

This document describes changes proposed for the 2009-10 Progress Reports, and includes answers to frequently asked questions about the changes. To ask questions about or give feedback on the proposals, attend a [feedback session](#) or email PR_Support@schools.nyc.gov.

Proposed Changes

Progress Report Component	2008-09 Measure	Proposed Change for 2009-10	Reasons for Proposed 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.	All Self-Contained/CTT Students receive triple the graduation weight for graduating with a Local Diploma or higher; SETTS Students will continue to receive double the graduation weight for graduating with a Local Diploma or higher.	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>Percentage of students who graduate with a Local or Regents Diploma for the following sub-groups (3 points each):</p> <ul style="list-style-type: none"> ▪ Self-Contained/CTT Students ▪ SETTS Students ▪ English Language Learners ▪ 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. 	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. Peer groups	Peer groups for each school were the same in 2007-08 and	Update the peer index for each school based on student	Ensure an up-to-date peer comparison on the Progress

Progress Report Component	2008-09 Measure	Proposed Change for 2009-10	Reasons for Proposed Change
	2008-09.	proficiency/ demographics in 2009-10 and update peer groups.	Report.
5. 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.
6. 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 – 60 ▪ C – 51 ▪ D – 44. 	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 (the same formula that has been in place since 2007-08).

Peer index =

Average 8th grade ELA and Math proficiency –

2 * % of Special Education 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. Why are Self-Contained and CTT students being grouped together for purposes of the additional credit measures?

This policy is intended to promote movement of students with disabilities to less restrictive environments and ensure continued access to the General Education curriculum .

5. 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 year. That program status will be used to classify that student for purposes of the 2009-10 Progress Report. To continue to encourage schools to move students to more inclusionary settings, students will retain their program status until the end of their high school tenure.

6. What should I do if I have a question about or want to give feedback on the proposed changes?

Attend a feedback session or email PR_Support@schools.nyc.gov. If you would like to attend one of the feedback sessions, please RSVP to PR_Support@schools.nyc.gov specifying which session you would like to attend.

- Bronx – One Fordham Plaza, Room 853 – February 9th – 3:30pm-5:30pm
- Manhattan – 333 7th Ave., 8th Floor Large Conference Room – February 12th – 3:30pm-5:30pm
- Brooklyn – 131 Livingston Street, Room 304 – February 25th – 3:30pm-5:30pm
- Staten Island – Building A at the Petrides Complex, Room 317 – March 1st – 3:30pm-5:30pm
- Queens – 28-11 Queens Plaza North, Room 510 – March 2nd – 3:30-5:30pm

7. When will the changes be finalized?

Final changes based on feedback will be announced in March.

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

After the changes are finalized, each school will receive a Progress Report Modeler that includes updated peer and city horizons and reflects all of the finalized changes to the metrics.