSI is determined based on the following student population characteristics: % Free/Reduced Lunch; % Special Education; % English Language Learners; % Transfer In (% of students enrolling after Oct. 1st). PSI Group A indicates relatively less challenged student population, PSI Group B moderate challenge, and PSI Group C high challenge. PSI Group D are Transitional Programs or Schools.

New Features of School Tiering That are Common Across Elementary/Middle and High School

- **School Learning Environment Survey**

In 2010-11, the School Learning Environment Survey for parents, teachers, and students will be used as the measure of School Learning Environment

- **Peer School Index:**

A Peer School Index has been added to capture and communicate the relative similarities/differences in student population between schools. The PSI takes into account the following student population characteristics:

- % Free and Reduced Lunch (To be considered for HS)
- % Special Education
- % English Language Learners
- % Transfer In (Defined as the % of students at the school who enroll after October 1st)

- **Limitation of included students**

For measures of student performance or progress (e.g. CMT), only those students who have been enrolled at a given school by October 1 of that year will be included in the school performance measurement calculation

School Learning Environment Measure - Explanation

The **School Learning Environment** measure assesses the quality of the school learning environment within five domains: Academic Expectations, Collaboration, Communication, Engagement, Safety and Respect

School Learning Environment is assessed using survey responses from parents, teachers, and students. The quality level of a school learning environment is determined based on the combined survey responses of all participants groups relative to the combined survey responses of participants across all NHPS schools of the same level (i.e. Elementary/Middle or High School).

The overall School Learning Environment rating represent the aggregation of all participant and domain ratings.

SLE ratings for overall school and for each participant and domain are defined as:

Exemplary (EX): High satisfaction across participants and domains

Satisfactory + (SA+): Above average satisfaction across participants and domains

Satisfactory - (SA-): Below average satisfaction across participants and domains

Needs Improvement (NI): Low satisfaction across participants and domains

Sample school SLE Ratings report

Indicator	Performance Measure	Grade(s)	2010	
School Learning Environ.	SLE Survey - Parents	Acad. Expectations	All	Sa+
		Collaboration	All	NI
		Communication	All	NI
		Engagement	All	NI
		Safety & Respect	All	Sa-
	SLE Survey - Students	Acad. Expectations	All	Sa+
		Collaboration	All	Sa+
		Communication	All	Sa+
		Engagement	All	Sa-
		Safety & Respect	All	Sa+
	SLE Survey - Teachers	Acad. Expectations	All	Sa+
		Collaboration	All	NI
		Communication	All	NI
		Engagement	All	Sa-
		Safety & Respect	All	NI

High School Graduation Trajectory Measure – Explanation

The **High School Graduation Trajectory** measure assesses how well a school progresses its students through high school. The measure takes into account the current academic trajectory of students (9th-12th grade) and is considered relative to the percent of those same student that were proficient or above on the 8th grade CMT.

Percent of students in each cohort achieving graduation trajectory criteria...

Cohort	2009-10 Gr	Graduation Trajectory Criteria*		Summary Statistic
		Credit Accum. by EOY	CAPT Performance	
Grad Year 2012-13	9 th	6	N/A	% of all cohorts achieving graduation trajectory criteria
Grad Year 2011-12	10 th	12	> Proficient in M, R, W, S	
Grad Year 2010-11	11 th	18	> Proficient in M, R, W, S	
Grad Year 2009-10	12 th	Graduated		

Note: Achieving graduation trajectory criteria requires meeting *both* credit accumulation *and* CAPT criteria

Relative to...

Percent of students in each cohort that were proficient or above on the 8th grade CMT...

Cohort	Assessment Gr	Academic Preparation Criteria	Academic Level of Incoming Students
		CMT Performance	
All (Grad Years 2009-10 to 2012-13)	8 th	> Proficient in M, R, W, S	% of all cohorts scoring proficient or above on 8 th grade CMT

*Note: We expect that graduation trajectory criteria will develop to include greater detail in future years (e.g. potentially core subject credit accumulation, GPA)