

Educator Guide

**The New York City
Progress Report
2009-2010
High School**

Updated: November 3rd, 2010

The New York City Progress Report High School

The Progress Report is an important part of the New York City Department of Education's (DOE's) efforts to set expectations for schools Citywide and to promote school empowerment and accountability. The Report is designed to help principals and teachers accelerate academic achievement for all City students. It enables students, parents, and the public to hold the DOE and its schools 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 schools can help every student realize his or her full potential.

Progress Reports are issued annually near the start of the school year. The Progress Report, Quality Review, and New York State Annual School Report Card are three separate accountability systems used to evaluate schools in New York City.

Progress Report Grade

This letter grade (A through F) provides an overall assessment of the school's contribution to student learning in three main areas of measurement: (I) School Environment, (II) Student Performance, and (III) Student Progress. Schools also receive letter grades in each of these three categories.

Schools receive additional recognition for Exemplary Student Outcomes by students most in need of attention and improvement. The overall Progress Report Grade is designed to reflect each school's contribution to student academic progress, no matter where each child begins his or her journey to proficiency and beyond. Schools are compared to all schools Citywide and to schools with student populations most like their own.

Quality Review Score

This separate accountability score is based on an on-site Quality Review of the school by an experienced educator. The score represents the quality of efforts taking place at the school to track the capacities and needs of each student, to plan and set rigorous goals for each student's improved learning, to focus the school's academic practices and leadership development around the achievement of those goals, and to evaluate the effectiveness of plans and practices constantly and revise them as needed to ensure success.

The Quality Review Score is evaluated on a four point scale: Well Developed, Proficient, Underdeveloped with Proficient Features, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade and instead is treated as a different, equally important indicator.

New York State Annual School Report Card

This separate accountability indicator reports the school's status under the accountability system New York State has adopted under the federal No Child Left Behind Act (NCLB). The Progress Report is designed to supplement the State accountability system. A school's NCLB status is an important basis for assessing the number and characteristics of students in a school who have attained the goal of proficiency in literacy and mathematics. NCLB Status is not incorporated into the Progress Report Grade.

General Information

The High School Progress Report evaluates schools that serve some or all of grades 9-12. A separate Elementary/Middle School Progress Report evaluates schools or portions of schools that serve grades K-8. Separate progress report systems evaluate High School transfer schools, Young Adult Borough Center (YABC) programs, and schools specializing in serving students with disabilities (District 75).

Definitions

Peer Schools are high schools that serve similar populations in terms of incoming student proficiency and demographic composition.

High schools are sorted by a "peer index," which operates on a 1.00–4.50 scale and is calculated using the following formula:

Average student proficiency (based on the students' 8th grade English Language Arts (ELA) and Math State test scores)
minus
(2 X percentage of Special Education students)
minus
(2 X percentage of Self-Contained special education students)
minus
(percentage of over-age students.)

An over-age student is defined as one who is age 16 or older as of December 31st of their 9th grade entry year. For the peer index, any student with an I.E.P. is counted in the percentage of Special Education.

The students included in the determination of a school's peer index are those that are on the school's register as of January 1.

Sample calculation:

- Average student proficiency – 3.38
- Percentage of Special Education students – 12%
- Percentage of Self-Contained students – 4%
- Percentage of over-age students – 5%

$$3.38 - 2(0.12) - 2(0.04) - 0.05 = \mathbf{3.01}$$

A school's peer group consists of the twenty schools above and twenty schools below when ranked by peer index. Peer schools with a peer index that differs by more than 0.5 from a school's peer index are removed from that school's peer group.

Peer Range

Schools are judged based on how their students' performance compares to that of students in their peer schools. Peer ranges are derived from results from 2006-09 (school years 2006-07, 2007-08, 2008-2009). For each element in the Progress Report, the peer range is the range of scores earned by peer schools in the 2006–09 period excluding "outlier" scores that deviate so dramatically from the other scores that it is not reasonable to use them as reference points. An "outlier" score is defined as one that is more than two standard deviations away from the mean. The peer range "minimum" is the lowest non-outlier score and the peer range "maximum" is the highest non-outlier score.

