

Educator Guide

**The New York City
Progress Report**
Elementary/Middle School

Updated: March 10th, 2011

The New York City Progress Report Elementary/Middle 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 ensure that every student realizes his or her full potential.

Progress Reports are issued annually near the start of the school year. The exact timing depends upon New York State's announcement of the results of its English Language Arts (ELA) and mathematics examinations.

The Progress Report, Quality Review, and New York State Annual School Report Card are three separate and complementary 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 at the school to:

- Track the capacities and needs of each student.
- Plan and set rigorous goals for each student's improved learning, to focus the school's
- Constantly evaluate the effectiveness of plans and practices 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, but 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 as part of 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.

Definitions

Peer Schools are schools that serve similar populations in terms of grade span, demographic composition, and/or average incoming State exam scores. To determine the peer groupings, all elementary and middle schools are divided into one of four grade spans: (1) Grades K-3 (2) Grades K–5, (3) Grades K–8, and (4) Grades 6–8. The following table lists the rules for handling different grade combinations:

Progress Report School Type Categories*	Actual Grade Served
Early childhood schools (K-3)	K-2, K-3
Elementary schools (K-5)	K-4, K-5, K-6
K-8 schools (K-8)	K-7, K-8, and K-12 (minus grades 9-12)
Middle schools (6-8)	5-8, 6-8, and 6-12 (minus grades 9-12)
High schools (9-12)	9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8)

This document details the rules for evaluating three categories: Elementary Schools, K-8 Schools, and Middle Schools. Early childhood grade spans (K-3) and high school grade spans (9-12) are the subject of separate Progress Reports and have separate educator’s guides. A school that serves grades 6-12 will receive two separate Progress Reports with two separate grades: one for high school and one for middle school. District 75 schools that specialize in serving students with disabilities also have a separate progress report, as do High School Transfer schools and YABC programs.

Elementary and K-8 schools are ranked by a “peer index,” which is the weighted average of the percentage of students at the school eligible for free lunch (the Title I Free Lunch rate) (30%), percentage of Black/Hispanic students (30%), percentage of the student population with Individual Education Plans (30%), and percentage of the student population made up of English Language Learners (10%). This creates a single score that can range from 0%-100%.

Middle schools are also ranked 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’ 4th grade ELA and Math State test scores)

minus

(2 X percentage of students with IEP’s)

An elementary school or middle school’s peer group consists of the twenty schools above and twenty schools below it in the same school type category when ranked by peer index. A K-8 school’s peer group consists of the fifteen schools above it and fifteen schools below it in the same school type category when ranked by peer index.

A school’s peer index for the 2009-10 school year was determined based upon the students included on its October 31st, 2009 audited register.

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 2008-10 (school years 2008-09 and 2009-10). For each element in the Progress Report, the peer range is the range of scores earned by peer schools in the 2008-10 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 other City schools of the same school type. The citywide range is calculated using the same method as the peer range. The only difference is that the citywide range considers all schools of the same type (K-5, K-8, or 6-8) in the city.

Students in a School’s Lowest Third

A school’s lowest third in ELA is the third of students at the school in each grade who scored the lowest on the State ELA exam the previous year. Similarly, the school’s lowest third in mathematics is the third of students in each grade who scored the lowest on the State math exam the previous year.

Students in Lowest Third Citywide

Students in the lowest third Citywide in ELA scored less than or equal to the lowest third Citywide cutoff for their grade on the State ELA exam last year. The lowest third Citywide cutoffs were determined based on the bottom third of students in a grade Citywide based on the 2009 ELA exam. Similarly, students in the lowest third

Citywide in mathematics scored less than or equal to the lowest third Citywide cutoff for their grade on the State math exam last year. The preliminary lowest third Citywide cut-offs can be found in Appendix C.

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 “–”.

Attribution of Students to Schools

Students are attributed to schools based on the October 31st audited register. We use the enrollment from this register because it is audited and because this is also used to allocate funds to schools. For a student to be included in a school’s Student Performance or Progress measures for 2009-2010, that student must be on the school’s audited register as of October 31st, 2009.

