

This document describes final changes for the 2009-10 Progress Reports, and includes answers to frequently asked questions about the changes. If you have additional questions about the changes, please email PR_Support@schools.nyc.gov. **Bold text reflects a revised policy change, since the initial proposal from January, based on feedback from more than 600 principals and network staff, parents, and union leaders.**

Final Changes

Progress Report Component	2008-09 Measure	Change for 2009-10	Reasons for Change
1. Graduation weights for Special Education Students in the Weighted Diploma Rate measures	All students with IEPs receive double the graduation weight for graduating with a Local Diploma or higher.	The graduation weights will be as follow for the following Special Education students: <ul style="list-style-type: none"> ▪ SETSS – double ▪ CTT – triple ▪ Self-Contained – quadruple 	Graduation rates for Self-Contained and CTT students are very low. Increasing the weight for Self-Contained and CTT students will reward schools that demonstrate the kind of progress necessary to help these students graduate.
2. Additional credit	<p>Percentage of students who earn 11+ credits among the following sub-groups (2 points each):</p> <ul style="list-style-type: none"> ▪ Special Education Students ▪ English Language Learners ▪ Hispanic Students in the Lowest Third Citywide ▪ Black Students in the Lowest Third Citywide ▪ Other Students in the Lowest Third Citywide. <p>Percentage of students in the Lowest Third Citywide who (2 points each):</p> <ul style="list-style-type: none"> ▪ Score 75 or higher on the Math Regents ▪ Score 75 or higher on the ELA Regents ▪ Graduate with a Regents Diploma. 	<p>The weighted diploma rate for the following sub-groups (3 points each):</p> <ul style="list-style-type: none"> ▪ Special Education Students (note: Special Education students will receive the differentiated graduation weight, based on their program recommendation, described in change #1 above) ▪ English Language Learners ▪ Students in the lowest third Citywide. <p>Percentage of students in the Lowest Third Citywide who (3 points each):</p> <ul style="list-style-type: none"> ▪ Score 75 or higher on the Math Regents ▪ Score 75 or higher on the ELA Regents. 	The primary focus of the additional credit measures is now on graduation, specifically for groups of students that have historically graduated at lower rates than the City overall. Improving the graduation outcomes for Special Education students, English Language Learners, and students in the lowest third Citywide is critical to improving life outcomes for these students. Schools that are successful in helping these students graduate will receive additional credit on the high school Progress Report.
3. Credit measures in Student Progress section	Includes all students in years 1, 2, and 3 of high school.	Exclude New York State Alternate Assessment students from the credit measures (note: these students will also be removed from the Average Completion Rate for Remaining Regents metric).	Alternate Assessment students are typically on a non-credit-bearing schedule.
4. High school peer index	The high school peer index is an average of the 8 th grade	The formula for calculating the high school peer index	The percentage of Self-Contained students helps to

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	proficiency in ELA and Math for all students on the school’s register minus two times the percentage of Special Education students minus the percentage of over-age (on entry) students.	will now include an adjustment for Self-Contained students (beyond the existing adjustment for Special Education students). Specifically, a high school’s peer index will equal: average 8th grade proficiency minus two times the percentage of Special Education students minus two times the percentage of Self-Contained students minus the percentage of over-age (on entry) students.	further establish the level of challenge faced by each high school and therefore should be reflected in the peer index.
5. Peer groups	Peer groups for each school were the same in 2007-08 and 2008-09.	Update the peer index for each school based on student proficiency/demographics in 2009-10 and update peer groups.	Ensure an up-to-date peer comparison on the Progress Report.
6. Peer and City horizons	Peer and City horizons for each school were the same in 2007-08 and 2008-09.	Update peer and City horizons based on historical school performance results from 2006-07, 2007-08, and 2008-09.	As students continue to show more progress each year, it is important that the Progress Report benchmarks (i.e., horizons) reflect all of the historical student achievement information that is available.
7. Progress Report Grades and Cut Scores	For 2008-09, the high school cut scores were: <ul style="list-style-type: none"> ▪ A – 70 ▪ B – 54 ▪ C – 44 ▪ D – 36. 	For 2009-10, the high school cut scores will be: <ul style="list-style-type: none"> ▪ A – 70 ▪ B – 58 ▪ C – 47 ▪ D – 40. 	Schools continue to achieve better outcomes each year, and it is important to raise the cut scores to account for this growth. For schools who have achieved lower Progress Report grades in the past, it is important to accelerate the growth of their students so that they can attain the desired level of success in high school.

* There are no changes planned for the School Environment section of the Progress Report.

Frequently Asked Questions

1. Why are the cut scores for each letter grade increasing again this year?

The cut score for schools to receive an A will remain at 70 (the same score required to receive an A in 2008-09). Cut scores to get a B, C, or D have increased for two reasons:

- Schools continue to achieve better outcomes each year, and it is important to raise the cut scores to account for this growth

- For schools who have achieved lower Progress Report grades in the past, it is important to accelerate the growth of their students so that they can attain the desired level of success in high school

2. Will I have a new peer group this year?

Yes. Peer groups will be updated to reflect the most recent demographics of the school.

Each high school's peer index will be updated using the following weighted average formula (a slight modification from 2007-08).

Peer index =

Average 8th grade ELA and Math proficiency –

2 * % of Special Education students –

2 * % of Self-Contained students –

% of over-age (on entry) students

Schools will once again be grouped with the 40 schools with the closest peer index (the 20 schools with a peer index right above it and the 20 schools with a peer index right below it).

3. Are the point values for each category changing?

No. The point values for each category will remain the same.

- School Environment (15 points)
- Student Performance (25 points)
- Student Progress (60 points)

4. When will a student's Special Education program recommendation be determined? What happens if a student's program recommendation changes throughout the year?

Each student's program status will be based on his/her Special Education classification as of the end of the school year.

5. Will I receive a Progress Report Modeler as I have in the past?

Each school will receive a preliminary Progress Report Modeler that includes updated peer and city horizons and reflects all of the finalized changes to the metrics.

6. How can I receive additional support in understanding these changes?

Please contact your network leader, SATIF, or email PR_Support@schools.nyc.gov with any questions. If you would like to request a training presentation for your network, please email Phil Vaccaro at pvaccaro2@schools.nyc.gov.