

The New York City Pilot Progress Report

Youth Adult Borough Center (YABC)

The Progress Report is an important part of the New York City Department of Education's (DOE's) efforts to set expectations for programs Citywide and to promote program empowerment and accountability. The Report is designed to help program leaders and teachers accelerate academic achievement for all City students. It enables students, parents, and the public to hold the DOE and its programs accountable for student outcomes and improvement. By tracking student academic progress, identifying steps to improve each student's learning, planning a course of action to achieve that improvement, and revising the course of action as needed to ensure progress, our programs can ensure that every student realizes his or her fullest potential.

Progress Reports are issued annually near the start of the program year.

General Information

The YABC Progress Report evaluates programs that serve over-age and under-credited youth who have made some progress toward graduation but have fallen behind in credits or who have been disengaged from school. A separate High School and Elementary/Middle School Progress Report evaluates schools or portions of schools that serve grades 9-12 and K-8 respectively. Additionally, there is a separate Transfer School Progress Report that evaluates schools primarily serving high school students who are over-age and under-credited. A separate Progress Report is also being developed to evaluate programs that have substantial populations of Special Education students receiving

Educator Guide

**The New York City
Pilot Progress Report**
Youth Adult Borough Center

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alternative assessments, Early Childhood programs, and programs awarding General Education Development (GED) diplomas.

Definitions

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the program level is 15. Elements for which there are fewer than 15 valid observations at a program are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. Elements for which there are fewer than 15 valid observations are represented on the progress reports with the symbol “-”.

Attribution of Students to Programs

The results of students who are registered at the same program for an entire academic year are attributed to the program where the students are registered. The results of students who transferred within a program year are attributed as follows:

- Diplomas are attributed to the last program the student attended prior to June 30th of his/her 6th year of high school
- Academic credits, attendance, and Regents examinations are attributed to the program where the student is registered at the end of the semester in which the credit was earned (January 1st for the fall semester and June 1st for the spring and summer semesters)

If a student is discharged from a program with a negative discharge code, e.g. drop-out, a program will continue to be held accountable for that student until the end of his/her sixth year or until they enroll in another NYC diploma-granting program, whichever occurs first.

6-Year Graduation Cohort

For the 2007-08 Progress Report a program’s 6-year graduation cohort consists of all students who transfer into the program up to June 30th of their 6th year. A student who is discharged with a code that removes him from the cohort before June 30th of his 6th year is removed from the program’s cohort. Students in the graduation cohort being evaluated on this year’s Progress Report are represented by the cohort letter ‘H’. This cohort year letter represents a grade 9 entry year of 2002-03.

Overage/Under-Credited

Students designated as over overage/under-credited are considered to be two or more years behind his or her expected age and credit accumulation at the time of entry into a YABC.

The 2007-08 YABC Progress Report uses the following distinctions for overage/under-credited students:

<i>Age</i>	<i>Credits</i>
17	Less than 22 credits
18	Less than 33 credits
19-21	Less than 44 credits

Elements of the Progress Report

Considerations in Computing the Overall Progress Report Score

A Pilot Progress Report score is assigned to each program based on a weighted average of the Category Elements plus any additional recognition the program obtains based on Exemplary Student Progress. The Category Elements (described in detail below) include three main areas of measurement: (I) Program Environment (not included in the 2007-08 pilot), (II) Student Performance, and (III) Student Progress. Particular weight is given to Student Progress and to each program's performance in relation to all YABC programs. Recognition for Exemplary Student Progress among students most in need of attention and improvement is reported in a fourth category.

I. Program Environment (not included in the 2007-08 pilot)

measures pre-conditions for learning: crucial aspects of the program's environment, such as safety and parent, student, and teacher engagement in the process of accelerating student learning, as measured by scientific surveys of parents, students, and teachers. The Program Environment category of the Progress Report counts for 15% of the overall Progress Report score.

II. Student Performance measures the percentage of students at a program who have reached the crucial goal of graduation, with emphasis on the number of students graduating with the Regents Diploma that State law now establishes as the goal for all students. The Student Performance category of the Progress Report counts for 25% of the overall Progress Report score.

