

Educator Guide

The New York City Progress Report Early Childhood Schools 2012-13

Updated: October 18, 2013

For citywide results and more information see:
<http://schools.nyc.gov/ProgressReport>

For a list of changes since 2009-10 see:
<http://schools.nyc.gov/ProgressReport/#changes>

Overview

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 encourage principals and teachers to accelerate academic achievement toward the goal of career and college readiness for all students. 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 leaves school prepared for the next step in his or her education.

The report also enables students, parents, and the public to hold the DOE and its schools accountable for student outcomes and improvement. It is a tool that, along with other information, can assist parents and students in choosing a school.

Progress Reports are issued annually each fall. Each Progress Report is intended to be a one-year snapshot of a school's performance. The methodology has evolved over time to account for feedback from schools and the community, changes in state policy, and higher standards for New York City schools.

The Progress Report is one of three main accountability tools used to evaluate New York City schools. The others are the New York City Quality Review and the New York State School Identifications.

Progress Report Grade

The Progress Report letter grade (A through F) provides an overall assessment of the school's contribution to student learning in four main areas of measurement: (I) Student Progress, (II) Student Performance, (III) School Environment, and (IV) Closing the Achievement Gap.

The overall Progress Report Grade is designed to reflect each school's contribution to student achievement, no matter where each child begins his or her journey to career and college

readiness. The methods are designed to control for demographic characteristics of students so that the final score for each school has as little correlation as possible with incoming student characteristics such as poverty, ethnicity, disabilities, and English learner status. To achieve this, the Progress Report emphasizes year-to-year progress, compares schools mostly to peer schools matched based on students' incoming characteristics, and awards additional credit based on exemplary progress with high-need student groups.

Quality Review Score

The Quality Review score is based on an on-site Quality Review of a school by an experienced educator and designed to measure how well a school is organized to support student learning. The score represents the quality of efforts at the school to:

- Implement a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.
- Consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.
- Consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.
- Align its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.
- Monitor and evaluate progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

The Quality Review Score is evaluated on a four point scale: Well

Developed, Proficient, Developing, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade, but is treated as a different, equally important indicator. A school's most recent Quality Review Score is displayed on the first page of the Progress Report.

New York State School Designations

In 2012, New York State received a waiver to implement a revised accountability system, which will be in place through 2014-15. The system measures student performance on NYS ELA and math exams and Regents exams as well as graduation rates. The system also now incorporates growth measures. State accountability status is not incorporated into the Progress Report Grade, but is another tool used to evaluate school performance.

Definitions

School Type

For purposes of the Progress Report, schools are divided into one or more of eight school types, based on the grade levels and students they serve: (1) Early Childhood schools (2) Elementary schools, (3) K–8 schools, (4) Middle schools, (5) District 75 schools, (6) High schools, (7) Transfer High schools, and (8) Young Adult Borough Center programs. The following table describes the schools that fall into each category:

| Progress Report School Type | Grades and Students Served |
|--|---|
| Early childhood schools | K-2, K-3 |
| Elementary schools | K-4, K-5, K-6 |
| K-8 schools* | K-7, K-8, and K-12 (minus grades 9-12) |
| Middle schools | 5-8, 6-8, and 6-12 (minus grades 9-12) |
| District 75 schools | K-8, focused on students with disabilities |
| High schools | 9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8) |
| Transfer High Schools | 9-12, focused on over-age and under-credited students |
| Young Adult Borough Center (YABC) programs | 9-12, focused on over-age and under-credited students |

* If a new K-8 school has grade 6, but does not have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades 6-12 (or K-12) will receive two separate Progress Reports with two separate grades: one for high school and one for the middle (or K-8) school. In those cases, the first report is based on the students in grades K-8 only and the high school report is based on the students in grades 9-12 only.

This document details the rules for evaluating one school type: Early

Childhood schools. There are separate Educator's Guides for the other school types.

