

# Educator Guide

## The New York City Progress Report District 75 Schools 2010-11

Updated: September 21<sup>st</sup>, 2011

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 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. 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 reports used to evaluate New York City schools. The others are the New York City Quality Review and the New York State Annual School Report Card.

### ***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 be demographically neutral 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 peers matched based on incoming student characteristics, and awards additional credit based on exemplary progress with high-need student groups.

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.

### ***Quality Review Score***

The Quality Review score is based on an on-site Quality Review of a school by an experienced educator. 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

## 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) High School Transfer schools, (8) Young Adult Borough Center programs. The following table describes the schools that fall into each category:

<b>Progress Report School Type</b>	<b>Grades and Students Served</b>
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)
High School Transfer schools	9-12, focused on overage and undercredited students
Young Adult Borough Center (YABC) programs	9-12, focused on overage and undercredited students

\* If a new K-8 school has grade 6, but does not yet 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: District 75 schools. There are separate Educator's Guides for the other school types.

### Peer Index

District 75 schools receive Progress Reports if they serve at least 50 students in grades 3-8 who annually take the standard New York State Math and ELA exams.

These schools are divided into three peer groups based on the proportion of the school's students who are identified as grade level K-5. The third of schools with the largest proportion of students in K-5 are grouped in an "Elementary" peer group. The third of schools with the lowest proportion of students in K-5 are grouped in a "Middle School" peer group. The schools in the middle third of students in K-5 are grouped in a "K-8 School" peer group.

### Peer Range

Each school's performance is compared to the performance of schools in its peer group. Peer ranges are derived from results from 2008-10 (school years 2008-09 and 2009-10). For each element in the Progress Report; values earned by schools in the peer group form a range of scores for comparison. "Outlier" scores that deviate from the mean by more than two standard deviations are excluded.

### 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 31<sup>st</sup> audited register. We use the enrollment from this register because it is audited for accuracy and because 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 2010-11, that student must be on the school's audited register as of October 31, 2010.

## **Performance Levels**

New York 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: Below Standard*

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

### *Level 2: Meets Basic Standard*

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

### *Level 3: Meets Proficiency Standard*

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

### *Level 4: Exceeds Proficiency Standard*

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 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.

# 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 (60 points):** measures how individual students' proficiency on state ELA and math exams has changed in the past year, as they move from one grade to the next. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles, which compare a student's growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test. To evaluate the school, the Progress Report uses the median growth percentile. The metric is calculated for all students and for transient students, in both ELA and mathematics. The progress section also measures the average change in student attendance from year to year. Each of these five metrics counts for 12 points.

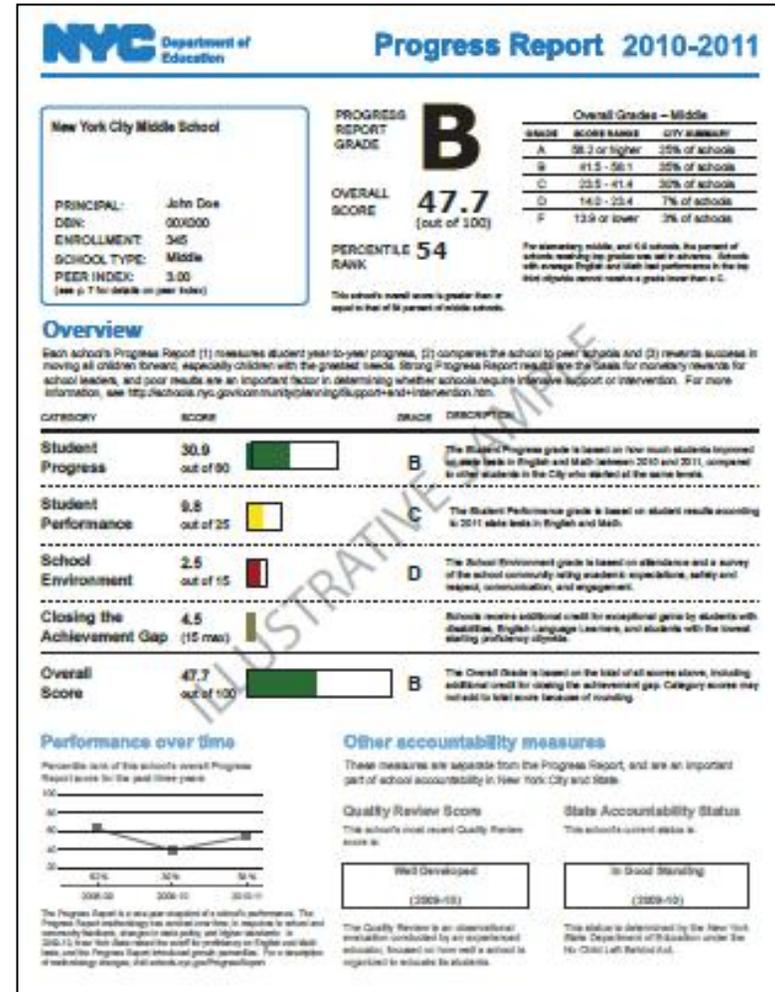
**II. Student Performance (25 points):** measures the number of students at a school that have reached proficiency in ELA and mathematics. It also measures students approaching proficiency rating in both ELA and mathematics. Proficiency on the New York State Alternate Assessment in both ELA and mathematics is also measured. Each of the six metrics counts for 4.16 points.