Citywide Range

Schools are also judged based on how their students' performance compares to that of students in all other city schools that serve the same grade range of students. Like the peer ranges, Citywide ranges are derived from results from 2006-09 (school years 2006-07, 2007-08, 2008-2009). Outlier scores are excluded in the same manner as with the peer ranges.

Students in a School's Lowest Third

A school's lowest third is the third of students (minimum 15) at the school in each year of high school who had the lowest average score on the 8th grade State ELA and Mathematics exams. If a student took only one of the exams, he or she is still eligible for consideration in the lowest third.

Students in Lowest Third Citywide

For 2009-2010, the Lowest Third Citywide for High Schools is defined as any student whose average ELA and Mathematics proficiency rating is 2.645 or less. If a student took only one of the exams, he or she is still eligible for consideration in the lowest third.

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the school level is 15. Elements for which there are fewer than 15 valid observations at a school 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 "–".

The additional credit measures based on weighted diploma rates use 10 as the minimum number of students. The reason for this is to allow smaller schools to qualify for the possibility of additional credit.

Attribution of Students to Schools

Diplomas and non-graduates are attributed to the last diploma-granting institution the student attended as of June 30th of his or her 4th year of high school.

Academic credits and Regents examinations are attributed to the school where the student is registered near the end of each semester (January 1st for the fall semester and June 1st for the spring and summer semesters).

For graduation, credits, and Regents completion, students who drop out of school or who transfer to non-diploma-granting institutions such as GED or YABC programs remain on the accountability of the last regular high school attended. See Appendix E for a list of non-diploma granting programs.

Performance Levels

Performance levels (1, 2, 3, and 4) reflect the extent to which a student demonstrates the level of understanding expected at his/her grade level in ELA and Mathematics.

Proficiency Ratings

For purposes of the Progress Report, the scale scores awarded by the State on State mathematics and ELA exams are assigned a Proficiency Rating on a continuum from 1.00 to 4.50. The first digit of the Proficiency Rating corresponds to the performance level. The other digits tell you how close the student is to the next level. For example a 2.90 is still a level 2, but it is close to a level 3 while a 2.10 is closer to a level 1.

4-Year Graduation Cohort

For the 2009-10 Progress Report, a school's 4-year graduation cohort consists of all students who:

- Are assigned to the 2006 Cohort Year (this cohort is represented by the letter 'L'), *and*
- Were active in the school as of June 30, 2009, or the school is the last diploma-granting high school (see appendix D) that they attended before June 30, 2009, *and*
- Were not discharged with a code that removes students from the cohort prior to June 30th, 2009 (see appendix D).

6-Year Graduation Cohort

For the 2009-10 Progress Report, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2007-08. These students are represented by cohort letter 'J'. The rules for inclusion and exclusion are the same as for the 4-year cohort.

Elements of the Progress Report

Considerations in Computing the Overall Progress Report Grade

A Progress Report grade of A, B, C, D, or F is assigned to each school based on a weighted average of the Category Elements plus any additional recognition the school obtains based on Exemplary Student Outcomes. The category elements (described in detail below) include three main areas of measurement: (I) School Environment, (II) Student Performance, and (III) Student Progress. Particular weight is given to Student Progress and to each school's performance in relation to peer schools. Recognition for Exemplary Student Outcomes among students most in need of attention and improvement is reported in a fourth category.

I. School Environment (15% of overall score): measures pre-conditions for learning: student attendance and other crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. Attendance is measured directly and the other aspects of school environment are measured by surveys of parents, students, and teachers. Attendance counts for 5% of the overall score and the survey metrics count for 10% of the overall score (2.5% for each of the four survey metrics).

II. Student Performance (25% of overall score): measures the percentage of students at a school who have graduated within four or six years, with emphasis on the number of students graduating with the Regents Diploma that State law now establishes as the goal for all students. Each of the four performance metrics counts for 6.25% of the overall score.

III. Student Progress (60% of overall score) measures the ability of a school to help students progress toward the eventual goal of earning a Regents Diploma. The measure focuses on the capacities students develop as a result of attending the school, not the capacities they bring with them on the first day. Attention is given to all students in each school and particular emphasis is given to the one-third of students who entered high school at the lowest performance level. Each of the 12 progress metrics counts for 5% of the overall score.