Peer Groups

Overview

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with student populations that are most similar across every student characteristic used for peering. On the Early Childhood Progress Report, all schools with 3rd grade students are potential peers, but only the test results from the 3rd grade students are included in calculations of the peer comparison range.

For Early Childhood schools, each school has 30-40 peer schools.

A school's peer group for the 2012-13 school year is determined based upon the students included on its October 26, 2012 audited register.

Peering Methodology

Peer groupings are created using a "nearest neighbor" matching methodology. This methodology examines the mathematical difference between a school and all potential peers on a given set of characteristics. Schools with the smallest difference across *all* the characteristics are peered together, e.g., Early Childhood schools that are similar when percent of students with disabilities, percent of Black/Hispanic students, the Economic Need Index, and percent English language learners are taken into account¹. This results in peer schools that have populations that are most similar on every student characteristic used in peering.

¹ Nearest neighbor methodology was implemented in SAS V9.2 using the MODECLUS procedure. K=41 was used for Early Childhood schools, with method=1. The STD option was included to standardize all the student population characteristics to mean=0 and variance=1. For more information on the MODECLUS procedure and nearest neighbor methods, please consult the SAS documentation [here](#).

The student population characteristics used to create peer groups are as follows:

- Economic Need Index
- Percent students with disabilities
- Percent Black/Hispanic students
- Percent English language learners

The Economic Need Index reflects the socioeconomics of the school population. It is calculated using the following formula:

Economic Need Index = (Percent Temporary Housing) + (Percent HRA-eligible * 0.5) + (Percent Free Lunch Eligible * 0.5)

For universal lunch schools, the percentage of free lunch eligible comes from the last year the school collected lunch forms. "HRA-eligible" refers to students whose families have been identified by the Human Resources Administration as receiving certain types of public assistance. HRA-eligible is based on current year data. Students are identified in temporary housing if they have been identified in temporary housing anytime in the past four years. Students identified in temporary housing who are also HRA eligible count toward both percentages. Students who are HRA eligible also count toward Percent Free Lunch Eligible.

Minimum N (Number of Students)

With the exception of the metrics in the Closing the Achievement Gap section, the minimum number of values used for all reported calculations at the school level is 15. In the Closing the Achievement gap section, the minimum number of students for each metric is five. Metrics for which there are fewer than the required number of valid observations at a school are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. These metrics are represented on the Progress Report with the symbol ".".

Attribution of Students to Schools

Students are attributed to schools based on the October 26th audited

register. The enrollment from this register is used because it is audited for accuracy and it is also used to allocate funds to schools. For a student to be included in a school's Student Performance or Student Progress measures for 2012-13, that student must be on a K-3 school's audited register as of October 26, 2012; or on a K-2 school's audited register as of October 31, 2011. The student must also have taken the 3rd grade New York State Common Core Math or ELA exam in 2013.

Performance Levels

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

Level 1

Students performing at this level are well below proficient in standards for their grade. They demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered insufficient for the expectations at this grade.

Level 2

Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered partial but insufficient for the expectations at this grade.

Level 3

Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered sufficient for the expectations at this grade.

Level 4

Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards for English Language Arts/Literacy that are considered more than sufficient for the expectations at this grade.

Proficiency Ratings

For purposes of the Progress Report, the scale scores awarded on State Common Core math 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.

Progress Report Sections

A Progress Report grade of A, B, C, D, or F is assigned to each school based on the sum of scores in three main sections plus any additional credit the school obtains based on exemplary student outcomes. The sections are:

I. **Student Progress** (30 points): measures how individual students' proficiency on State ELA and math exams exceeds their expected proficiency in third grade. The Student Progress measures track the probability that a student will attain various levels of proficiency based on the student's demographic characteristics. Points are assigned to students based on the probability of attaining different levels of proficiency in third grade ELA and math.

The Student Progress measures focus on the capacities students develop as a result of attending the K-2 or K-3 school, not the capacities they bring with them to school on the first day. In other words, these measures determine the extent to which each school helps students attain higher than expected levels of proficiency on

the third grade ELA and math exams.