III. Student Progress measures the ability of a program to enhance the performance levels of students from one year to the next, and the incremental gains students make toward the long-term goal of earning a Regents diploma. The measure focuses on the capacities

students develop as a result of attending the program, not the capacities they bring with them on the first day. The Student Progress category of the Progress Report counts for 60% of the overall Progress Report score.

In addition, programs can earn additional credit in the Exemplary Student Progress category. Programs earn points here when their high-need students make exemplary gains. This component of the score can only improve a program's overall Progress Report Score. It cannot lower a program's score.

The score on each of the areas of measurement described above is represented numerically as well as visually through a sideways bar chart on the Progress Report. The sum of a program's score in each area makes up the program's overall score.

In addition, the cover page of the Progress Report includes a program's overall score.

Progress Report Measures

Progress Reports include the following measures:

I. Program Environment (15 points; not included in the 2007-08 pilot)

The first four Progress Report measures come from the results of the Learning Environment Surveys. These measures count for all 15 of the Program Environment points on the Progress Report.

The Learning Environment Survey is administered yearly to parents, teachers, and middle and high school students. The survey gathers information on how well each program serves student learning from these key members of program

communities. Each survey question informs program results in one of four categories.

1.1 Academic Expectations

This survey domain measures the degree to which a program encourages students to do their best and develop rigorous and meaningful academic goals. Expectations are communicated in direct and subtle ways, and are powerful motivators of student behaviors and performance. Programs with high expectations provide a learning environment in which students believe they are capable of academic success.

1.2 Communication

This survey domain measures the degree to which a program effectively communicates its educational goals and requirements, listens to community members, and provides appropriate feedback on each student's learning outcomes. Access to this information can be used to establish a greater degree of agency and responsibility for student learning by all community members.

1.3 Engagement

This survey domain measures the degree to which a program involves students, parents and educators in a partnership to promote student learning. Programs with a broad range of curricular offerings, activities, and opportunities for parents, teachers and students to influence the direction of the program are better able to meet the learning needs of children.

1.4 Safety and Respect

This survey domain measures the degree to which a program provides a physically and emotionally secure environment for learning. Students who feel safe are more able to engage in academic work and less likely to behave in ways that interfere with academic performance.

Each program receives a score for each question on the parent, teacher, and student surveys. Each question is linked to one of the

four domains. Question scores are combined to form domain scores of 0 to 10 which appear on the Progress Report. Domain scores by respondent group, question scores, and percentage of respondents selecting each answer choice are reported separately on the Survey Report. Survey Reports are available at each program's website. For additional information about the survey and its scoring methodology, please visit <http://programs.nyc.gov/surveys> or email surveys@programs.nyc.gov.

II. Student Performance (25 points)

The Student Performance measures focus on the program's success in graduating its students.

II.1 Six-Year Graduation Rate (5 points)

This measure evaluates the percentage of students in a program's cohort that graduated with a Regents or Local Diploma within 6 years of beginning high school. For the 2008 Progress Report, the 6-year cohort reflects the 'H' cohort which includes students who started high program in 2002.

II.2 Six-Year Weighted Diploma Rate (5 points)

This measure assigns a weight to each type of diploma based on the relative level of proficiency and college readiness indicated by the diploma type. GEDs and IEP Diplomas (for NYSAA students only), both of which are not included in the non-weighted graduation rates, contribute to this measure for students earning diplomas within 6 years of beginning high school. The weights used are in the table below

Diplomas are weighted as follows:

Diploma Type	Graduation Weight	With CTE-Endorsed Diploma	With Advanced Designation in Arts	With Associates Degree
GED	0.5	NA	NA	NA
IEP	1.0 (NYSAA only)	NA	NA	NA
Local Regents	1.0	1.5	NA	1.5
Advanced Regents	2.0	2.5	2.5	2.5
Advanced Regents with Honors	2.5	3.0	3.0	3.0
	3.0	3.0	3.0	3.0

Note: any weight in a shaded box is doubled for a Special Education student or student who enters a YABC program over-age and under-credited. Students flagged in CAP with test_mod = "E" complete the New York State Alternate Assessments (NYSAA).

As an example, a program where 100% of students in the 6-year cohort earned Advanced Regents with Honors diplomas would have a 6-year weighted diploma rate of 300%. A program with no graduates would earn 0%. This rate evaluates the same cohort of students as the 6-year graduation rate.