In addition, schools can earn additional credit in the Exemplary Student Outcomes category. Schools earn points here when their high-need students make exemplary gains as measured by 4-year diploma rates and scores of 75+ on key Regents exams. This component of the score can only improve a school's overall Progress Report Score.

The score on each of the areas of measurement described above are represented numerically as well as visually through a sideways bar chart. The sum of a school's score in each area makes up the school's overall score. The letter grades are determined using the tables in Appendix A.

In addition, the cover page of the Progress Report includes a school's Progress

Report grade, percentile citywide (the percentage of schools scoring lower than this school), Peer Index, Quality Review score, and State Accountability Status. The Quality Review score and State Accountability Status are provided for informational purposes; these are not a part of the Progress Report score.

Progress Report Measures

Progress Reports include the following measures:

I. School Environment (15 points)

The first four Progress Report measures come from the results of the NYC School Survey. These measures count for 10 of the 15 School Environment points on the Progress Report.

The NYC School Survey is administered yearly to parents, teachers, and middle and high school students. The survey gathers information on how well each school serves student learning from these key members of school communities. Each survey question informs school results in one of four categories.

1.1 Academic Expectations

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

1.4 Safety and Respect

This survey domain measures the degree to which a school 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 school 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 school's website. For additional information about the survey and its scoring methodology, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov.

The final measure in School Environment is attendance. Attendance counts for 5 points in the School Environment category.

1.5 Attendance

The attendance rate includes the attendance for all high school students on a school's register at any point during the school year (September through June). The attendance rate is calculated by taking the total number of days attended by all students and dividing it by the total number of days on the school's register for all students. School attendance rates can be reviewed using the RGAR screen in ATS.

II. Student Performance (25 points)

The Student Performance measures focus on the school's success in graduating its students and achieving more advanced diplomas.

II.1 Four-Year Graduation Rate

This measure reflects the percentage of students in the school's 4-year cohort (defined above) that graduated with a Regents or Local Diploma. For the 2010 Progress Report, the 4-year cohort reflects the 'L' cohort which includes students who first entered high school during the 2006-2007 school year. This cohort can be viewed in ATS using the command RGCS.

II.2 Four-Year Weighted Diploma Rate

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, both of which are not included in the non-weighted graduation rates, can contribute to this measure. GED's can contribute to this measure for any student, but IEP diplomas are only counted for students eligible for NYSAA (i.e. those that are exempt from Regents and RCT's). Non-NYSAA eligible students with IEP diplomas are considered non-graduates (0.0 points). The base weights are as follows:

Base Diploma Weights <i>Diploma Type</i>	<i>Diploma Weight</i>	<i>With CTE-Endorsed Diploma</i>	<i>With Advanced Designation in Arts</i>	<i>With Associate's Degree</i>
GED	0.5	NA	NA	NA
IEP	1.0 (NYSAA only)	NA	NA	NA
Local	1.0	1.5	NA	1.5
Regents	2.0	2.5	2.5	2.5
Advanced Regents	2.5	3.0	3.0	3.0
Advanced Regents with Honors	3.0	3.0	3.0	3.0

The diploma weights in the shaded boxes above can also be multiplied based on certain demographic variables:

<i>Demographic Characteristic</i>	<i>Diploma Weight Multiplier</i>
Over Age 16 on December 31 st of 9 th Grade Entry	x2
Special Education: SETSS	x2
Special Education: Team Teaching (CTT)	x3
Special Education: Self-Contained	x4

For example, a CTT student who receives an Advanced Regents Diploma has a total weight of 7.5 (2.5 times 3).

If a student meets the criteria for more than one multiplier, only the highest multiplier is used. So, a student who is both CTT and overage would have a total multiplier of x3 (not x6). Special Education students who receive only Related Services do not receive a multiplier on their diploma weight.

The weighed diploma rate for the school is the average of all the individual diploma weights (non-graduates contribute 0.0). The 4-year weighted diploma weight evaluates the same cohort of students as the 4-year graduation rate.

II.3 Six-Year Graduation Rate

This measure is similar to the 4-year graduation rate, except that it evaluates the percentage of students in a school's cohort that graduated with a Regents or Local Diploma within 6 years of beginning high school. For the 2010 Progress Report, the 6-year cohort reflects the 'J' cohort which includes students who first entered high school during the 2004-2005 school year. This cohort can be viewed in ATS using the command RGCS.