**III. School Environment (15 points):** measures pre-conditions for learning: crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. Each of the four survey metrics are worth 3.75 points.

**IV. Closing the Achievement Gap (up to 9 points):** awards credit to schools that achieve exemplary outcomes among District 75

students. 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 a Progress Report:



# Progress Report Metrics

Progress Reports include the following metrics:

## I. Student Progress (60 points)

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

- Be on the school's October 31, 2010 audited register.
- Be in at least 4th grade in 2010-11. 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 2011 than the student did in 2010 (i.e., if the student took the 4th grade test in 2010, she must have taken the 5th grade test in 2011)

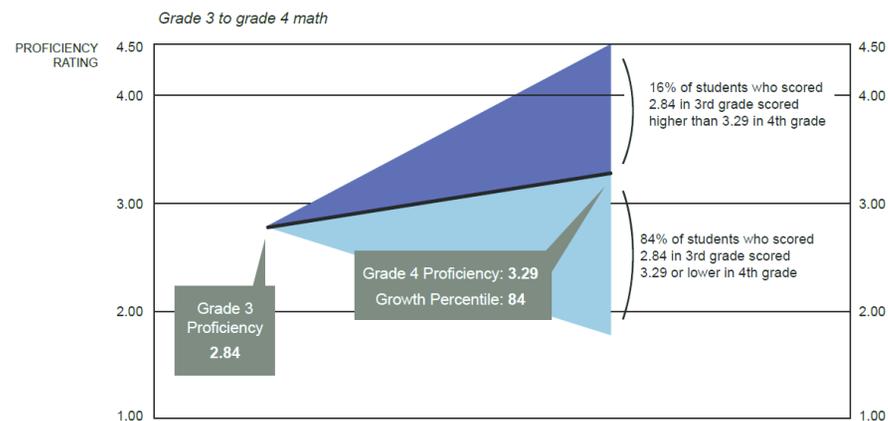
The following two measures are determined for ELA and Math based on the 2010 and 2011 tests.

### 1.1 Median Growth Percentile

This measure calculates the median (middle) growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test.

For example, if a student who scored 2.84 on the 3<sup>rd</sup> grade math exam in 2010 then scored 3.29 on the 4th grade math exam in 2011. In order to find this student's growth percentile we compare the student's 4<sup>th</sup> grade result to the group of students in the city who got the same score as he did in the 3<sup>rd</sup> grade. Among this group of students, 84% scored 3.29 or lower and 16% of them scored higher

than 3.29. So, this student's percentile growth would be 84. The diagram below illustrates this example.



These growth percentiles are useful for instructional purposes, as they reflect students' true growth from year to year.

To generate a school-level result from the growth percentiles of its students, the Progress Report uses the median, the growth percentile of the middle student when all the students' growth percentiles are listed from lowest to highest.

### 1.2 Median Growth Percentile for Transient Students

This measure is identical to the median growth percentile measure except it includes only transient students. Students who are in the first year of a transition from one school environment to another are some of the most challenging students to teach. This is true whether the student is new to District 75 or has moved from one District 75 school to another. Because of this, particular attention is given to this group of students on the Progress Report. A transient student is defined as one whose school assignment on the audited register of October 31<sup>st</sup>, 2009 is different than the school assignment on the audited register of October 31<sup>st</sup>, 2010.