II.3-5 Six-Year Graduation Rate by Credits at Admission (15 points)

1. <22.00 credits
2. 22.01-33.00 credits
3. More than 33 Credits

This measure differentiates the 6-year graduation rate for students who enter a YABC program with different credit amounts. The point values for these three measures are assigned proportionately based

on the number of students in each credit category.

III. Student Progress (60 points)

Student Progress measures evaluate a program's success in moving students toward graduation, specifically credits earned per year, Regents passed, and a student's change in attendance from the previous year. New York State requires that students pass five Regents subject exams with a 65 or higher to graduate with a Regents Diploma.

III.1 – Average Change in Student Attendance (12 points)

This measure presents a program's average change in student attendance from 2006-07 to 2007-08. This measure looks at three pieces of information for each student. First, a student's attendance is determined for 2006-07 (note: the student's attendance rate would be the aggregate rate for any New York City public program(s) that the student attended in 2006-07). Second, a student's attendance is determined for 2007-08. Third, a change in yearly attendance is calculated for student's who appear on a YABC program's register in 2007-08.

To be included in this measure a student must have an attendance rate for the 2006-07 program year with a minimum aggregate of 40 days on register at any New York City program(s) during that year. Additionally, if a student attended both the fall and spring term at the program under evaluation during the 2007-08 program year, he must have been on that program's register for a minimum of 40 days. If a student only attended the program under evaluation for a single term during the 2007-08 program year (as based on the January 1st for fall and June 1st for spring/summer register dates) then he must have been on the register for at least 20 days in order to be included in this measure.

Only the time on register at the program under evaluation is considered so if a student attended one term during the 2007-08 program year then that is the term used for

evaluation. If a student attended the same program during both terms then the 2007-08 attendance rate would reflect the time spent at the program during both terms. If a student has an attendance rate for 2006-07 AND rates for fall AND spring of 2007-08, then that student will count with a full weight. If a student has an attendance rate in 2006-07 but only an attendance rate for one 2007-08 semester, then that student will contribute with a half-weight.

Change in the yearly attendance rate for each program is calculated by taking the weighted average of change in attendance rate from 2006-07 to 2007-08 for all students at the program under evaluation.

Note: the 2007-08 terms are determined by a student's placement as of January 1st for the fall and June 1st for spring/summer. Attendance rate is equal to total days present divided by total days on register.

III.2-4 Average Credits Earned Per Semester by Credits Accumulated as of the Beginning of the Program Year (or Term) (24 points):

1. <22.00 Credits
2. 22.01-33.00 Credits

These measures evaluate the average credits earned per semester for students with different credits at the start of the year. The point values for these three measures are assigned proportionately based on the number of students in each credit category. Students who attended a YABC program during both terms in 2007-08 are assigned to a credit bucket based on their credits at the start of the year. Students who enter a YABC program during the spring 2007-08 term are assigned to a credit bucket based on their number of credits when starting the spring term.

Students who start the year with more than 33 credits are excluded from these measures as the relevant measure for these students is graduation.

III.5-9 Weighted Regents Pass Rates (20 points; 4 points per subject)

On a Citywide basis, a student's entering proficiency, as measured by their performance on Grade 8 State exams, is a strong predictor of their passing the high program Regents exams. These measures evaluate the extent to which some high schools help their students meet or exceed these expectations, while students attending other high schools fall below expectations. This measure is calculated as follows for each Regents Test:

A weighted Regents pass rate is calculated for each of the exams in the five Regents subject areas required for a Regents diploma: English, Math, Science, U.S. History, and Global History. As is true in calculating the Average Completion Rate for Remaining Regents (explained in the next section), students are treated as passing an exam for purposes of this measure when they first score 65 or higher, and students who have passed the *same* Regents exam in a prior year are not included in this measure. In all cases, once a student passes any exam, subsequent attempts to take the same exam will not affect the programs metric, regardless of outcome. However, once a student passes an exam and subsequently takes a different exam in the same subject area (e.g. Mathematics and Science), if the exam is passed it will count positively, but if failed it will not count towards the metric.

