

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.

Proposed Changes

Progress Report Component	2008-09 Measure	Change for 2009-10	Reasons for Proposed Change
1. Graduation weights for Over-age and Under-credited (on-entry) students in the Weighted Diploma Rate measures	All Over-age and Under-credited (on-entry) students receive double the graduation weight for graduating with a Local Diploma or higher. The following age/credit criteria were used to apply this weight: <ul style="list-style-type: none"> • 16 & < 11 credits • 17 & < 22 credits • 18 & < 33 credits • 19+ & < 44 credits. 	All Over-age and Under-Credited students will receive the double graduation weight, while the most at-risk segments of the Over-age and Under-credited population will receive quadruple the graduation weight. The following age/credit criteria will be used to define the most at-risk students: <ul style="list-style-type: none"> • 16 or 17 & < 11 credits • 18 & < 22 credits • 19+ & < 33 credits 	The graduation rates for the most at-risk Over-age and Under-credited segments identified here all have graduation rates lower than 40%. The change is meant to ensure that schools are rewarded for success with the most at-risk Over-age and Under-credited students.
2. 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 follows for the following Special Education Students: <ul style="list-style-type: none"> • SETSS – double • CTT – triple • Self-Contained – quadruple 	Graduation rates for SETTS, Self-Contained, and CTT students are very low. Increasing the weight for these students will reward schools that demonstrate the kind of progress necessary to help these students graduate.
3. Credit measures in Student Progress section	Includes all students.	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. Additional credit	Percentage of students who earn 11+ credits among the following sub-groups (2.5 points each; minimum of 15 students per group): <ul style="list-style-type: none"> • Special Education Students • English Language Learners • Over-age and Under-credited Students. Percentage of students in the following sub-groups graduating with a Regents Diploma or higher (2.5 points	The weighted diploma rate for the following sub-groups (3 points each; minimum of 10 students per group): <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 #2 above) 	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 who are Over-age and Under-credited on entry is critical to improving life outcomes for these students. Schools that are

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	each; minimum of 15 students per group): <ul style="list-style-type: none"> • Special Education Students • English Language Learners • Over-age and Under-credited Students. 	<ul style="list-style-type: none"> • English Language Learners • Over-age and Under-credited Students (note: Over-age and Under-credited students will receive the differentiated graduation weight described in #1 above) Percentage of all Over-age and Under-credited students that (3 points each; minimum of 15 students per group): <ul style="list-style-type: none"> • Score 75 or higher on the Math Regents • Score 75 or higher on the ELA Regents. 	successful in helping these students graduate will receive additional credit on the Transfer School Progress Report.
5. Transfer School Peer Index	The transfer school peer index is an average of the 8 th grade proficiency in ELA and Math for all students on the school's register minus two times the percentage of Special Education students.	Average student proficiency (based on the students' 8 th grade ELA and Math State test scores) <i>minus</i> (2 X percentage of Special Education students) <i>minus</i> (2 X percentage of Self-Contained special education students)	The percentage of Self-Contained students helps to further establish the level of challenge faced by each transfer school and therefore should be reflected in the peer index.
6. 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.
7. Peer horizons	The School Environment and Student Performance Peer horizons for each school were the same in 2007-08 and 2008-09, while some of the Student Progress horizons changed.	Update all peer 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.
8. Progress Report Grades and Cut Scores	For 2008-09, the transfer school cut scores were: <ul style="list-style-type: none"> • A – 67 • B – 54 • C – 44 • D – 38. 	For 2009-10, the transfer school cut scores will be: <ul style="list-style-type: none"> • A – 68 • B – 56 • C – 46 • D – 38. 	Schools continue to achieve better outcomes each year, and it is important to raise the cut scores to account for this growth.

Frequently Asked Questions

1. Why are the cut scores for most of the letter grades increasing this year?

Cut scores to get an A, B, or C have increased because schools continue to achieve better outcomes each year, and it is important to raise the cut scores to account for this growth

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.

Peer index =

Average 8th grade ELA and Math proficiency –

2 * % of Special Education students –

2 * % of Self-Contained students

Schools will once again be grouped with the 30 schools with the closest peer index (the 15 schools with a peer index right above it and the 15 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?

For the 6-year weighted diploma rate, the CAP program value used will be the most restrictive value recorded between the ends of the school years 2006-2007 and 2009-2010. For other metrics, the CAP program value is taken from the end of the 2009-2010 school year.

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

Please email PR_support@schools.nyc.gov with any questions or if you would like to request a training presentation.