II.4 Six-Year Weighted Diploma Rate

This measure is similar to the 4-year weighted diploma rate, except that it evaluates the diplomas earned by students within 6 years of beginning high school. The weights used are the same as in the table above.

III. Student Progress (60 points)

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

III.1 Percentage of Students Earning 10+ Credits in Year 1 of H.S.

III.2 Percentage of Students Earning 10+ Credits in Year 2 of H.S.

III.3 Percentage of Students Earning 10+ Credits in Year 3 of H.S.

These measures evaluate the percentage of students at a school who accumulate 10 or more academic credits. Credits earned in the fall, spring, and summer terms contribute towards this metric. Each student who earns 10 or more credits total contributes 1.0 to the metric. Each student who earns less than 10 credits contributes 0.0 to the metric.

Students are assigned to a school for the fall semester based on the last accountable high school as of January 1st. Students are assigned for the spring semester based on the last accountable high school as of June 1st. Students who drop-out of school remain in this metric and contribute to the denominator for as long as they would have been in the first three years of high school.

Responsibility for students who are registered at different schools for fall and spring semesters are split equally between the fall school and the spring school. For example, if a student earns 6 credits in the fall at one school and 6 credits in the spring at another school, then the schools will split the contribution. In other words, the student will contribute 0.5 to the numerator and 0.5 to the denominator of each school.

NYSAA-eligible students are excluded from this metric.

III.4 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 1 of High School

III.5 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 2 of High School

III.6 Percentage of Students in the School's Lowest Third Earning 10+ Credits in Year 3 of High School

These metrics are the same as the previous set of measures, except they measure only students in the school's lowest third as determined by the average of the 8th grade Math and ELA proficiency ratings.

III.7 Average Completion Rate for Remaining Regents

This measure evaluates a school's ability to help students progress each year towards passing the five Regents subject tests required for a Regents diploma: English, Math, Science, U.S. History, and Global History.

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, high school students are treated for purposes of this measure as eligible to pass any of the five Regents subjects on which they have not yet received a score of 65 or higher. This measure calculates the proportion of Regents subjects that students were eligible to pass at the beginning of the school year, as compared to the number they passed by the end of the school year. That proportion is calculated by dividing the number of Regents subjects that students at the school passed with a 65 or higher for the first time in the current year (the numerator) by the number of Regents subjects that all students in the school were eligible to pass in the beginning of the year (the denominator).

So, for example, a student who passed U.S. History and Integrated Algebra (each for the first time) this year contributes two to the numerator. If she had passed Global History and Living Environment in previous years, she would contribute three to the denominator, because she was eligible to pass three of the five tests at the beginning of the current year.

In order to give schools a choice about whether to give Regents tests in the first year of high school, only students in the second, third, and fourth year of high school contribute to this metric. Regents passed by second year students when they were in their first year still count towards the numerator.

For example, if a student who is currently in her second year of high school passed Living Environment in grade 9 and English and Math A in the current year in grade 10, she would contribute 3 (for the 3 tests passed) to the numerator and 5 (for all 5 tests that she was eligible to take at the beginning of grade 9) to the denominator. Next year, this same student will contribute 2 to the denominator for her third year of high school because she will only be required to pass 2 of the 5 required subjects.

Exams that transfer students had passed before entering a school are excluded from both the numerator and denominator. Regents exams passed in middle school are also excluded from the numerator and denominator. Subjects in which a student has received a Regents waiver ("WA") will be excluded from the denominator for that student unless he attempts a Regents exam in that subject.

All second, third, and fourth year students enrolled at the school, 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 requirement can be satisfied by passing either Integrated Algebra, Geometry, Algebra II/Trigonometry or Math B. The Science requirement can be satisfied by passing any of the following Regents exams: Chemistry, Earth Science, Living Environment, or Physics.

Passing scores on RCT exams and scores of "PR" on component re-tests also count as passing for purposes of this measure. Since NYSAA-eligible students are exempt from Regents, they are excluded from this metric.