Performance Levels

The State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State ELA and mathematics exams. These performance levels reflect the extent to which the student demonstrates the level of understanding expected at his/her grade level.

Level 1: Not Meeting Learning Standards

Student performance does not demonstrate an understanding of the content expected at this grade level.

Level 2: Partially Meeting Learning Standards

Student performance demonstrates a partial understanding of the content expected at this grade level.

Level 3: Meeting Learning Standards

Student performance demonstrates an understanding of the content expected at this grade level.

Level 4: Meeting Learning Standards with Distinction

Student performance demonstrates a thorough understanding of the content expected at this grade level.

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.

Elements of the Progress Report

Considerations in Computing the Overall Progress Report Grade

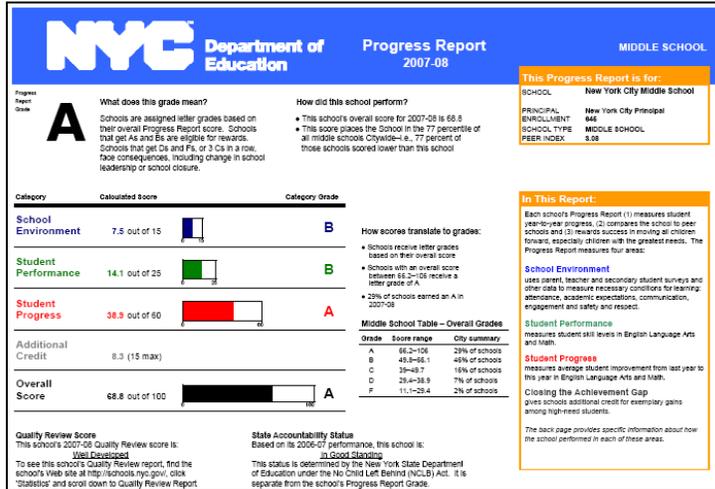
A Progress Report grade of A, B, C, D, or F is assigned to each school based on a weighted average of the Category Elements plus any additional recognition the school obtains based on Exemplary Student Outcomes. The category elements (described in detail below) include three main areas of measurement: (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 number of students at a school that have reached proficiency in ELA and mathematics. It also measures the median proficiency levels of all students in grades 3 through 8 at a school in a given year. Each of the four metrics counts for 6.25% of the overall score.
- III. **Student Progress** (60% of overall score): measures how student proficiency has changed in the past year. Progress indicators track the yearly gain or loss in ELA and mathematics proficiency of the same students as they move from one grade to the next at the school. A student's growth percentile indicates the percentage of students, starting at the same test score, whom the student's growth exceeded. These measures focus on the capacities students develop as a result of attending the school, not the capacities they bring with them on the first day. The metric is calculated for all students and for students in each school's lowest one-third, as determined by the previous school year's ELA and Math proficiency ratings. Each of these four metrics counts for 15% of the total score.

Schools can earn additional credit in the Exemplary Student Outcomes category. Schools earn points here when their high-need students achieve exemplary outcomes. This component of the score can only improve a school's overall Progress Report Score. It cannot lower a school's score.

The picture below shows the cover page of the Elementary/Middle School Progress

Report.



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 Progress Report Modeler tool is available to help schools understand how to improve their Progress Report score. The methodology for determining the letter grades is covered 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 creates an environment conducive to 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 on a 0 to 10 scale, which appear on the Progress Report. Domain scores by respondent groups 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.

I.5 Attendance

The attendance rate includes the attendance for all K-8 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. Pre-K attendance is excluded for any school that has a Pre-K grade.

II. Student Performance (25 points)

To be included in the Student Performance measures, a student must be on the school's October 31, 2009 audited register and must have a valid score for the 2010 New York state Math or ELA exam. The following two measures are determined for ELA and Math based on the 2010 tests.

II.1 Percentage of Students at Proficiency (Level 3/4)

This measure indicates the percentage of students attributed to the school who are performing at or above proficiency as defined by New York State on ELA and mathematics in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

II.2 Median Student Proficiency

This measure represents the median Proficiency Rating for all students attributed to the school. The "median" is the midpoint of all students: half of all students had a higher score; half had a lower score. As is described in the definition of Proficiency Ratings above, this Median Proficiency Rating is measured on a scale of 1.00 to 4.50, based on the scale score.