II. **Student Performance** (25 points): measures the number of students from the school that have reached proficiency on third grade State ELA and math exams. It also measures the average proficiency rating of third graders in a given year, in both ELA and math.

III. **School Environment** (15 points): measures 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 and teachers.. Attendance counts for 5 points and the survey metrics count for 10 points (2.5 points for each of the four survey areas).

IV. **Closing the Achievement Gap** (up to 15 points): awards credit to schools that achieve exemplary outcomes among high-need students. This component of the score can only improve a school's overall Progress Report score. It cannot lower a school's score.

Progress Report Metrics

Progress Reports include the following metrics:

I. Student Progress (30 points)

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

- Be on the school's October 26, 2012 audited register for K-3 schools
- Be on the school's October 31, 2011 audited register for K-2 schools.
- Have taken the relevant New York State third grade Common Core exam in ELA or math in 2013.

The following measure is determined separately for ELA and Math based on the 2013 tests.

I.1-2 Early Grade Progress Measure

This metric recognizes achievement by third grade students weighted by demographic indicators of need.

To calculate this metric, an indicator value is determined for each student based on demographic characteristics. This is a number from 0 to 8 for English and from 0 to 7 for math. It is calculated by adding together the indicator values from the following table:

| <i>Demographic Characteristic</i> | <i>Weight</i> |
|--|-----------------------------|
| Black or Hispanic | +1 |
| Temporary Housing in past 4 years or currently HRA-Eligible | +1 |
| Students with disabilities: Special Education Teacher Support Services (SETSS), Integrated Co-Teaching (ICT), or self-contained recommendation | +2, +3, or +4, respectively |
| English Language Learner | +2 for ELA, +1 for Math |

For students with the disabilities, the most restrictive setting from the past four years is used.

Given each student's demographic indicator value, the probability that each student will meet each of the proficiency thresholds for ELA (2.0, 2.5, 3.0, 3.5, and 4.0) and math (2.0, 2.5, 3.0, 3.5, and 4.0) is calculated. Based on these probabilities, students earn points that correspond to the highest proficiency threshold they reach. Points for each indicator value are assigned to each proficiency threshold based on the historical probability of students with that demographic indicator value attaining different thresholds of proficiency. For example, in 2012-13, a student with an demographic indicator value of 1 for English had a 35.5% chance of reaching a proficiency rating of 3.0. The points earned by a student achieving that outcome is the inverse of 35.5%, which is 2.8 ($100 / 35.5 = 2.8$). So, if a student with an indicator value of 1 scored a 3.15 on the English exam, the student would contribute 2.8 points to the ELA Early Grade Progress metric.

The tables below show the point values a school can earn in the Early Grade Progress measures depending on the level of achievement that their students attain.

ELA points for each possible student demographic indicator value:

| Student indicator value | Points for \geq Level 2.0 | Points for \geq Level 2.5 | Points for \geq Level 3.0 | Points for \geq Level 3.5 | Points for \geq Level 4.0 |
|-------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 0 | 1.1 | 1.3 | 1.6 | 3.4 | 5.0 |
| 1 | 1.3 | 1.9 | 2.8 | 5.0 | 7.0 |
| 2 | 1.6 | 2.7 | 4.4 | 8.0 | 11.0 |
| 3 | 1.8 | 3.0 | 5.1 | 9.0 | 13.0 |
| 4 | 2.4 | 4.8 | 9.5 | 13.0 | 18.0 |
| 5 | 3.9 | 9.3 | 11.0 | 15.0 | 20.0 |
| 6 | 5.0 | 10.0 | 13.0 | 18.0 | 22.0 |
| 7 | 7.0 | 11.0 | 15.0 | 20.0 | 24.0 |
| 8 | 9.8 | 12.0 | 20.0 | 23.0 | 25.0 |

