

This document describes changes to the methodology for the 2010-11 District 75 Progress Reports, discusses additional changes under consideration for the 2011-12 Progress Reports, and provides answers to frequently asked questions. If you have any additional questions, please contact PR_Support@schools.nyc.gov. **Bold text reflects a revision since the initial proposal from February, based on feedback from principals, network staff, and school staff.**

Final Changes

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
1. Additional credit for integration into general education school for 9 th graders	Students who moved from 8 th grade at a District 75 school to 9 th grade at a general education school were not counted the metric for integration into the general education school.	Students who were in 8 th grade in 2009-10 and in 9 th grade in 2009-11 will count toward the denominator of the metric if they were in a D75 school in 2009-10. If they were also in a non-D75 school in 2010-11, they will contribute one point to the numerator.	We have received feedback from principals that these students should be reflected in this metric because the middle school prepared them for a general education high school.
2. Progress Report grades and grade cutoffs	Because 2009-10 was the first year of the District 75 Progress Reports, we employed a set grade distribution.	We will retain a set grade distribution for 2010-11. The grade distribution will be: <ul style="list-style-type: none"> • 25% As • 35% Bs • 30% Cs • 7% Ds • 3% Fs 	As the State tests in English and Math continue to evolve, we will continue to set the grade distribution in advance. The distribution will be the same as in general education elementary/middle schools.

Technical Changes

We also propose two technical changes affecting certain calculations:

- Previously, horizon scores were allowed to go below zero or above 100%. Now, the lowest possible peer or city horizon score is 0%. The highest possible horizon score is 100%. This will ensure that each metric stands on its own, and results on one metric do not overshadow other metrics in the same section.
- The metrics in the performance section based on median proficiency rating will now be based on average (mean) proficiency rating. While the median provides a good indication of the performance of the typical student, the mean provides a better estimate of the performance of all students including those who are near the top or bottom of the performance scale.

Changes under Consideration for 2011-12

The State education department has begun to explore using growth percentiles, similar to those we use in the elementary/middle school Progress Report, in the State accountability system. As we work with the State to develop an aligned methodology, the way we calculate growth percentiles on the Progress Report may change.

In response to feedback, we are exploring finding more timely sources of data to use to calculate the less restrictive environment metric. Our goal there would be to create less lag time between the placement of a student and the contribution to the metric. We also plan to examine the attribution of disciplinary incidents that occur on school buses.

Frequently Asked Questions

1. *How will grades be determined for 2010-2011?*

As State tests continue to evolve, we will continue to assign grades based on a set distribution. **The grade distribution for 2010-11 will be: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.**

2. *By basing horizons on the 2008-09 and 2009-10 school years, does this mean that schools will still be held to the same high benchmarks in the Student Performance section as they were last year?*

Yes. We propose to keep the same high standards we had last year with the expectation that schools and students will rise to the challenge of the higher proficiency standards.

3. *Will I be able to use a modeler to estimate my letter grade?*

Principals provided two points of feedback on modelers in previous years:

- They are available too late in the school year to be useful for goal-setting.
- They are subject to change so do not accurately predict Progress Report results.

In light of these considerations, we are discontinuing the modeler. Instead, we are exploring alternate ways to provide more timely guidance for school goal-setting based on the Progress Report.

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

Please email PR_support@schools.nyc.gov with any questions.