III. Student Progress (60 points)

To be included the school's Student Progress measures, a student must:

- Be on the school's October 31, 2009 audited register
- Be in at least 4th grade in 2009-10. Progress cannot be determined until we have two years of test data for a student
- Have taken the New York State test one grade level higher in 2010 than the student did in 2009 (i.e., if the student took the 4th grade test in 2009, she must have taken the 5th grade test in 2010)

The following two measures are determined for ELA and Math based on the 2009 and 2010 tests.

III.1 Median Growth Percentile

This measure calculates the median (middle) growth percentile of a school's eligible

students. A student's growth percentile is determined by comparing that student's 2010 proficiency rating with the 2010 proficiency ratings of all other students citywide who had the same 2009 proficiency rating. A student's growth percentile indicates the percentage of students, starting at the same place, whom the student's growth exceeded.

For example, let's say we have a student who scored 3.04 on the 3rd grade ELA in 2009 then scored 3.21 on the 4th grade ELA in 2010. In order to find this student's growth percentile we compare the student's 4th grade result to the group of students in the city who got the same score as he did in the 3rd grade. Among this group of students, 62% scored lower than 3.21 and 38% of them scored higher than 3.21. So, this student's percentile growth would be 62.0.

Before calculating a student's growth percentile, his/her 2010 proficiency score may be adjusted:

- If a student had a special education program recommendation of self-contained, CTT, or SETTS (taken from CAP at the end of June 2010), that student will receive an adjustment of +0.25, +0.15, or +0.10, respectively
- All students will also receive a pro-rated Title I Free Lunch adjustment up to +0.10 based on the school's percentage of Title I Free Lunch students (for example, if a school has a Title I Free Lunch percentage of 80%, then each student at the school will receive a progress adjustment of $80\% * 0.10$ or 0.08)
- The special education adjustment and the Title I Free Lunch adjustment are cumulative. For example, a self-contained student at a school that is 80% Free Lunch will receive an adjustment of $0.25 + 0.08$ or 0.33

In an unmodified percentile growth system, we would expect a typical median to be close to 50.0. Because the demographic adjustments can only raise a student's growth percentile, the actual typical median will be over 50. By examining the peer and city minimums and maximums, you can judge how your students' growth compares to students at similar schools.

III.2 Median Growth Percentile for Students in School's Lowest Third

This measure is identical to the previous measure except it includes only the lowest-performing third of students within each grade and subject in the school. The lowest one-third is defined above and is based on the students' scores on the relevant test in the previous year. Only students who are eligible for inclusion in the progress measures are counted towards the lowest one-third calculation. The minimum number of students for this metric is 15. If there are less than 15 in the lowest third, then the lowest 15 are considered in this metric.

IV. Additional Credit

IV.1 Percent in 75th Growth Percentile in ELA and Math among Students with CTT, SETSS, or self-contained placements

IV.2 Percent in 75th Growth Percentile in ELA and Math among English Language Learners

IV.3 Percent in 75th Growth Percentile in ELA and Math among the Lowest Third Citywide

Exemplary Student Outcomes are measured by the percentage of particular groups of students who show a percentile growth of 75 or higher. These measures afford schools “additional credit” for exemplary gains. The student groups whose gains can result in additional credit for Exemplary Student Progress are: (1) English language learners, (2) Students with disabilities, and (3) students in the lowest third citywide. It is possible that students may belong to more than one of these groups. If so, any student-level increases are double- or triple-counted in crediting the school with additional credit towards its overall grade. In this way, schools with exemplary instruction and progress are encouraged to enroll students most in need of improvement and to enable those students to make exemplary gains.

Schools receive additional credit for Exemplary Student Outcomes if the percentage of students who make exemplary gains is greater than or equal to the additional credit cut scores. These cut scores are listed in Appendix B. They were established for each measure based on the performance of schools on these measures during the 2007-08 school year. Specifically, 0.75 points are added for each measure in which the school’s percentage of qualifying students making exemplary gains would have placed them in the top 40% of all schools by school type in 2009-10, and 1.50 points are added for each measure in which the school’s percentage of qualifying students would have placed them in the top 20% of all schools by school type. 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. Categories in which the school has fewer than fifteen students are represented with the symbol “–”.