III.8 - 12 Weighted Regents Pass Rates

On a Citywide basis, students' entering proficiency, as measured by their performance on State Grade 8 subject tests, is predictive of their likelihood of passing the high school 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.

Each student has a possible weight for each exam. These weights are based on the performance decile in the corresponding 8th grade test. Where a student's average 8th grade proficiency is not available, a student's demographic characteristics are used as a proxy to predict his likelihood of passing the high school Regents exams. The tables of weights used can be found in Appendix C.

Students who are less likely to pass the exam are weighted to contribute more points to this metric. If only one in five students with Student A's entering proficiency is expected, based on prior experience of all City students, to pass a subject Regents test, then that student's weight on that Regents is five. If one in two students with Student B's entering proficiency passed the Regents, then that student's subject weight is two. When Student A passed the Regents with 65 or higher, he would contribute five to his school's weighted Regents pass rate. When Student B passed with 65 or higher, he would contribute two.

Because the weight that each student contributes is inversely proportional to his/her expectation of pass the Regents test, schools have a statistical expectation of about 1.00 on these measures (the exact expectation varies slightly due to the inclusion/exclusion criteria).

There are 11 Regents that can count toward Weighted Regents Pass Rate, divided into five subjects:

Subject	Exam
English	English
U.S. History	U.S. History
Global History	Global History
Science	Living Environment
	Earth Science
	Chemistry
	Physics
Math	Math B
	Integrated Algebra
	Geometry
	Algebra II

Each of these exams has the potential to count towards the metric. However, every exam taken does not necessarily count towards the metric. The rules for including and excluding exams for Weighted Regents Passing Rate are:

General Rules for including / excluding exams

- Only exams taken in January, June, or August 2010 can be included in the 2009-2010 weighted Regents passing metric.
- January exams are attributed to the school where the student is registered on January 1st. June and August exams are attributed to the school where the student is registered on June 1st.
- Regents or RCT's with a score of ABS (absent) not count toward Weighted Regents Pass Rate.

Rules for including / excluding exams passed in 2009-2010

- The exam is included if it is the first time the student passed that exam
- The exam is excluded if the student has already passed the same exam at an earlier date

Rules for including / excluding exams failed in 2009-2010

- Failures are excluded if the student passed or passes an exam in the same subject (or the same exam):
 - In a previous year, or
 - In a previous term, or
 - In the same term, or
 - At the same school in a future term in the same school year
- If there are multiple failures by the same student in the same year in the same subject at the *same* school, then a maximum of one of the failures will be included.
- If there are multiple failures by the same student in the same year in the same subject at *different* schools, then, at most, one failure is included at each school.

IV. Exemplary Student Outcomes - Additional Credit

Schools can earn additional credit based on their percentage of students in the Lowest Third Citywide earning a 75 or higher for the first time on an ELA or Math Regents. 75 is the cut-off the City University of New York uses to exempt students from having to take remedial classes in college.

Schools can also earn additional credit based on the 4-year weighted diploma rates of groups of students that have been historically lower-performing. These groups include English Language Learners (ELL's), Special Education Students, and Students in the Citywide Lowest Third.

Schools earn additional credit if the percentage of students, in any of these categories, is greater than or equal to the additional credit cut scores. Specifically, 3.0 points are added for each measure in which the school's percentage of qualifying students making exemplary gains is in the top 20% of schools' outcomes, and 1.5 points are added for each measure in which the school's percentage of qualifying students is in the top 40% (but not the top 20%) of schools' outcomes.

The cut scores to determine the top 20 and 40% for each additional credit measure were established based on the performance of schools during the 2008-09 school year. The minimum score cut-offs to earn exemplary gains in each category are listed in Appendix B.

The percentage of students in each category making exemplary gains is indicated on the Progress Report followed by a notation indicating whether the school received additional credit for gains among any relevant category of students.

If the school serves only a small number of students in the relevant groups, then the school is not eligible for additional credit in those categories. For the Math and ELA measure this means 15 or more students. For the Weighted Diploma Rate measures this means 10 or more students. Schools without enough students to qualify have a “—“ in that category.

