

# Educator Guide

## The New York City Progress Report Elementary/Middle/K-8 2011-12

Updated: January 4<sup>th</sup>, 2013

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

For a list of changes since 2010-11 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 shortly after the start of the school year. 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 incoming student 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 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 three school types: Elementary schools, K-8 schools, and Middle schools. There are separate Educator’s Guides for the other school types.

## Peer Index

The peer index is used to sort schools on the basis of students’ academic and demographic backgrounds, for purposes of creating peer groups.

### Elementary/K-8 Schools

The peer index for Elementary and K-8 schools operates on a scale of 0 to 100, and is based on the following formula:

$$\text{Peer Index} = (\text{Economic Need Index} * 30) + (\text{Percent students with disabilities} * 30) + (\text{Percent Black/Hispanic students} * 30) + (\text{Percent English language learners} * 10)$$

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

$$\text{Economic Need Index} = (\text{Percent Temporary Housing}) + (\text{Percent HRA-eligible} * 0.5) + (\text{Percent Free Lunch Eligible} * 0.5)$$

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 in temporary housing are identified based on being 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.

For Elementary and K-8 schools, a higher peer index indicates a higher need population.

### Middle Schools

The peer index for Middle schools operates on a 1.00–4.50 scale

and is calculated using the following formula:  
Peer Index = (Average 4th grade English and Math proficiency) - (2 \* Percent students with disabilities)

For Middle schools, a lower peer index indicates a higher need population.

A statistical adjustment will be made to 4<sup>th</sup> grade proficiency ratings from 2009 and before to account for the State's raising cut scores in 2010. The effect of the adjustment will be to treat all students' proficiency ratings as if they were determined under the same cut scores.

### Peer Group

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 a student population most similar to the school's population, according to the peer index formula.

For elementary and middle schools, each school has up to 40 peer schools, all of the same school type: up to 20 schools with a peer index immediately higher than it and up to 20 schools with a peer index immediately lower than it.

For K-8 schools, each school has up to 30 peer schools, all K-8 schools: up to 15 schools with a peer index immediately higher than it and up to 15 schools with a peer index immediately lower than it.

A school's peer index for the 2011-12 school year is determined based upon the students included on its October 31, 2011 audited register.

### 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 in May 2011. Similarly, the school's lowest third in mathematics is the third of students at the school in each grade

who scored the lowest on the State math exam in May 2011.  
**Students in Lowest Third Citywide**

The lowest third citywide in ELA is the third of students in each grade who scored the lowest on the State ELA exam in May 2011 citywide. Similarly, the lowest third citywide in mathematics is the third of students in each grade who scored the lowest on the State math exam in May 2011 citywide. The cutoffs for the lowest third citywide are the same for all schools:

Grade	ELA	Mathematics
3	2.53	2.73
4	2.68	2.93
5	2.55	2.92
6	2.44	2.79
7	2.48	2.74
8	2.47	2.69

### 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 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 2011-12, that student must be on the school's audited register as of October 31, 2011.

## **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 2.

# 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 student's proficiency on state ELA and math exams has progressed. The Progress Report measures individual student's growth on state ELA and math exams, as they move from one grade to the next, using growth percentiles. Growth percentiles 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 adjusted growth percentile. The metric is calculated for all students and for students in each school's lowest third, in both ELA and mathematics. For elementary and K-8 schools, an additional metric is calculated to recognize the progress made by younger students by weighting 3<sup>rd</sup> grade test scores based on demographic indicators of need. This metric is also calculated for both ELA and math.

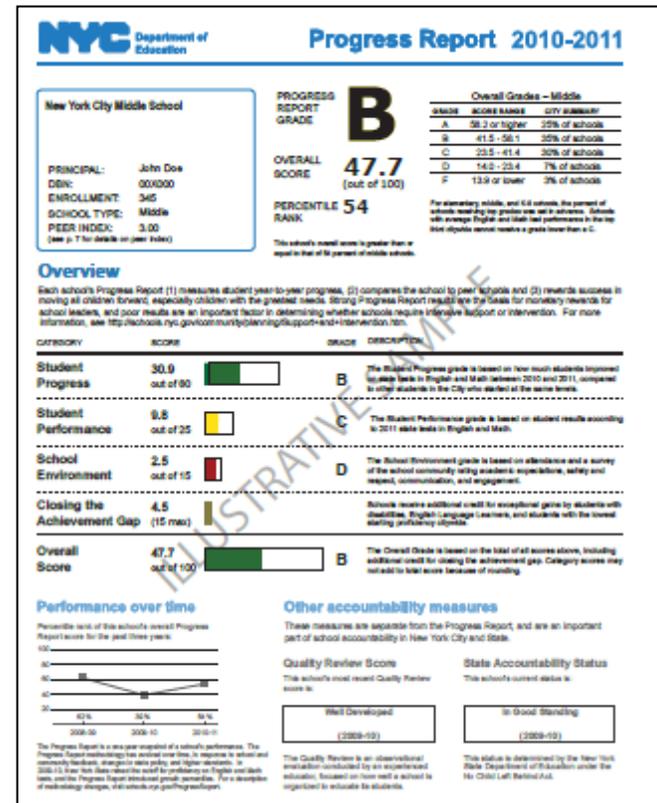
**II. Student Performance (25 points):** measures the number of students at a school that have reached proficiency in ELA and math. It also measures the average proficiency rating of all students in grades 3 through 8 at a school in a given year, in both ELA and math. For middle and K-8 schools, the performance section also measures the number of students at a school who have successfully passed courses in four core subjects: English, math, science, and social studies.