### *I.3 Average Change in Student Attendance*

This measure presents a school's average change in student attendance from 2009-10 to 2010-11. This measure looks at three pieces of information for each student:

- Student's attendance rate for 2009-10 (note: the student's attendance rate would be the aggregate rate for any New York City public school(s) that the student attended in 2009-10)
- Student's attendance rate for 2010-11 (note: the student's attendance rate would only include the rate for the school year under evaluation)
- Change in yearly attendance is then calculated for students who appear on a school's register in 2010-11

To be included in this measure a student must have an attendance rate for the 2009-10 school year with a minimum of 40 days on register at any New York City school(s) during that year. Additionally, at the school under evaluation during the 2010-11 school year, he must have been on that school's register for a minimum of 40 days.

Only the time on register at the school under evaluation is considered in calculating a student's 2010-11 attendance rate.

Change in the yearly attendance rate for each school is calculated by taking the average of change in attendance rate from 2009-10 to 2010-11 for all students at the school under evaluation.

## **II. Student Performance (25 points)**

To be included in the Student Performance measures, a student must be on the school's October 31, 2010 audited register and must have a valid score for the 2011 New York state Math or ELA exam. The following two measures are determined for ELA and Math based

on the 2011 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 (exceeds proficiency).

### *II.2 Percentage of Students Approaching Proficiency (Level 2/3/4)*

This measure represents the percentage of students attributed to the school who have at least partially met the standards (Level 2) combined with those who have reached proficiency (Level 3 or 4) in ELA and mathematics.

### *II.3 Percentage of Students Proficient on the New York State Alternate Assessment (NYSAA)*

The New York State Alternate Assessment (NYSAA) is a part of the New York State Testing Program. It is a datafolio-style assessment in which students with severe cognitive disabilities demonstrate their understanding of Alternate Grade-Level Indicators based on New York State Learning Standards. This metric measures the percent of students who are rated proficient (Level 3 or 4) on the Alternate Grade-Level Indicators in ELA and mathematics.

## **III. School Environment (15 points)**

All four measures in the School Environment section come from the results of the NYC School Survey.

The NYC School Survey is administered yearly to parents, teachers, and students in 6<sup>th</sup> grade and older. The District 75 survey questions are tailored to the needs of District 75 schools. 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.

### *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.

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 is 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](mailto:surveys@schools.nyc.gov).

## **IV. Closing the Achievement Gap**

The Individuals with Disabilities Education Act (IDEA) requires that each student be educated in the least restrictive environment (LRE) that is appropriate for his or her needs. One of the key goals of District 75 is to develop and expand options where students can succeed in the least restrictive environment. Schools are recognized for contributing to this goal by placing students in classes that are not only successful (which is measured by the first three sections of the Progress Report), but also are as close to general education as possible (which is measured by this section).

Schools receive additional credit if its score for the measure is greater than or equal to the cut scores for each metric. Specifically, a school earns 3 points for each measure in which the school's percentage of qualifying students making exemplary gains places it in the top 20% of all schools of the same school type, and a school earns 1.5 points for each measure in which the school's percentage of qualifying students places it in the top 40% but not the top 20%. The percentage of students in each category is indicated on the Progress Report along with the cut-offs for the top 20% and top 40% and the number of points earned. Categories in which the school has fewer than 15 students are represented with the symbol “—”.

### *IV.1 Percent Moved to a Less Restrictive Environment within District 75*

This represents the percentage of students who, in a given school year, are integrated into a less restrictive environment within the same District 75 school or a different District 75 school. Students

contribute to the numerator of this metric if their class assignment on October 31<sup>st</sup>, 2010 is less restrictive than the class assignment on October 31<sup>st</sup>, 2009. The denominator includes all students enrolled in D75 on both the October 2009 and October 2010 audited registers. Students are attributed by the October 2009 register since that is the school that prepared the student for integration into the less restrictive environment.

#### *IV.2 Percent Integrated into General Education School*

This represents the percentage of students who, in a given school year, are integrated or re-integrated into a general education school (i.e. non-District 75). Students contribute to the numerator of this metric if they are on the October 31<sup>st</sup>, 2009 audited register of a District 75 school and are on the October 31<sup>st</sup>, 2010 audited register of a non-District 75 school. The credit is attributed to the District 75 school that the student was assigned to in October 2009. The denominator for this metric includes all students on the audited register of the District 75 school in October 2009.

