

This fall, YABC programs will receive official Progress Reports for the first time. This YABC Progress Report will reflect the following policy changes from the pilot. This document also 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	2007-08 Measure	Change for 2009-10	Reasons for Proposed Change
1. Graduation weights for Over-age and Under-credited 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"> • 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: <ul style="list-style-type: none"> • 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 programs 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 SETSS, Self-Contained, and CTT students are very low. Increasing the weight for these students will reward programs that demonstrate the kind of progress necessary to help these students graduate.
3. Credit Accumulation measures in Student Progress section	The YABC Pilot report includes the following buckets for the credit accumulation per semester measure: <ul style="list-style-type: none"> • Students beginning the year with 0-22 credits • Students beginning the year with 22.01-33 credits 	The credit accumulation per semester measure will now include the following: <ul style="list-style-type: none"> • Students beginning the year with 0.00-22 credits • Students beginning the year with 22.01-33 credits • Students beginning the year with 33.01-38 credits 	The YABC Progress Report will now measure the work that programs are able to do with students beginning the year with more credits.
4. 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).	Alternate Assessment students are typically on a non-credit-bearing schedule.
5. Weighted Regents Pass Rate Measures in Student	Students without 8 th grade test scores were assigned a point value based on two groupings:	Students without 8 th grade test scores will be assigned a point value based on their	Applying a broader set of demographic characteristics is more accurate in predicting a student's Regents performance

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<p>Progress section</p>	<ul style="list-style-type: none"> Decile 11 – included non-ELL students with no 8th grade test scores Decile 12 – included ELL students with no test scores 	<p>demographic characteristics. The following demographic characteristics are used:</p> <ul style="list-style-type: none"> Black/Hispanic Free Lunch status Special Education Status English Language Learner (ELA Regents only) Students with Interrupted Formal Education (ELA Regents only) 	<p>than just a binary indicator based on a student’s ELL status.</p>
<p>6. Accountability term limits for drop-outs</p>	<p>In the credit measures and the average completion rate for remaining Regents measure, programs were held accountable for drop-outs through a student’s 6th year.</p>	<p>For these measures, programs will now be held accountable for a maximum of two consecutive terms for drop-outs. Students will still be included in a program’s graduation cohort if they meet the cohort criteria.</p>	<p>Programs are now penalized for drop-outs in a commensurate way as other programs serving Over-age and Under-credited students.</p>
<p>7. Consecutive Admission Policy</p>	<p>Students were assigned to a ‘credit at entry’ bucket according to their most recent admission date regardless of prior admission history.</p>	<p>If a student is consecutively admitted to the same program, then the earliest admission will determine the student’s bucket for credits at entry</p>	<p>Programs should be rewarded for the full progress a student makes while attending the program.</p>
<p>8. Additional credit</p>	<p>Percentage of students who earn 11+ credits among the following sub-groups (2.5 points each; minimum of 15 students per group):</p> <ul style="list-style-type: none"> Special Education Students Age 18 & < 33 credits on entry Age 19+ & < 33 credits on entry. <p>Percentage of students in the following sub-groups graduating with a Regents Diploma or higher (2.5 points each; minimum of 15 students per group):</p> <ul style="list-style-type: none"> Special Education Students Age 18 & < 33 credits on entry Age 19+ & < 33 credits on entry. 	<p>The weighted diploma rate for the following sub-groups (3.0 points each; minimum of 10 students per group):</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 #2 above) 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) <p>Percentage of all Over-age and Under-credited students that (3</p>	<p>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 Over-age and Under-credited at entry is critical to improving life outcomes for these students. Programs that are successful in helping these students graduate will receive additional credit on the YABC Progress Report.</p>

Progress Report Component	2007-08 Measure	Change for 2009-10	Reasons for Proposed Change
		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. 	
9. YABC horizons	Horizons for each program were based on the 2005-06, 2006-07, and 2007-08 school years.	Update horizons based on historical YABC performance results from 2007-08, 2008-09, and 2009-10.	For the first year of an official Progress Report release, it is important that the Progress Report benchmarks (i.e., horizons) reflect the most up-to-date student data available.
10. Grades and Cut Scores	There were no cut scores corresponding to each letter grade for the 2007-08 Pilot Progress Report release.	We are setting the distribution of grades on the YABC as we did in the first year of elementary and middle school Progress Reports – giving 25% of schools As, 35% Bs, 25% Cs, 10% Ds, and 5% Fs.	Because of the lack of benchmark data it's not possible to define fair and meaningful cut scores in advance. So, for the first official release of the YABC Progress Reports, we are proposing to set the distribution of grades, as we did in the first year of the elementary and middle school Progress Reports. In future years we will define cut scores in advance.

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

Frequently Asked Questions

1. What score do I need to receive on the YABC Progress Report to receive an A?

Cut scores corresponding to each letter grade are yet to be determined. During the first official release of a Progress Report, we pre-set the distribution of grades because we have no prior Progress Report data from which to set meaningful scores.

2. 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)

3. 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.

4. 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.