IV.1 Four-Year Weighted Diploma Rate for Students with Disabilities

IV.2 Four-Year Weighted Diploma Rate for English Language Learners

IV.3 Four-Year Weighted Diploma Rate for Students in the Citywide Lowest Third

These metrics are calculated in the same way as Four-Year Weighted Diploma Rate in the Student Performance category. The difference is that each metric is limited to students in each of the specified groups.

For the purposes of additional credit, students are included in the Special Education group if their CAP program code indicates a placement in self-contained, CTT, or SETSS. Students with IEP's who only receive Related Services will not be included in the special education additional credit measure starting with the 2009-2010 progress report. The reason for this is that, historically, these students have performed as well on Regents as their general education classmates.

IV.4 Lowest Third Citywide Regents – English

This measure evaluates the percentage of students in the Lowest Third Citywide that pass the English Regents exam with a 75 or higher. Students who have previously

passed the English Regents exam with a 75 or higher are excluded from the measure. Only students in the Lowest Third Citywide who take the English Regents count towards the denominator.

IV.5 Lowest Third Citywide Regents – Math

This measure evaluates the percentage of students in the Lowest Third Citywide that pass a Math Regents exam with a 75 or higher. Students who have previously passed the Math Regents exam with a 75 or higher are excluded from the measure. Only students in the Lowest Third Citywide who take a Math Regents count towards the denominator.

Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category of the Proximity to Peer Horizon (x3) and Proximity to City Horizon (x1) measures for School Environment, Student Performance, and Student Progress. As the weighting indicates, Proximity to Peer Horizon counts three times as much as Proximity to City Horizon. These weighted values within each category are then averaged to create scores for School Environment, Student Performance, and Student Progress. The school's overall score is a weighted average of School Environment (15%), Student Performance (25%), and Student Progress (60%) plus any additional credit earned by the school.

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

<i>Category Measure</i>	<i>Total points</i>	<i>Peer Horizon point values (75% of total)</i>	<i>City Horizon point values (25% of total)</i>
School Environment	15.0	11.25	3.75
Academic Expectations	2.5	1.875	0.625
Communication	2.5	1.875	0.625
Engagement	2.5	1.875	0.625
Safety and Respect	2.5	1.875	0.625
Attendance	5.0	3.75	1.25
Student Performance	25.0	18.75	6.25
4-Year Graduation Rate	6.25	4.6875	1.5625
4-Year Weighted Diploma Rate	6.25	4.6875	1.5625
6-Year Graduation Rate	6.25	4.6875	1.5625
6-Year Weighted Diploma Rate	6.25	4.6875	1.5625

<i>Category Measure</i>	<i>Total points</i>	<i>Peer Horizon point values (75% of total)</i>	<i>City Horizon point values (25% of total)</i>
Student Progress	60.0	45.0	15.0
% of Students Earning 10+ Credits in Year 1	5.0	3.75	1.25
% of Students in the School's Lowest Third Earning 10+ Credits in Year 1	5.0	3.75	1.25
% of Students Earning 10+ Credits in Year 2	5.0	3.75	1.25
% of Students in the School's Lowest Third Earning 10+ Credits in Year 2	5.0	3.75	1.25
% of Students Earning 10+ Credits in Year 3	5.0	3.75	1.25
% of Students in the School's Lowest Third Earning 10+ Credits in Year 3	5.0	3.75	1.25
Average Completion Rate for Remaining Regents	5.0	3.75	1.25
Weighted Regents Pass Rate – English	5.0	3.75	1.25
Weighted Regents Pass Rate – Math	5.0	3.75	1.25
Weighted Regents Pass Rate – Science	5.0	3.75	1.25
Weighted Regents Pass Rate – US History	5.0	3.75	1.25
Weighted Regents Pass Rate – Global History	5.0	3.75	1.25

A school's overall score is then assigned a percentile ranking based on the range of all scores Citywide during the 2009-2010 academic year.

Letter grades are assigned to schools based on their overall score as well as their category scores. The cut scores for each letter grade are included in Appendix A.

Appendix A: Cut Scores for Grades

Cut scores for overall and category grades vary by school type. The below tables show the cut scores for each grade on the 2009-10 High School Progress Report.