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 is that, historically, these students have achieved Math and ELA progress comparable to their general education classmates.

IV.4 Percent Proficient in Math and ELA among students in self-contained classes

IV.5 Percent Proficient in Math and ELA among students in CTT classes

IV.6 Percent Proficient in Math and ELA among students in SETSS classes

There are also additional credit measures for each of three types of students with disabilities. These measures are based on the percent of students scoring proficient (level 3 or above). The top 20% of schools in each of these measures will receive 1.0 points additional credit. Schools in the top 40%, but not the top 20% will receive 0.5

points.

Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category of the Proximity to Peer Horizon (75%) and Proximity to City Horizon (25%) 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
ELA – Percentage of Students at Proficiency	6.25	4.6875	1.5625
ELA – Median Student Proficiency	6.25	4.6875	1.5625
Math – Percentage of Students at Proficiency	6.25	4.6875	1.5625
Math – Median Student Proficiency	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
ELA – Median Growth Percentile	15	11.25	3.75
ELA – Median Growth Percentile for Students in School’s Lowest Third	15	11.25	3.75
Math – Median Growth Percentile	15	11.25	3.75
Math – Median Growth Percentile for Students in School’s Lowest Third	15	11.25	3.75

A school’s overall score is then assigned a percentile ranking based on the range of all scores Citywide, by school type, during the 2009–2010 academic year.

Letter grades for the 2009-10 Progress Reports will be assigned to schools based on their percentile ranking.

Appendix A: Cut Scores for Grades

Cut scores for overall and category grades vary by school type. Changes in the timing, content, and scaling of the State tests made it difficult to set meaningful cut scores in advance. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a set grade distribution: 25% As, 35% Bs, 25% Cs, 10% Ds, and 5% Fs.

There are three possible cases where a school would receive a grade higher than the grade otherwise implied by their overall score and percentile rank:

- a. If the school earned an “A” in 2008-2009, the lowest possible grade it can receive for 2009-2010 is a “C”
- b. If the school earned a “B” in 2008-2009, the lowest possible grade it can receive for 2009-2010 is a “D”
- c. If the school’s average Math and ELA score is in the top 25% of schools of that type in the City, the lowest possible grade the school can receive for 2009-2010 is a “C”

These provisions were applied after determining the set grade distribution. In other words, no school that would receive a C based on its percentile was “bumped down” due to a different school receiving a C through these provisions.

The category cut scores are derived from the overall cut scores. For example, the cut-off for an A in the School Environment section is roughly 15% of the cut-off for an overall A; the cut-off for a B in Student Performance is roughly 25% of the cut-off for an overall B.

Elementary Schools

<i>Grade</i>	<i>Overall</i>	<i>School Environment (15% of overall cut)</i>	<i>Student Performance (25% of overall cut)</i>	<i>Student Progress (60% of overall cut)</i>
A	≥ 58.5	≥ 8.7	≥ 14.6	≥ 35.1
B	40.7 – 58.4	6.0 – 8.6	10.1 – 14.5	24.3 – 35.0
C	29.1 – 40.6	4.3 – 5.9	5.8 – 10.0	17.4 – 24.2
D	19.1 – 29.0	2.8 – 4.2	1.6 – 5.7	11.4 – 17.3
F	≤ 19.0	≤ 2.7	≤ 1.5	≤ 11.3

K-8 Schools

<i>Grade</i>	<i>Overall</i>	<i>School Environment (15% of overall cut)</i>	<i>Student Performance (25% of overall cut)</i>	<i>Student Progress (60% of overall cut)</i>
A	≥ 57.1	≥ 8.5	≥ 14.2	≥ 34.2
B	41.2 – 57.0	6.1 – 8.4	10.3 – 14.1	24.7 – 34.1

