

Educator Guide

The New York City Progress Report District 75 Schools 2011-12

Updated: October 8th, 2012

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 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.

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 one school type: District 75 schools. There are separate Educator's Guides for the other school types.

Peer Groups

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 ELA and math 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. For each measure in the Progress Report, values earned by schools in the peer group from 2008-09, 2009-10, and 2010-11 form a range of scores for used for comparison. "Outlier" scores that deviate from the mean by more than two standard deviations are excluded from the comparison range.

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the school level is 15. 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 31st 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 (except for the Average Change in Student Attendance metric) for the 2011-12 Progress Report, 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 a level 2 that is close 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:

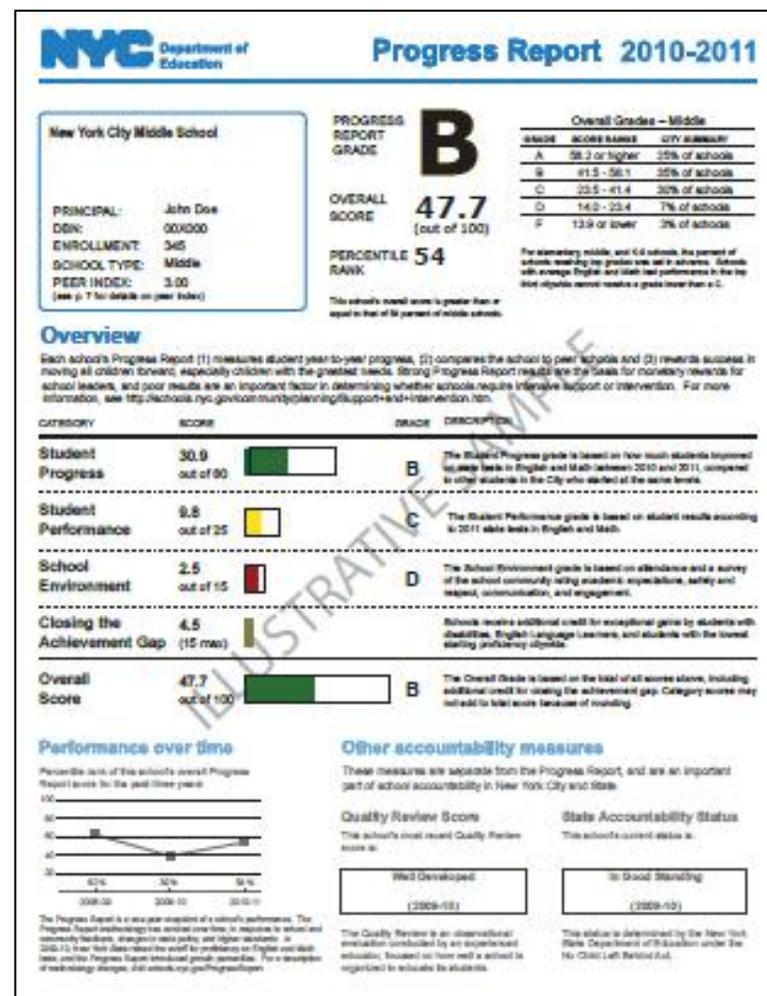
I. Student Progress (60 points): measures how individual student's proficiency on state ELA and math exams has changed in the past year, as they move from one grade to the next. The Progress Report measures individual student's growth on state ELA and math exams, as they move from one grade to the next, 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 growth percentile. The metric is calculated for all students and for transient students, in both ELA and math. 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 percentage of students at a school that have reached proficiency in ELA and math, as well as the percentage of students approaching proficiency in ELA and math. Proficiency on the New York State Alternate Assessment (NYSAA) in both ELA and math is also measured. Each of the six metrics counts for 4.16 points.

III. School Environment (15 points): measures conditions for learning: crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. These aspects of a school's environment are measured by surveys of parents, students, and teachers. Each of the four survey domains 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)

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)

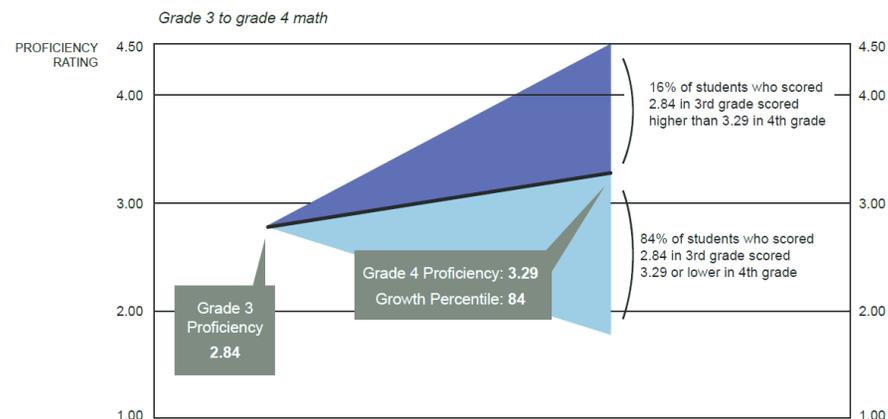
The following two measures are determined separately for ELA and math based on the 2011 and 2012 tests.