High Schools

<i>Grade</i>	<i>Overall</i>	<i>School Environment</i>	<i>Student Performance</i>	<i>Student Progress</i>
A	70	10.5	17.5	42.0
B	58	8.7	14.5	34.8
C	47	7.1	11.8	28.2
D	40	6.0	10.0	24.0

Appendix B: Cut Scores for Additional Credit

Additional credit is based on the percentage of students within a population that achieve exemplary gains. If a school's percentage of students achieving exemplary gains is higher than the percentages in the table, that school earns additional credit. If a school's percentage is in the Top 20%, that school earns 3.0 points of additional credit for that measure. If a school's percentage is in the Top 40% (but not top 20%) that school earns 1.5 points of additional credit for that measure.

Cut scores for additional credit vary by school type. The cut scores for the 2009-2010 Progress Report are:

Four-Year Weighted Diploma Rate

<i>Category</i>	<i>4-Year Weighed Diploma Rate</i>	
	<i>Top 40%</i>	<i>Top 20%</i>
Specail Edcuation : CTT, SETSS, or Self-Contained	172.7%	236.4%
English Language Learners	120.0%	153.8%
Students in the Citywide Lowest Third	125.0%	149.3%

Lowest Third Citywide Regents

<i>Category</i>	<i>Lowest Third Citywide Regents</i>	
	<i>Top 40%</i>	<i>Top 20%</i>
ELA Regents – 75 or higher	17.6%	24.1%
Math Regents – 75 or higher	3.4%	6.7%

Appendix C: 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.

Students without 8th grade New York State tests are assigned a “decile equivalent” based on their demographic characteristics.:

<i>Demographic Characteristic</i>	<i>Weight</i>
Black / Hispanic	+1
Free Lunch	+1
Special Education	+2
English Language Learner	+2 (English Regents only)
Students with interrupted formal education (SIFE)	+1 (English Regents only)

A student’s weight is added to 11 to determine his “decile equivalent”. For example, a student who was Free Lunch and an English Language Learner would have a weight of 3 for the ELA Regents, and thus his ELA decile equivalent would be 14 (11+3).

When a student passes a Regents exam, he receives the weight corresponding to his decile for that Regents subject. If a student fails a Regents exam, he receives a weight of zero for that Regents subject. Because Algebra II was given for the first time this year, decile weights for that exam will not be available until after the August administration.

English and History Regents

<i>Decile*</i>	<i>English</i>	<i>U.S. History</i>	<i>Global History</i>
1	4.71	3.60	5.68
2	2.39	2.51	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	1.02	1.03	1.04
10	1.01	1.00	1.01
11	1.12	1.17	1.30
12	1.31	1.43	1.71
13	1.44	1.66	1.95
14	1.87	3.18	5.02
15	2.03	3.35	5.56
16	2.86	NA	NA
17	5.21	NA	NA
18	10.00	NA	NA

Math Regents

<i>Decile*</i>	<i>Integrated Algebra</i>	<i>Geometry</i>	<i>Algebra II</i>	<i>Math B</i>
1	12.99	20.00	20.00	8.81
2	6.89	15.00	17.50	6.51
3	4.64	10.04	13.52	6.02
4	2.94	6.10	10.95	4.93
5	2.09	4.21	7.58	4.58
6	1.50	2.89	5.43	3.47
7	1.24	2.00	3.34	2.66
8	1.09	1.48	2.33	1.98
9	1.03	1.18	1.61	1.45
10	1.00	1.04	1.14	1.10
11	1.35	1.26	1.41	1.33
12	1.91	1.88	1.84	1.69
13	2.58	2.83	2.95	2.32
14	5.22	5.38	5.50	6.67
15	9.41	10.00	10.00	10.00

Science Regents

<i>Decile*</i>	<i>Living Environment</i>	<i>Earth Science</i>	<i>Chemistry</i>	<i>Physics</i>
1	6.33	10.05	10.01	5.42
2	3.77	6.92	7.75	5.12
3	2.63	4.66	6.46	4.29
4	1.98	3.51	5.20	3.27
5	1.59	2.61	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	1.21	1.45	1.30	1.18
12	1.54	2.08	1.81	1.43
13	1.68	2.35	2.34	1.89
14	4.01	4.82	3.97	6.67
15	4.32	6.40	10.00	10.00

Appendix D: Graduation Cohorts and Discharge Codes

Students are attributed for graduation to the last diploma-granting high school the student attended as of June 30th of their 4th year of high school. Students who “transfer” to non-diploma granting programs stay on the graduation cohort of the last diploma-granting school. Examples of non-diploma granting programs include GED programs, YABC programs, suspension centers, LYFE Program (for pregnant students), home and hospital instruction, and academies for incarcerated students or students in drug treatment (Passages, Island, Horizon, and Phoenix academies).