C	29.5 – 41.1	4.4 – 6.0	6.1 – 10.2	17.7 – 24.6
D	18.0 – 29.4	2.7 – 4.3	3.0 – 6.0	10.8 – 17.6
F	≤ 17.9	≤ 2.6	≤ 2.9	≤ 10.7

Middle Schools

<i>Grade</i>	<i>Overall</i>	<i>School Environment (15% of overall cut)</i>	<i>Student Performance (25% of overall cut)</i>	<i>Student Progress (60% of overall cut)</i>
A	≥ 62.1	≥ 9.3	≥ 15.5	≥ 37.2
B	42.6 – 62.0	6.3 – 9.2	10.6 – 15.4	25.5 – 37.1
C	30.6 – 42.5	4.5 – 6.2	6.5 – 10.5	18.3 – 25.4
D	18.5 – 30.5	2.7 – 4.4	3.7 – 6.4	11.1 – 18.2
F	≤ 18.4	≤ 2.6	≤ 3.6	≤ 11.0

Appendix B: Cut Scores for Additional Credit

Additional credit is based on the percentage of students within a population that achieve exemplary outcomes. If a school's percentage of students achieving exemplary outcomes is higher than the percentages in the table, that school earns additional credit. If a school's percentage is greater than or equal to the Top 20% cut score, that school earns the full amount of additional credit for that measure. If a school's percentage is greater than or equal to the Top 40% (but less than the Top 20%), that school earns half the amount of additional credit for that measure.

Cut scores for additional credit vary by school type.

Elementary Schools

Additional Credit	Top 40%	Top 20%
<i>% At or Above Proficiency (up to 1 point each)</i>		
ELA – Self-Contained	5.0%	10.0%
ELA – CTT	16.7%	26.1%
ELA – SETSS	18.8%	28.6%
Math – Self-Contained	13.6%	22.9%
Math – CTT	35.7%	50.0%
Math – SETSS	38.1%	48.8%
<i>% In or Exceeding 75th Growth Percentile (up to 1.5 points each)</i>		
ELA – English Language Learners	47.9%	56.3%
ELA – Lowest Third Citywide	50.0%	57.9%
ELA – Self-Contained, CTT, SETSS	55.6%	64.7%
Math – English Language Learners	40.7%	47.6%
Math – Lowest Third Citywide	45.0%	52.9%
Math – Self-Contained, CTT, SETSS	47.2%	57.1%

K-8 Schools

Additional Credit	Top 40%	Top 20%
<i>% At or Above Proficiency (up to 1 point each)</i>		
ELA – Self-Contained	2.2%	4.8%
ELA – CTT	12.5%	19.9%
ELA – SETSS	13.5%	19.0%
Math – Self-Contained	8.3%	14.0%
Math – CTT	25.4%	36.9%
Math – SETSS	30.4%	39.1%
<i>% In or Exceeding 75th Growth Percentile (up to 1.5 points each)</i>		
ELA – English Language Learners	51.5%	57.7%
ELA – Lowest Third Citywide	51.3%	57.0%
ELA – Self-Contained, CTT, SETSS	53.8%	61.4%
Math – English Language Learners	43.1%	52.2%
Math – Lowest Third Citywide	44.8%	52.2%
Math – Self-Contained, CTT, SETSS	45.2%	52.4%

Middle Schools

Additional Credit	Top 40%	Top 20%
<i>% At or Above Proficiency (up to 1 point each)</i>		
ELA – Self-Contained	1.2%	3.0%
ELA – CTT	7.2%	11.5%
ELA – SETSS	9.5%	16.1%
Math – Self-Contained	4.3%	8.2%
Math – CTT	18.8%	25.0%
Math – SETSS	22.9%	35.3%
<i>% In or Exceeding 75th Growth Percentile (up to 1.5 points each)</i>		
ELA – English Language Learners	52.9%	59.5%
ELA – Lowest Third Citywide	53.0%	58.1%
ELA – Self-Contained, CTT, SETSS	56.6%	62.3%
Math – English Language Learners	45.6%	53.0%
Math – Lowest Third Citywide	46.5%	54.5%
Math – Self-Contained, CTT, SETSS	45.5%	53.1%

Appendix C: Cut Scores for Lowest Third Citywide

Cut scores for the lowest third Citywide additional credit measures are determined by grade level. Any student with a proficiency rating (based on the 2009 State tests) equal to or less than what is noted in the table is considered in the lowest third Citywide for that subject.