All students, including those in grade 9, who pass a subject Regents test for the first time, contribute positively to their program's weighted Regents pass rate. However, students who had lower proficiency upon entering high school are weighted to contribute more. Decile weights are assigned to students based on their performance on the 8th grade New York State tests in ELA, Math, Science, and Social Studies. Decile one represents students who scored in the bottom 10% of all students on the corresponding 8th grade test. Decile 10 represents students who scored in the top 10% of all students on the corresponding 8th grade test. Two

additional deciles have been created for this year's Progress Report for students with missing 8th grade test scores. Decile 11 represents students with missing 8th grade test scores and Decile 12 represents English Language Learners with missing 8th grade test scores. Students with Interrupted Formal Education (SIFE) are automatically assigned to decile 1 for the English Regents measure.

If based on prior experience of all City students only one in five students in a given decile are expected to pass an exam, then students in that decile earn 5 points for passing the exam. If one in two students in the decile passed the Regent's exam, then students in that decile earn 2 points for passing the exam.

Students who score below the 65 passing mark and who have not yet achieved a passing score of 65 on the same test or on one of the other tests within that subject (e.g., Math or Science), earn 0 points regardless of their decile.

The Weighted Regents Pass Rate for a given subject area is the average contribution of all students who took the exam in that subject area. (Students who had previously passed an exam and chose to re-take it are excluded from this measure.) Because the weight that each student contributes is inversely proportional to his/her expectation of passing the Regents exam, all programs have a statistical expectation of earning 1 for these measures.

III.10 Average Completion Rate for Remaining Regents (4 points)

This measure evaluates a program's ability to help students progress each year towards passing the five Regents subject areas required for a Regents diploma: English, Math, Science, U.S. History, and Global History. Student in years 2-6 of high school are included in this measure.

Under the State's requirements for Regents diplomas, students pass a Regents test when they score 65 or higher. At the beginning of each year, YABC program students are treated for purposes of this measure as eligible to pass exams in any of the five Regents subject areas for which they have not yet passed an exam with a score of 65 or higher. This measure calculates the proportion of all Regents

subject areas that students were eligible to pass at the beginning of the program year, as compared to the number they passed by the end of the program year. That proportion is calculated by dividing the number of Regents subject areas that students at the program passed with a 65 or higher for the first time in the current year (the numerator) by the number of Regents subject areas that all students in the program were eligible to pass in the beginning of the year (the denominator).

For example, a student who passed U.S. History and Math A (each for the first time) this year contributes 2 to the numerator. If she had passed Global History and Living Environment in previous years, she would contribute 3 to the denominator, because she was eligible to pass 3 of the 5 subject areas at the beginning of the current year.

All students who scored a 55 or above on any of the Regent's subject exams prior to enrolling into a YABC program will count as a pass and will subsequently be excluded from both the numerator and denominator. All Regents subject tests taken at the YABC need to meet or exceed a score of 65 to count positively.

All students enrolled at the program, as well as students with long-term absences or who have dropped out, contribute to both the numerator and the denominator of this measure. For the purpose of this measure, the Math subject area can be satisfied by passing either Integrated Algebra, Math A, or Math B. The Science subject area can be satisfied by passing any of the following Regents exams: Chemistry, Earth Science, Living Environment, or Physics.

Students entering a YABC program from a Portfolio high school are exempt from this measure. For these students, points from this measure are reallocated to the weighted Regents pass rate measures.

Regents Competency Tests (RCTs) may be substituted for

Regents exams for eligible students.

IV. Exemplary Student Progress

Programs earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students earning 11 or more credits during the year and the percentage of high-need students earning a Regents diploma or better.

Programs earn additional credit if the percentage of students in any of these categories is in the top six of all YABC programs Citywide. Specifically, 2.5 points is added for each measure in which the program's percentage of qualifying students making exemplary gains is in the top three programs, and 1.25 points is added to each measure for the top four through six programs.

The percentage of students in each category making exemplary gains is indicated on the Progress Report followed by a notation indicating whether the program received additional credit for gains among any relevant category of students. Categories in which the program has fewer than fifteen students are represented with the symbol "-". The minimum score cut-offs to earn exemplary gains in each category are listed in Appendix B.