**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, students, 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 16 points for elementary schools; up to 17 points for middle and K-8 schools):** 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.

The picture below shows the cover page of the Elementary/Middle/K-8 School Progress Report:



## Progress Report Metrics

Progress Reports include the following metrics:

### I. Student Progress (60 points)

#### I(a). Growth Percentile Measures

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

- Be on the school's October 31, 2011 audited register.
- Be in at least 4th grade in 2011-12. 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 2012 than the student did in 2011 (i.e., if the student took the 4th grade test in 2011, she must have taken the 5th grade test in 2012)

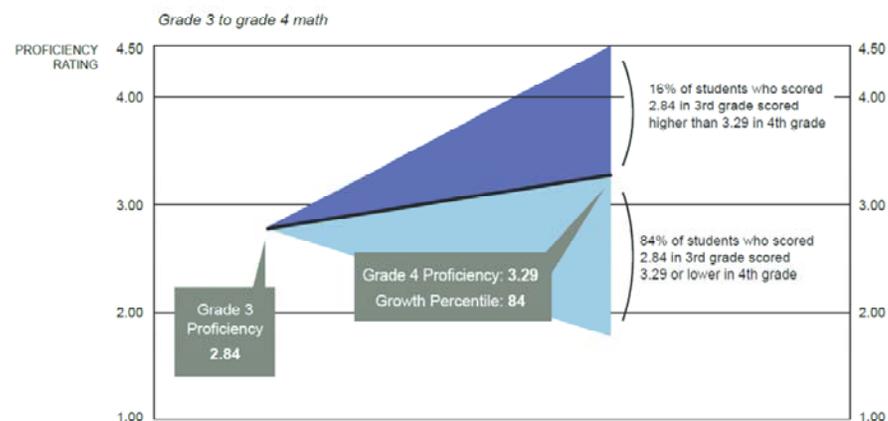
The following two growth percentile measures are determined for ELA and math based on the 2011 and 2012 state exams.

#### I(a).1-2. Median Adjusted Growth Percentile

This measure calculates the median (middle) adjusted 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, let's say we have a student who scored 2.84 on the 3<sup>rd</sup> grade math exam in 2011 then scored 3.29 on the 4th grade math exam in 2012. 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 unadjusted growth percentiles are most useful for instructional purposes, as they reflect students' true growth from year to year. To evaluate a school on its students' growth percentiles, however, the Progress Report applies adjustments. Growth percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

- If a student had a special education program recommendation of self-contained, Integrated Co-Teaching (ICT), or Special Education Teacher Support Services (SETSS), taken from the most restrictive setting in the last four school years, that student will receive an adjustment of +0.25, +0.15, or +0.10, respectively.
- All students will also receive a pro-rated Economic Need Index adjustment up to +0.10. For example, if a school

has an Economic Need Index of 0.80 then each student at the school will receive a progress adjustment of .04 ( $80\% * 0.05 = .04$ ). More information on the Economic Need Index can be found on page 3.

- The adjustment for students with disabilities and the Economic Need adjustment are cumulative. For example, a student with a self-contained recommendation at a school that has an Economic Need Index of 0.80 will receive an adjustment of  $0.25 + 0.04$  or 0.29.

Once the adjustments are applied to a student's ending proficiency, the adjusted growth percentile is determined by identifying the growth percentile associated with the starting and the new ending proficiency.

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

Among unadjusted growth percentiles, we would expect the median to be close to 50.0. Because the demographic adjustments used for the Progress Report raise a student's growth percentile, the typical median adjusted growth percentile for a school is well over 50.