Math points for each possible student demographic indicator value:

| Student indicator value | Points for \geq Level 2.0 | Points for \geq Level 2.5 | Points for \geq Level 3.0 | Points for \geq Level 3.5 | Points for \geq Level 4.0 |
|-------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|
| 0 | 1.1 | 1.2 | 1.4 | 1.9 | 2.8 |
| 1 | 1.2 | 1.6 | 2.4 | 3.7 | 6.6 |
| 2 | 1.5 | 2.3 | 4.1 | 7.5 | 12.6 |
| 3 | 1.8 | 3.0 | 5.6 | 11.0 | 15.0 |
| 4 | 2.1 | 3.9 | 7.8 | 15.8 | 17.0 |
| 5 | 2.6 | 4.9 | 10.7 | 17.0 | 20.0 |
| 6 | 3.7 | 7.2 | 16.2 | 19.0 | 22.0 |
| 7 | 4.1 | 9.9 | 18.0 | 21.0 | 24.0 |

For K-2 schools, the 2012-13 Student Progress measures are based on the second grade students attending the school in 2011-12.

II. Student Performance (25 points)

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

- Be on the school's October 26, 2012 audited register for K-3 schools

- Be on the school's October 31, 2011 audited register for K-2 schools.
- Have taken the relevant New York State third grade Common Core exam in ELA or math in 2013

The following measure is determined separately for ELA and Math based on the 2013 tests.

II.1-2 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 Common Core ELA and math exams in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

II.3-4 Average Student Proficiency

This measure represents the average (mean) Proficiency Rating for all students attributed to the school, in ELA and math. As described above, the Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams in ELA and math.

For K-2 schools, the 2012-13 Student Performance measures are based on the second grade students attending the school in 2011-12.

III. School Environment (15 points)

Four measures in the School Environment section 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 students in 6th grade and older. The survey gathers information on how well each school creates an environment to facilitate student learning from these key members of school communities. Each survey question informs school results in one of four categories.

III.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.

III.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.

III.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.

III.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.

III.5 Survey Scoring

Each school receives a score for each scored question (some questions are not scored) on the parent, teacher, and student

surveys. Responses are assigned the following weights: Strongly Agree (10); Agree (7.5); Disagree (2.5); Strongly Disagree (0).

With the exception of certain questions that are used for informational purposes only, 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.

III.6 Attendance

The final measure in School Environment is attendance. Attendance counts for 5 points in the School Environment category. The attendance rate includes the attendance for all students on an Early Childhood school's register at any point during the school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on 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.

IV. Closing the Achievement Gap

Additional credit is awarded to schools that are helping high need students succeed. Schools receive additional credit for each high need student who meets the success criteria for each measure in the Closing the Achievement Gap section. Schools can earn up to 2 points for each additional credit measure. A school is ineligible to earn extra credit on any additional credit metric for which the school has fewer than 5 students in the relevant high need category. Metrics for which the school has fewer than 5 students are represented with

the symbol “.”.

IV.1-2 Early Grade Progress in ELA / math among English Language Learners

IV.3-4 Early Grade Progress in ELA / math among students with SETSS, ICT, and self-contained placements

IV.5-6 Early Grade Progress in ELA / math for Black and Hispanic males

Qualification for additional credit in these categories is determined by the Early Grade Progress results of the focus population in ELA and math. The student groups whose gains can result in additional credit are: (1) English language learners (ELLs), (2) Students in SETSS, ICT, or self-contained placements over the past four school years, and (3) Black and Hispanic males. It is possible that students may belong to more than one of these groups. If so, the student is counted in all groups in which he/she belongs. In this way, schools with exemplary instruction and progress are rewarded for enrolling students most in need of improvement and making exceptional gains with those students.

IV.7 Credit for Moving Students with Disabilities to Less Restrictive Environments

This measure recognizes schools that educate students with disabilities in the least restrictive environment that is educationally appropriate. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year (see below). The denominator for this measure includes all K-3 students with tier two or higher in any of the years 2011-12, 2010-11, or 2009-10. Students who are newly certified in 2012-13 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2012-13. This number can range from zero (for students who are in their highest tier in 2012-13) to three (for students who were previously in Tier Four and are in Tier One in 2012-13). Negative numbers are not possible which means that students who move to a more restrictive environment count the same as if they had always been in that

setting.