For example, if at least 19% of a YABC program's *Special Education students* achieve exemplary gains in credit accumulation then the program will earn an additional 2.5 points in that category. Furthermore, if at least 18.6% but less than 19% of a YABC program's *Special Education students* achieve exemplary gains in credit accumulation then the program will earn an additional 1.25 points in that category.

IV.1 Credit Accumulation (11+) – Special Education Students

This measure includes students with an IEP during any of the following program years, 2005-06, 2006-07, and 2007-08 that earn eleven or more credits during the 2007-08 program year while attending the program under evaluation.

IV.2 Credit Accumulation (11+) – Student is age 18 with < 33 credits at admission

This measure includes all students who enroll into a YABC program at age 18 with less than 33 credits (2+ years off-track) that earn eleven or more credits during the 2007-08 program year while attending the program under evaluation.

IV.3 Credit Accumulation (11+) – Student is age 19-21 with < 33 credits at admission

This measure includes all students who enroll into a YABC program at age 19-21 with less than 33 credits (3+ years off-track) that earn eleven or more credits during the 2007-08 program year while attending the program under evaluation.

IV.4 Regents Diploma or better – Special Education Students

This measure includes students with an IEP during any of the following program years, 2005-06, 2006-07, and 2007-08 that earn a Regents diploma or better while attending the program under evaluation.

IV.5 Regents Diploma or better – Student is age 18 with < 33 credits at admission

This measure includes all students who enroll into a YABC program at age 18 with less than 33 credits (2+ years off-track) that earn a Regents diploma or better while attending the program under evaluation.

IV.6 Regents Diploma or better – Student is age 19-21 with < 33 credits at admission

This measure includes all students who enroll into a YABC program at age 19-21 with less than 33 credits (2+ years off-track) that earn a Regents diploma or better while attending the program under evaluation.

Final Calculation of Progress Report Score

Category Scores are calculated by weighting the values within each category to the proximity to the Peer Horizon measures for Program Environment (not included in the 2007-08 pilot), Student Performance, and Student Progress. These weighted values within each category are then averaged to create scores for Program Environment, Student Performance, and Student Progress. The program's overall score is a weighted average of Program Environment (15%), Student Performance (25%), and Student Progress (60%) plus any additional credit earned by the program.

The maximum point values for each measure are indicated in the table below:

<i>Category Measure</i>	<i>Peer Horizon point values</i>
Program Environment (not included in the 2007-08 pilot)	15.00
Academic Expectations	3.75
Communication	3.75
Engagement	3.75
Safety and Respect	3.75
Student Performance	25.00
6-Year Graduation Rate	5.00
6-Year Weighted Diploma Rate	5.00
6-Year Graduation Rate by credits at transfer:	
1. <22.00 Credits	15.00
2. 22.00-33.00 Credits	
3. More than 33 Credits	

<i>Category Measure</i>	<i>Peer Horizon point values</i>
Student Progress	60.0
Average Change in Student Attendance	12.0
Credits earned per semester for students who start the year with:	24.0
1. <22.00 Credits 2. 22.01-33.00 Credits	
Average Completion Rate for Remaining Regents	4.0
Weighted Regents Pass Rate – English	4.0
Weighted Regents Pass Rate – Math	4.0
Weighted Regents Pass Rate – Science	4.0
Weighted Regents Pass Rate – US History	4.0
Weighted Regents Pass Rate – Global History	4.0

Appendix A: Cut Scores for Additional Credit

Additional credit is based on the percentage of students within a population that achieve exemplary gains. If a program's percentage of students achieving exemplary gains is higher than the percentages in the table, that program earns additional credit. If a program's percentage is in the Top 3 programs, that program earns 2.5 points of additional credit for that measure. If a program's percentage is in the Bottom 50% of the top 6 programs that program earns 1.25 point of additional credit for that measure.

Cut scores for additional credit vary by program type. The tables below display the cut scores for each additional credit measure on the 2007-08 YABC Program Pilot Progress Report.