<i>Grade</i>	<i>ELA</i>	<i>Mathematics</i>
3	3.01	3.45
4	3.00	3.40
5	3.08	3.41
6	3.07	3.22
7	3.04	3.28
8	2.83	3.06

Appendix D: 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: Growth Percentiles

The Student Progress section will now consist of the following two measures each for ELA and Math:

- Median Growth Percentile
- Median Growth Percentile for Students in the School's Lowest Third

Growth percentiles control for each student's starting proficiency. This ensures the most accurate growth comparison for students, and therefore schools, across the City.

Because the exams are now given near the end of the school year it is no longer necessary to split the credit for progress 60/40 as was done in previous years when a student moved from one school to another.

Change #2: Student Progress Adjustment Factor

The progress adjustment for specific sub-groups of students will be further differentiated. Students with disabilities will receive a progress adjustment based on their program recommendations (taken from CAP at the end of June).

- SETSS students will receive an adjustment of +0.10
- CTT students will receive an adjustment of +0.15
- Self-Contained students will receive an adjustment of +0.25

There is no longer a progress adjustment factor for students with Related Services only; when controlling for starting proficiency, these students make, on average, the same amount of progress as General Education students.

Additionally, each student will receive a pro-rated Title I Free Lunch adjustment of up to +0.10 based on the school's percentage of Title I Free Lunch students. For example, if a school has a Title I Free Lunch percentage of 80%, then each student at the school will receive a progress adjustment of 0.08 (80% * 0.10).

The special education adjustment and the Title I Free Lunch adjustment are cumulative. For example, a self-contained student at a school that is 80% Free Lunch will receive an adjustment of 0.33 (0.25 + 0.08).

The purpose of these adjustments is to recognize the achievement of schools who successfully meet the challenge of educating the highest-need students.

Change #3: Additional Credit

Additional credit will continue to focus on the exemplary outcomes achieved by high need students.

A school can earn up to 1 point of additional credit for its percentage of students at or above proficiency (for ELA and Math) in each of the following high-need categories:

- Self-Contained
- CTT
- SETSS

A school can also earn up to 1.5 points of additional credit based on its percentage of students in or exceeding the 75th growth percentile (for ELA and Math) in each of the following high-need categories:

- English Language Learners
- Students in the lowest third Citywide
- Special Education (Self-Contained, CTT, SETSS)

Change #4: Peer Groups and Peer / City Horizons

A new peer index will be calculated for each school based on the students on its October 31st, 2009 audited register. The methodology used to calculate the peer index will be the same as that used since 2007-08, with a modification for middle schools.

New middle school peer index formula:

Average student proficiency (based on the students' 4th grade ELA and Math State test scores)
minus
(2 X percentage of students with IEP's)

Schools will be assigned to new peer groups based on their 2009-10 peer index (20 schools above, 20 schools below for Elementary and Middle Schools; 15 schools above, 15 schools below for K-8 schools)

In addition, peer and City horizon ranges will be updated based on school performance results from 2008-09 and 2009-10.

Change #5: Progress Report Grades and Cut Scores

Changes in the timing, content, and scaling of the State tests made it difficult to set meaningful cut scores in advance. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a set grade distribution:

25% As
35% Bs
25% Cs
10% Ds
5% Fs

There are three possible cases where a school would receive a grade higher than the grade otherwise implied by their overall score and percentile rank:

- a. If the school earned an "A" in 2008-2009, the lowest possible grade it can receive for 2009-2010 is a "C"
- b. If the school earned a "B" in 2008-2009, the lowest possible grade it can receive for 2009-2010 is a "D"
- c. If the school's average Math and ELA score is in the top 25% of schools of that type in the City, the lowest possible grade the school can receive for 2009-2010 is a "C"

These provisions were applied after determining the set grade distribution. In other words, no school that would receive a C based on its percentile was "bumped down" due to a different school receiving a C through these provisions.