*l(a).3-4. Median Adjusted Growth Percentile for Students in School's Lowest Third*

This measure is identical to the median adjusted growth percentile measure except it includes only the lowest-performing third of students within each grade and subject in the school; it is the adjusted growth percentile of the middle student among the lowest third. The lowest third is defined above and is based on the students' scores on the relevant test in May 2011. 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 students are considered in this metric.

*l(b). Early Grade Progress (elementary and K-8 schools only)*

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

- Be on the school's October 31, 2011 audited register
- Have taken the relevant New York State third grade test in 2012

The following measure is determined for ELA and math based on the 2012 state exams.

*l(b).5-6. Early Grade Progress (elementary and K-8 schools only)*

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 or HRA-Eligible	+1
Students with SETSS, ICT, or self-contained recommendation	+2, +3, or +4, respectively
English Language Learner	+2 for ELA, +1 for Math

Given each student's demographic indicator value, we calculate the probability that each student will meet each of the proficiency thresholds for ELA (2.0, 2.5, 3.0, and 3.5) and math (2.5, 3.0, 3.5, and 4.0). 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 2011-12, students with a demographic indicator value of 1 for English had a 19.5% chance of reaching a proficiency rating of 3.5. The points earned by a student achieving that outcome is the inverse of 19.5%, which is 5.1 ( $100 / 19.5 = 5.1$ ). So, if a student with an indicator value of 1 scored 3.85 on the English exam, the student would contribute 5.1 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
0	1.0	1.1	1.2	2.3
1	1.1	1.3	1.7	5.1
2	1.2	1.4	2.2	8.4
3	1.3	1.6	2.6	8.9
4	1.4	2.0	3.6	12.5
5	1.9	3.4	7.1	15.0
6	2.5	4.9	11.5	17.5
7	2.6	5.0	11.6	20.0
8	3.9	8.3	20.0	22.5

Math points for each possible student demographic indicator value:

Student indicator value	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	1.0	1.1	1.6	3.1
1	1.2	1.5	2.9	7.2
2	1.3	2.0	4.8	7.5
3	1.5	2.4	6.6	10.0
4	1.7	3.2	9.3	12.5
5	2.1	4.1	12.5	15.0
6	2.7	5.5	15.0	17.5
7	3.0	6.6	17.5	20.0

## II. Student Performance (25 points)

### II(a). Student Proficiency Measures

To be included in the student proficiency measures, a student must

- Be on the school's October 31, 2011 audited register
- Have taken the relevant New York state ELA or math exam in 2012

The following two measures are determined for ELA and math based on the 2012 state exams.

#### II(a).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 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(a).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.

### II(b). Student Core Course Passing Rate Measures (middle and K-8 schools only)

To be included in a core course passing rate metric, a student must

- Be continuously enrolled in the school from October 31, 2011 through June 30, 2012
- Be in 6<sup>th</sup>, 7<sup>th</sup>, or 8<sup>th</sup> grade in 2011-12

- Be eligible for standard assessment (i.e., non-NYSAA)

The following measure is determined separately for English, math, science, and social studies based on the 2011-12 pass rates:

II(b).5-8. *Core Course Pass Rates in English, math, science, and social studies (middle and K-8 schools only)*

These metrics indicate the percentage of students in 6<sup>th</sup> through 8<sup>th</sup> grade who received a passing grade in a full year core course in the relevant subject area. Schools' grading policies must be based primarily on student mastery of the New York State learning standards and on progress toward meeting those standards.

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

Four measures in the School Environment section come from the results of the NYC Learning Environment Survey. These measures count for 10 of the 15 School Environment points on the Progress Report.

The NYC Learning Environment Survey is administered yearly to parents, teachers, and students in 6<sup>th</sup> 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.

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

#### *III.5 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 K-8 students on a 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 and students in grades 9-12 are not included in the middle school report of a 6-12 school (or in the K-8 report of a K-12 school).

#### **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 1 point 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 Percent in 75<sup>th</sup> Growth Percentile in ELA and Math among Students with self-contained, ICT, or SETSS placements*

*IV.3-4 Percent in 75<sup>th</sup> Growth Percentile in ELA and Math among English Language Learners*

*IV.5-6 Percent in 75<sup>th</sup> Growth Percentile in ELA and Math among the Lowest Third Citywide*

*IV.7-8 Percent in 75<sup>th</sup> Growth Percentile in ELA and Math among Black and Hispanic males in the Lowest Third Citywide*