Tier One – General education

- No IEP, or
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers

- Primary recommendation of SETSS or ICT, or
- Primary recommendation of self-contained, spend 80-100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers

- Primary recommendation of self-contained, spend 40-79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers

- Primary recommendation of self-contained, spend 0-39% of instructional periods with general education peers

The number of periods in self-contained placements comes from the SEIS survey that school staff fill out each fall. Because the metric is based on fall data, students who start a less restrictive program at the beginning of 2012-13 count immediately, but if they start the less restrictive program mid-year, they won't contribute to the metric until the next year of the Progress Report.

IV.8 English Language Learner Progress

This metric measures the percentage of English Language Learners demonstrating movement toward English language proficiency. To contribute to the denominator of this measure, a student must have taken the 2013 New York State English as a Second Language Achievement Test (NYSESLAT).

Students will contribute positively to this measure if they meet one of two criteria:

- They took the 2012 NYSESLAT exam and their 2013 overall performance level is higher than in 2012, or

- They did not take the 2012 NYSESLAT exam and their 2013 overall performance level is intermediate or higher

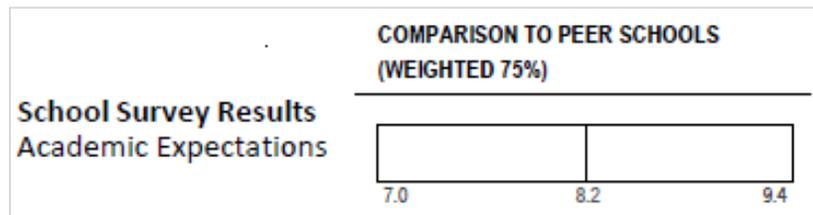
Progress Report Scores and Grades

I. Comparison Ranges

I.1 Peer Comparison Range

As described above on pages 3 and 4, each school has a unique peer group of up to 41 schools (including itself). Each metric result for a school is compared to the results of the peer group from 2012-13 for State exam-related metrics (all Progress and Performance metrics) and from 2010-11 and 2011-12 Environment section metrics.

On the Progress Report, the peer comparison range consists of all possible results within two standard deviations of the average. It is displayed like this:



The number in the middle is the average (mean) metric value for the peer schools over the relevant years as listed above. The line near the middle of the bar represents the position of the average.

In the example shown above, the average Academic Expectation survey score for a school’s peer group was found to be 8.2, with a standard deviation of 0.6 (for simplicity, the standard deviation is not displayed on Progress Report, though it can be calculated from the information shown). The highest value in the comparison range, referred to as 100% of the range, is calculated:

$$(\text{peer average}) + 2 \times \left(\frac{\text{peer standard deviation}}{\text{peer average}} \right) = 100\% \text{ of range}$$

In the example above:

$$8.2 + 2 \times 0.6 = 9.4$$

The lowest value in the comparison range, referred to as 0% of the range, is calculated:

$$(\text{peer average}) - 2 \times \left(\frac{\text{peer standard deviation}}{\text{peer average}} \right) = 0\% \text{ of range}$$

In the example:

$$8.2 - 2 \times 0.6 = 7.0$$

If the calculated peer range extends beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average attendance for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

If the calculated lowest value in the range, “0% of range”, is lower than the theoretical minimum for a metric, then “100% of range” will be adjusted downward so that the peer average stays in the middle of the range. This ensures that a school that achieves the peer average will have a “percent of range” of at least 50%, and will thus earn at least half of the available points.

Because charter schools may have school calendars and grading policies that are different from other NYC DOE schools, their attendance does not contribute to the peer average and standard deviation.

I.2 City Comparison Range

The citywide comparison range is similar to the peer comparison range but instead of including peer schools only, all schools of the same school type citywide are included. The data used is from the same years and the formulas to calculate the range ends are similar.