The following table provides the graduation cohort placement criteria:

<i>ATS Cohort Year Letter</i>	<i>Grade 9 Entry Year (non-NYSAA students)</i>	<i>Birth Data Range (NYSAA-eligible Students)</i>	<i>Expected Graduation Year</i>
J	2004-05	7/1/87 – 6/30/88	2007-08
K	2005-06	7/1/88 – 6/30/89	2008-09
L	2006-07	7/1/89 – 6/30/90	2009-10
M	2007-08	7/1/90 – 6/30/91	2010-11
N	2008-09	7/1/91 – 6/30/92	2011-12

The following discharge codes remove a student from a school’s cohort:

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

Appendix E: Changes made to the Progress Report from 2009 to 2010

In an effort to strengthen the Progress Report evaluation, various changes were made to the Progress Report that will go into effect for the 2009-2010 school year. The changes are based on feedback from principals, network staff, parents and union leaders.

Change #1: Graduation Weights

Previously, any student with an IEP received the same bonus multiplier on graduation weight. Now, the multiplier depends on the placement assigned to the student in CAP. Students who receive only related services do not receive a multiplier.

<i>Demographic Characteristic</i>	<i>Diploma Weight Multiplier</i>
Over Age 16 on December 31 st of 9 th Grade Entry Year	x2
Special Education: SETSS	x2
Special Education: Team Teaching (CTT)	x3
Special Education: Self-Contained	x4

Previously, any student with an IEP received the same multiplier to diploma weight. Now, the multiplier depends on the placement assigned to the student in CAP. Students who receive only related services do not receive a multiplier.

The reason for this change is that our research shows that students in different placements perform very differently. Students who receive related services only tend to progress in their proficiency at about the same rate as general education students. SETSS students progress at a lower rate, CTT even lower than that, and Self-Contained progress at the lowest weight.

Under this system, schools will be additionally recognized for helping our highest-need students achieve Regents Diplomas.

Change #2: Additional Credit

Previously, schools received additional credit for Exemplary Student Outcomes for students in certain groups achieving 11 or more credits. This year the focus of the additional credit measures has shifted from credit accumulation to weighted diploma weights. The reason for this is that a student from one of these groups achieving a Regents Diploma is more in line with the concept of an Exemplary Outcome than simply accumulating credits.

Change #3: NYSAA-eligible students

This year, NYSAA-eligible students are excluded from credit accumulation and Regents completion metrics. Often these students are on a non-credit bearing schedule and they are generally exempt from Regents.

Change #4: High School Peer Index

This year we added a new subtraction factor in the peer index based on the percentage of Self-Contained students. The new peer index formula is:

Average student proficiency (based on the students' 8th grade ELA and Math State test scores)
minus
(2 X percentage of Special Education students)
minus
(2 X percentage of Self-Contained special education students)
minus
(percentage of over-age students.)

The reason for this is similar to the reason for change #1: Self-contained students historically do much worse than Special Education Students in general so addressing this challenge should be reflected in the peer index.

Change #5: Peer Groups and Reference Values

Last year, peer groups and reference values were frozen between 2007-2008, and 2008-2009. This year we are re-calculating the peer groups and reference values for 2009-2010. This way, the reference values will be more up-to-date.

Change #6: Letter Grade Cutoffs

Schools continue to achieve better outcomes each year and it is important to raise the cut scores to account for this growth. The cut scores for 2009-2010 are:

<i>Grade</i>	<i>Overall</i>	<i>School Environment</i>	<i>Student Performance</i>	<i>Student Progress</i>
A	70.0	10.5	17.5	42.0
B	58.0	8.7	14.5	34.8
C	47.0	7.1	11.8	28.2
D	40.0	6.0	10.0	24.0