Qualification for additional credit in these four categories is determined by the percentage of the focus population with a growth percentile of 75 or higher. The student groups whose gains can result in additional credit are: (1) Students with disabilities in self-contained, ICT, or SETSS placements, (2) English Language Learners, (3) students in the lowest third citywide, and (4) Black and Hispanic males in the lowest third citywide. Any student with a

recommendation for a self-contained, ICT, or SETSS placement during the past four school years will be included in the measure focused on students with disabilities. Any student identified as an English Language Learner for any of the past four school years will be included in the measures focused on ELLs. 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.9-10 Percent Proficient in ELA and Math among students in self-contained classes*

*IV.11-12 Percent Proficient in ELA and Math among students in ICT classes*

*IV.13-14 Percent Proficient in ELA and Math among students in SETSS classes*

These measures award additional credit based on the percent of students with disabilities in self-contained, ICT, or SETSS program placements that score proficient or higher (level 3 or above) on the state exams in ELA and mathematics. The most restrictive setting to which a student was assigned during the past four school years is used to determine inclusion in these measures.

*IV.15 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-8 students with tier two or higher in any of the years 2010-11, 2009-10, or 2008-09. Students who are newly certified in 2011-12 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2011-12. This number can range from zero (for students who are in their

highest tier in 2011-12) to three (for students who were previously in Tier Four and are in Tier One in 2011-12). 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 2011-12 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.16 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 2012 New York State English as a Second Language Achievement Test (NYSESLAT).

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

- They took the 2011 NYSESLAT exam and their 2012 overall performance level is higher than in 2011, or
- They did not take the 2011 NYSESLAT exam and their 2012 overall performance level is intermediate or higher,
- They scored level three or above on the State ELA exam in 2012 but not in 2011

#### *IV.17 Percent of 8<sup>th</sup> Grade Students Who Earned High School Credit (middle and K-8 schools only)*

This measure indicates the percentage of students in 8<sup>th</sup> grade who have passed a high school level course and the related Regents exam by June of their 8<sup>th</sup> grade year. To be included in this measure a student must

- Be continuously enrolled in the school from October 31, 2011 through June 30, 2012
- Be in 8<sup>th</sup> grade in 2011-12
- Be eligible for standard assessment (i.e., non-NYSAA)

To contribute positively to this measure, the student must pass both the course itself and the related Regents exam to qualify for credit. Students who earned credit in more than one subject count the same as those who earned credit in one subject.

#### **V. Phase-In Metric**

The following metric will be reported, but not scored, in the 2011-12 Progress Report for middle schools and K-8 schools, and will be incorporated as a scored metric in the 2012-13 Progress Report:

#### *V.1. 9<sup>th</sup> Grade Credit Accumulation of Former 8<sup>th</sup> Graders (middle and K-8 schools only)*

This metric will be based upon the percentage of the school's 2010-11 8<sup>th</sup> graders who, in 2011-12, earned 10 or more high school credits with six credits in at least three of the four main subjects (English, math, science and social studies). To be included in this metric, a student must

- Have been in 8<sup>th</sup> grade in 2010-11
- Have been continuously enrolled in the middle or K-8 school under consideration from October 31, 2010 through June 30, 2011
- Be enrolled in a NYC DOE high school from October 31, 2011 through June 30, 2012
- Be eligible for standard assessment (i.e., non-NYSAA)

If a middle school has more than 50% of its former 8<sup>th</sup> graders attend non-DOE high schools, a metric value will not be calculated.

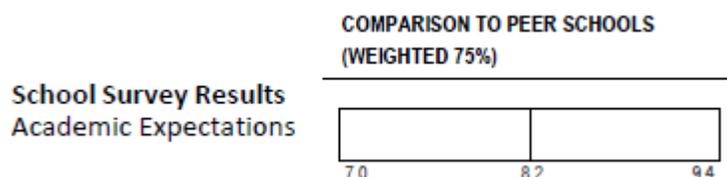
## Progress Report Scores and Grades

### 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 historical results of the peer group from 2009-10 and 2010-11 (up to 82 values total).

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.

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:

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

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.

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 polices that are different from other NYC DOE schools, their attendance and course metrics do 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