II. Metric Scores

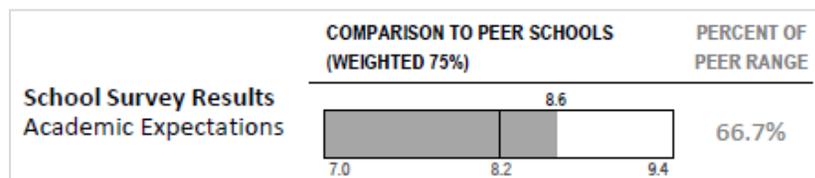
II.1 Percent of Peer/City Range

The percent of range indicates the share of the comparison range that is shaded, and can be used to determine how far above or below the average a school's 2012-13 result is, as follows:

| Percent of Range | Interpretation |
|------------------|---|
| 0% | Two or more standard deviations below average |
| 25% | One standard deviation below average |
| 50% | Equal to the average |
| 75% | One standard deviation above average |
| 100% | Two or more standard deviations above average |

In general, the *percent of range* across the city for any metric forms a bell curve centered around 50%.

The percent of range is displayed on the Progress Report as shown below:



In this example, the school's result of 8.6 is over the historical average of 8.2. The bar is 66.7% shaded, which is determined by the

following formula:

$$\frac{(\text{school's result}) - (0\% \text{ of range})}{(100\% \text{ of range}) - (0\% \text{ of range})} = \text{percent of range}$$

In this example:

$$\frac{8.6 - 7.0}{9.4 - 7.0} = 66.7\%$$

II.2 Number of Points Possible

For most schools, the possible number of points for each metric is displayed in the table below:

| Metric | Points Possible |
|--|-----------------|
| Student Progress | 30.00 |
| ELA – Early Grade Progress Measure | 15.00 |
| Math – Early Grade Progress Measure | 15.00 |
| Student Performance | 25.00 |
| ELA – Percentage of Students at Proficiency | 6.25 |
| ELA – Average Student Proficiency | 6.25 |
| Math – Percentage of Students at Proficiency | 6.25 |
| Math – Average Student Proficiency | 6.25 |
| School Environment | 15.00 |
| Academic Expectations | 2.50 |
| Communication | 2.50 |
| Engagement | 2.50 |
| Safety and Respect | 2.50 |
| Attendance | 5.00 |

If a school is missing a particular metric due to having less than 15 students contributing, the possible points for that metric are redistributed to the remaining metrics within the category. For example, if a middle school that served mostly English Language Learners had less than 15 students with ELA growth percentiles, the two math growth percentile metrics would be worth 30 points each instead of 15 each.

There are three cases where schools get no scores or grades on the Progress Report:

- Schools in their first year of operation
- Schools with less than 25 students contributing to all metrics in the Student Progress section
- Schools designated for phase-out

II.3 Number of Points Earned

The points earned for each metric is based on a weighted average of the percent of the city and peer ranges shaded, multiplied by the total possible points for the metric. The peer comparison is weighted 75% for each metric and the city comparison is weighted 25%. On the Progress Report, the values are displayed like this:

| PERCENT OF PEER RANGE | PERCENT OF CITY RANGE | POINTS POSSIBLE | POINTS EARNED |
|-----------------------|-----------------------|-----------------|---------------|
| 61.6% | 55.6% | 15.00 | 9.02 |

The *points earned* for each metric is:

$$\left[\left(\frac{\text{percent of}}{\text{peer range}} \right) \times 0.75 + \left(\frac{\text{percent of}}{\text{city range}} \right) \times 0.25 \right] \times \left(\frac{\text{points}}{\text{possible}} \right)$$

So in this example:

$$[0.616 \times 0.75 + 0.556 \times 0.25] \times 15 = 9.02$$

II.4 Additional Credit Scoring

Each additional credit metric is worth up to 2 points. Additional credit is awarded based on both the percentage students in the high-need

group achieving an exemplary outcome and the total percentage of students in that high-need group. These percentages are multiplied by a fixed point value that represents the relative difficulty of the metric to determine the additional credit earned.