Credit Accumulation

<i>Sub-Group</i>	<i>11+ Credits</i>	
	<i>Top 3</i>	<i>Top 6</i>
Special Education Students	19.0%	18.6%
Student is age 18 with < 33 credits at admission	28.9%	27.0%
Student is age 19-21 with < 33 credits at admission	41.2%	37.3%

Earned a Regents Diploma or Better

<i>Sub-Group</i>	<i>Regents diploma or better</i>	
	<i>Top 3</i>	<i>Top 6</i>
Special Education Students	--	--
Student is age 18 with < 33 credits at admission	7.7%	3.1%
Student is age 19-21 with < 33 credits at admission	5.9%	--

Appendix B: Decile Weights for Weighted Regents Pass Rate Measures

Deciles weights are assigned to students based on their performance on the 8th grade New York State tests in ELA, Math, Science, and Social Studies. Decile one represents students who scored in the bottom 10% of all students on the corresponding 8th grade test. Decile 10 represents students who scored in the top 10% of all students on the corresponding 8th grade test.

Two additional deciles, deciles 11 and 12, are used for students who do not have 8th grade test scores. Decile 11 represents students with missing 8th grade test scores who are not English Language Learners. Decile 12 represents students with missing 8th grade test scores who are English Language Learners (based on their 2005-06, 2006-07, or 2007-08 LEP status).

When a student passes a Regents exam, he receives the points corresponding to his decile for that Regents subject. If a student fails a Regents exam, he receives a zero for that Regents subject.

English Regents and History Regents

<i>Decile</i>	<i>English</i>	<i>U.S. History</i>	<i>Global History</i>
1	3.57	3.60	5.68
2	2.40	2.52	3.65
3	1.78	2.02	2.70
4	1.53	1.65	2.13
5	1.32	1.45	1.75
6	1.20	1.28	1.45
7	1.12	1.17	1.26
8	1.06	1.08	1.12
9	1.03	1.03	1.04
10	1.01	1.00	1.01
11	1.45	1.35	1.45
12	1.81	1.95	2.37

Math Regents

<i>Decile</i>	<i>Integrated Algebra</i>	<i>Math A</i>	<i>Math B</i>
1	12.99	5.52	8.81
2	6.90	3.15	6.51
3	4.64	2.28	6.02
4	2.94	1.83	4.93
5	2.09	1.54	4.58
6	1.50	1.32	3.46
7	1.24	1.18	2.66
8	1.09	1.09	1.98
9	1.03	1.03	1.45
10	1.00	1.00	1.10
11	2.07	1.77	1.45
12	2.58	1.26	1.16

Science Regents

<i>Decile</i>	<i>Living Environment</i>	<i>Earth Science</i>	<i>Chemistry</i>	<i>Physics</i>
1	6.32	10.03	10.03	5.42
2	3.77	6.93	7.77	5.12
3	2.63	4.67	6.46	4.29
4	1.98	3.51	5.20	3.27
5	1.59	2.60	3.90	2.89
6	1.32	1.98	3.08	2.51
7	1.17	1.58	2.33	2.12
8	1.07	1.31	1.81	1.75
9	1.03	1.13	1.40	1.44
10	1.00	1.02	1.11	1.15
11	1.40	1.48	1.72	1.48
12	2.27	2.71	3.48	1.70

Appendix C: Graduation Cohorts and Discharge Codes

The following table provides the six-year graduation cohort placement criteria:

<i>ATS Cohort Year Letter</i>	<i>Grade 9 Entry Year (Graded students)</i>	<i>Birth Data Range (Ungraded Students)</i>	<i>Expected Six-Year Graduation Year</i>
H	2002-03	7/1/85 – 6/30/86	2007-08
I	2003-04	7/1/86 – 6/30/87	2008-09
J	2004-05	7/1/87 – 6/30/88	2009-10
K	2005-06	7/1/88 – 6/30/89	2010-11
L	2006-07	7/1/89 – 6/30/90	2011-12

The following discharge codes remove a student from a program's cohort:

<i>Code</i>	<i>Description</i>
06	Admitted to NYC parochial program with documentation
08	Admitted to NYC private program with documentation
10	Placed in juvenile justice or similar institution (non-DOE)
11	Transferred to a program outside of NYC with documentation
15	Deceased
20	Enrolled in a college early admission program prior to graduating from high program
25	Proof of receipt of high program diploma prior to NYC DOE enrollment