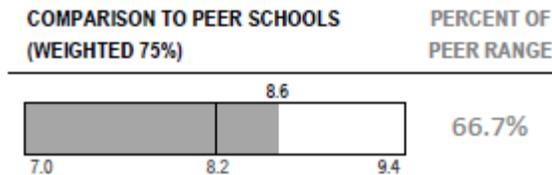
### II.1 Percent of Peer/City Range

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 historical average a school's 2011-12 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 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		
	Elem	Middle	K-8
<b>Student Progress</b>	<b>60.00</b>	<b>60.00</b>	<b>60.00</b>
ELA – Median Adjusted Growth Percentile	10.00	15.00	12.50
ELA – Median Adjusted Growth Percentile for Students in the School's Lowest Third	10.00	15.00	12.50
ELA – Early Grade Progress	10.00	N/A	5.00
Math – Median Adjusted Growth Percentile	10.00	15.00	12.50
Math – Median Adjusted Growth Percentile for Students in the School's Lowest Third	10.00	15.00	12.50
Math – Early Grade Progress	10.00	N/A	5.00
<b>Student Performance</b>	<b>25.00</b>	<b>25.00</b>	<b>25.00</b>
ELA – Percentage of Students at Proficiency	6.25	5.00	5.00
ELA – Average Student Proficiency	6.25	5.00	5.00
Math – Percentage of Students at Proficiency	6.25	5.00	5.00
Math – Average Student Proficiency	6.25	5.00	5.00
English Core Course Passing Rate	N/A	1.25	1.25
Mathematics Core Course Passing Rate	N/A	1.25	1.25
Science Core Course Passing Rate	N/A	1.25	1.25
Social Studies Core Course Passing Rate	N/A	1.25	1.25
<b>School Environment</b>	<b>15.00</b>	<b>15.00</b>	<b>15.00</b>
Academic Expectations	2.50	2.50	2.50
Communication	2.50	2.50	2.50
Engagement	2.50	2.50	2.50
Safety and Respect	2.50	2.50	2.50
Attendance	5.00	5.00	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 on 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	<b>9.02</b>

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 one point. With the exception of the Percent of Eighth Graders Earning High School Credit metric (middle and K-8 schools only), additional credit is awarded based on both the percentage of 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 1000 students with proficiency ratings. Of those 1000 students, 20 are in ICT settings. Of those 20, 10 reached proficiency on the state math exams. On the school's Progress Report, the "Percent Proficient in Math – Students in ICT settings" metric would look as follows:

THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	POINTS POSSIBLE	POINTS EARNED
50.0%	2.0%	0.35	1.00	0.35

The school's result on the metric is 50%, as 10 of the 20 relevant high need students met the metric criteria. The population percentage is 2%, as there were 20 relevant high need students out of 1000 total in the school's population. The "fixed point value" is set at 0.35. 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 how likely it is for the achievement criteria to be met by the high need group under consideration. In this example, it would be based on the likelihood that students in ICT settings would meet the math proficiency standard. The points earned are calculated as follows:

$$\left( \text{school's result} \right) \times \left( \text{percent of population} \right) \times \left( \text{fixed point value} \right) \times 100$$

In this example, the points earned would be

$$0.50 * 0.02 * 0.35 * 100 = 0.35$$

The number of students considered as part of the school's total population will vary by metric. For the percent proficient metrics, the total population is based on the total number of students with proficiency ratings. For the growth percentile metrics, the total population is all students who have growth percentiles. 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:

<i>Additional Credit Metric</i>	<i>Elem</i>	<i>K8</i>	<i>Middle</i>
English - % at Level 3 or 4			
Self-Contained	.326	.531	.326
ICT	.113	.170	.113
SETSS	.174	.194	.174
Math - % at Level 3 or 4			
Self-Contained	.119	.179	.119
ICT	.065	.085	.065
SETSS	.103	.105	.103
English - % at 75 <sup>th</sup> Growth Percentile or			

Higher			
English Language Learners	.021	.031	.021
Lowest Third Citywide	.013	.014	.013
Self-contained/ICT/SETTS	.022	.023	.022
Black and Hispanic Males in Lowest Third Citywide	.026	.028	.026
Math - % at 75 <sup>th</sup> Growth Percentile or Higher			
English Language Learners	.019	.029	.019
Lowest Third Citywide	.016	.017	.016
Self-contained/ICT/SETTS	.028	.030	.028
Black and Hispanic Males in Lowest Third Citywide	.035	.036	.035
English Language Learner Progress	.026	.051	.039
Movement of students with disabilities to less restrictive environments	.105	.083	.040

The Percent of Eighth Graders Earning High School Credit metric (middle and K-8 schools only) is also worth up to one additional credit point. However, it is scored by comparing a school's result to the historical results of its peer schools (at 75% weight) and to the historical results of all schools Citywide of the same school-type (at 25% weight). This is the same scoring methodology employed in the Student Progress, Student Performance, and School Environment sections of the Progress Report (see preceding Metric Scores section for more detail).

### 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 schools of the same type (elementary, middle, or K-8).

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 2011-12 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 2010-11 the lowest possible grade it can receive for 2011-12 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 was "bumped down" due to a different school receiving a C through this rule.

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.