For example, a school has 100 students with Early Grade Progress scores. Of those 100 students, 20 are English language learners. Within those 20, the Early Grade Progress average is 1.65 for the ELA exam. On the school's Progress Report, the "Early Grade Progress – ELA" metric for ELLs would look as follows:

| THIS SCHOOL'S RESULTS | POPULATION PERCENTAGE | FIXED POINT VALUE | POINTS POSSIBLE | POINTS EARNED |
|-----------------------|-----------------------|-------------------|-----------------|---------------|
| 1.65 | 20.0% | 0.02 | 1.00 | 0.66 |

The school's result on the metric is 1.65 because that is the average Early Grade Progress for the 20 ELL students. The population percentage is 20%, as there were 20 relevant high need students out of 100 students total in the school's population. The "fixed point value" is set at 0.02. This is an illustrative example; the actual fixed point values will vary by metric and can be found in the table below. The fixed point value is determined based on the achievement results by the group under consideration. In this example, it would be based on the average Early Grade Progress by ELL students.

The points earned for additional credit are calculated as follows:

$$\left(\frac{\text{this school's result}}{\text{result}} \right) \times \left(\frac{\text{population}}{\text{percentage}} \right) \times \left(\frac{\text{fixed}}{\text{point value}} \right) \times 100$$

In this example, the points earned would be

$$1.65 \times 0.20 \times 0.02 \times 100 = 0.66$$

The number of students considered as part of the school's total population will vary by metric. For the Early Grade Progress metrics, the total population is based on the total number of students with Early Grade Progress scores. For the Least Restrictive Environment (LRE) metric, the total population is all students as of the audited register and the relevant high-need group is students with disabilities that meet the inclusion criteria for the LRE metric. For the English Language Learner Progress metric, the total population is all students as of the audited register and the relevant high-need group is students that meet the inclusion criteria for the ELL Progress metric.

The fixed point values for the additional credit metrics are shown in the following table:

For K-2 schools:

| <i>Additional Credit Metric</i> | <i>Fixed Point Value</i> |
|---|--------------------------|
| Early Grade Progress – ELA | |
| English language learners | 0.006 |
| Students with disabilities | 0.014 |
| Black or Hispanic males | 0.006 |
| Early Grade Progress – Math | |
| English language learners | 0.006 |
| Students with disabilities | 0.013 |
| Black or Hispanic males | 0.006 |
| Movement of students with disabilities to less restrictive environments | 0.120 |
| English Language Learner Progress | 0.025 |

For K-3 schools:

| <i>Additional Credit Metric</i> | <i>Fixed Point Value</i> |
|---|--------------------------|
| Early Grade Progress – ELA | |
| English language learners | 0.005 |
| Students with disabilities | 0.017 |
| Black or Hispanic males | 0.006 |
| Early Grade Progress – Math | |
| English language learners | 0.004 |
| Students with disabilities | 0.009 |
| Black or Hispanic males | 0.004 |
| Movement of students with disabilities to less restrictive environments | 0.199 |
| English Language Learner Progress | 0.040 |

III. Grades

The points earned for each metric in a category are added together to get the category scores: Student Progress, Student Performance, and School Environment. The category scores, plus any additional credit, are added together to get the overall score. A percentile rank is also calculated that compares the school's overall score to all other early childhood schools.

Grades are assigned based on the cut score tables displayed next to each grade on the Progress Report. The overall cut scores were determined for 2012-13 based on a set grade distribution for each school type: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.

There are two possible cases where a school would receive a grade higher than the grade implied by their overall score: a school with an average math and ELA proficiency in the top 33% citywide can get no lower than a "C" and if a school earned an "A" in 2011-12 the lowest possible grade it can receive for 2012-13 is a "D".

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

The category grade cut scores are determined by the same distribution as the overall grade: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.