I(a).1-2 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, consider a student who scored 2.84 on the 3rd 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, the student's 4th grade result is compared to the group of students in the city who

got the same score as he did in the 3rd grade. Among this group of students, 84% scored 3.29 or lower on the 4th grade exam, and 16% of them scored higher than 3.29. So, this student's growth percentile 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 school's median growth percentile, the growth percentile of the middle student when all the students' growth percentiles are listed from lowest to highest.

I(a).3-4 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 31st, 2010 is different than the school assignment on the

audited register of October 31st, 2011.

I(b). Average Change in Student Attendance

To be included in the attendance measure, a student must have been on the school under evaluation's register for a minimum of 40 days during the 2011-12 school year. Additionally, the student must have a minimum of 40 days on register at any New York City school(s) during the 2010-11 school year.

I(b).5 Average Change in Student Attendance

This measure presents a school's average change in student attendance from 2010-11 to 2011-12. This measure looks at three pieces of information for each student:

- Student's attendance rate for 2010-11 (note: the student's attendance rate would be the aggregate rate for any New York City public school(s) that the student attended in 2010-11)
- Student's attendance rate for 2011-12 (note: the student's attendance rate would only include the rate for the school under evaluation)
- Change in yearly attendance is then calculated for students who appear on a school's register (for a minimum of 40 days) in 2011-12

Change in the yearly attendance rate for each school is calculated by taking the average of change in attendance rate from 2010-11 to 2011-12 for the students at the school under evaluation.

II. Student Performance (25 points)

II(a). Proficiency Measures for Students taking New York state ELA or math standard exams

To be included in these 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 separately 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 in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (exceeds proficiency).

II(a).3-4 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 math.

II(b). Proficiency Measures for Students taking the New York State Alternate Assessment (NYSAA)

To be included in these measures, a student must

- Be on the school's October 31, 2011 audited register
- Have taken the relevant New York State Alternate Assessment for ELA or math in 2012

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

II(b).5-6 Percentage of Students Proficient on the New York State

Alternate Assessment (NYSAA)

This metric measures the percent of students who are rated proficient (Level 3 or 4) on the Alternate Grade-Level Indicators in ELA and math. 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.

III. School Environment (15 points)

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

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

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 are also as close to general education as possible (which is measured by this section).

Schools receive up to three points for each additional credit measure. The amount of additional credit awarded is based on how far above or below a school's 2011-12 result is as compared to the historical results of its peers. Metrics for 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. To be included in this metric, a student must

- Be on the school's October 31, 2010 audited register
- Be on any D75 school's October 31, 2011 audited register

Students contribute to the numerator of this metric if their class assignment on October 31st, 2011 is less restrictive than the class assignment on October 31st, 2010. Students are attributed by the October 2010 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). To be included in this metric, a student must

- Be on the school's October 31, 2010 audited register
- Be enrolled in any NYC school on October 31st, 2011

A student will contribute positively to the metric if he/she is on the register of a non-District 75 school on October 31st, 2011. Students are attributed by the October 2010 register since that is the school that prepared the student for integration into the general education

environment.

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 2011-12, this will include all infractions that occur on or between September 8th, 2011 and June 27th, 2012. The denominator is the number of students enrolled based on the audited register as of October 31st, 2011.

Infractions identified as occurring on a school bus are excluded from this measure, as the adults supervising students on a bus are not part of the school staff.

Progress Report Scores and Grades

I. Comparison Ranges

1.1 Peer Comparison Range

As described above on page 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 2009-10 and 2010-11.

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:

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

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.

II. Metric Scores

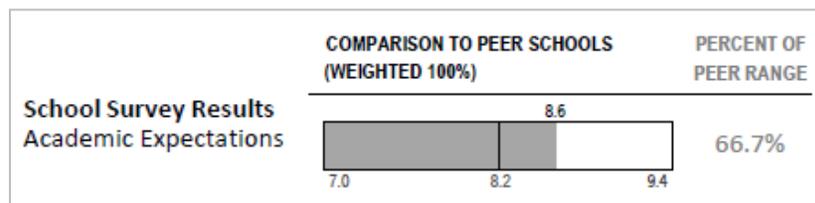
II.1 Percent of Peer Range

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 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:

Metric	Points Possible
Student Progress	60.00
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
Student Performance	25.00
ELA – Percentage of Students at Proficiency	4.16
ELA – Percentage of Students Approaching Proficiency	4.16
ELA – Percentage of Students Proficient on NYSAA	4.16
Math – Percentage of Students at Proficiency	4.16
Math – Percentage of Students Approaching Proficiency	4.16
Math – Percentage of Students Proficient on NYSAA	4.16
School Environment	15.00
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 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 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 the percent of the peer range 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:

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

II.4 Additional Credit Scoring

Each additional credit metric is worth up to 3 points. The number of points earned per additional credit metric is the school's "percent of peer range" multiplied by 3. This is the same scoring methodology that is employed in the Student Progress, Student Performance, and School Environment categories (see sections II.1 through II.3 above 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 rank is also displayed comparing the school's overall score to all schools in its peer group.

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.

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.