#### *IV.3 Maintaining a Safe School Environment*

Another goal of District 75 is “to create learning environments that provide positive behavior supports, including instruction in self-management of challenging behaviors and in social skills development.” To measure the success of schools toward achieving this goal, additional credit is awarded to schools that maintain a low rate of serious disciplinary infractions per 100 students. A serious disciplinary infraction is defined as a level 4 or level 5 infraction in the “Citywide Standards of Discipline and Intervention Measures” which can be found in the “Discipline Code” section of <http://schools.nyc.gov/RulesPolicies/default.htm>.

The rate of serious infractions is weighted so that level 4 infractions contribute 100 points to the numerator and level 5 infractions contribute 200 points to the numerator. For 2010-11, this will include all infractions that occur on or between September 8<sup>th</sup>, 2010 and June 28<sup>th</sup>, 2011. The denominator is the number of students enrolled based on the audited register as of October 31<sup>st</sup>, 2010.

# Progress Report Scores and Grades

## I. Comparison Ranges

### I.1 Peer Comparison Range

As described above on pages 2 and 3, each school has a peer group of schools (including itself). Each metric result for a school is compared to the historical results of the peer group from 2008-09 and 2009-10.

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 historical average (mean) metric value for the peer schools. The line near the middle of the bar represents the position of the average.

The highest value in the comparison range, referred to as 100% of the range, is calculated:

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

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:

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

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.

## II. Metric Scores

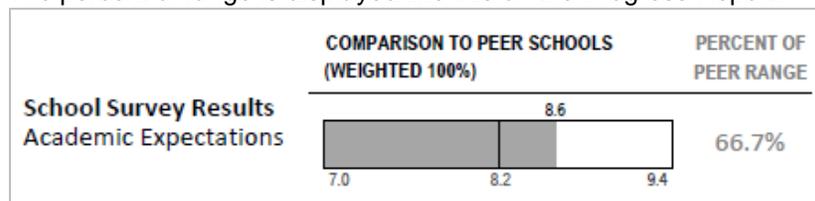
### II.1 Percent of Peer Range

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 historical average a school's 2010-11 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%. However, this may not be true if (for example) the current year values are greater in general than the historical values or if the range is cut off by a theoretical maximum.

The percent of range is displayed like this on the Progress Report:



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:

Metric	Points Possible
<b>Student Progress</b>	<b>60.00</b>
ELA – Median Growth Percentile	12.00
ELA – Median Growth Percentile for Transient Students	12.00
Math – Median Growth Percentile	12.00
Math – Median Growth Percentile for Transient Students	12.00
Average Change in Student Attendance	12.00
<b>Student Performance</b>	<b>25.00</b>
ELA – Percentage of Students at Proficiency	4.16
ELA – Percentage of Students Approaching Proficiency	4.16
ELA – Percentage Proficient on NYSAA	4.16
Math – Percentage of Students at Proficiency	4.16
Math – Percentage of Students Approaching Proficiency	4.16
Math – Percentage Proficient on NYSAA	4.16
<b>School Environment</b>	<b>15.00</b>
Academic Expectations	3.75
Communication	3.75
Engagement	3.75
Safety and Respect	3.75

If a school is missing a particular metric due to having less than 15 students contributing, the possible points for the metric are redistributed evenly to the remaining metrics in the section. For example, if a school had less than 15 students taking the NYSAA in ELA and Math, the four remaining performance metrics would be worth 6.25 each instead of 4.16 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 the Student Progress section
- Schools designated for phase-out

### II.3 Number of Points Earned

The points earned for each metric is based on the percent of the peer ranges shaded, multiplied by the total possible points for the metric. On the Progress Report, the values are displayed like this:

PERCENT OF PEER RANGE	POINTS POSSIBLE	POINTS EARNED
66.7%	3.75	2.50

The *points earned* for each metric is:

$$\left( \frac{\text{percent of}}{\text{peer range}} \right) \times \left( \frac{\text{points}}{\text{possible}} \right)$$

So in this example:

$$(0.667) \times (3.75) = 2.50$$

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 rank is also displayed comparing the school's overall score to all schools in its peer group.

### III. Grades

Grades are assigned based on the cut score tables displayed next to each grade on the Progress Report. Due to ongoing changes in state exams, the overall cut scores were determined for 2010-11 based on a set grade distribution: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.

The category grade 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; and the cut-off for a B in Student Performance is roughly 25% of the cut-off for an overall B.