

Educator Guide

The New York City Progress Report Elementary/Middle/K-8 2010-11

Updated: October 3rd, 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 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.

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

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.

New York State Annual School Report Card

The New York State School Report Card reports a school's status under the accountability system New York State has adopted as part of the federal No Child Left Behind Act (NCLB). The Progress Report is designed to supplement the State accountability system. A school's NCLB status is an important basis for assessing the number and characteristics of students in a school who have attained the goal of proficiency in literacy and mathematics. State accountability status is not incorporated into the Progress Report Grade.

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:

| 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) |
| 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 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 background, for purposes of creating peer groups.

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

$$(\% \text{ eligible for free lunch} \times 30) + (\% \text{ students with disabilities} \times 30) + (\% \text{ Black/Hispanic} \times 30) + (\% \text{ English language learners} \times 10) = \text{Peer Index}$$

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

The peer index for Middle schools operates on a 1.00–4.50 scale and is calculated using the following formula:

$$(\text{Average 4th grade English and Math proficiency}) - (2 \times \% \text{ students with disabilities}) = \text{Peer Index}$$

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

A statistical adjustment will be made to 4th 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 like the school's population, according to the peer index.

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

For K-8 schools, each school has up to 30 peer schools, all K-8 schools: up to 15 schools with peer index immediately above it and up to 15 schools with peer index immediately below it. A school's peer index for the 2010-11 school year is determined based upon the students included on its October 31, 2010 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 2010. Similarly, the school's lowest third in mathematics is the third of students in each grade who scored the lowest on the State math in May 2010.

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 2010. Similarly, the lowest third citywide in mathematics is the third of students in each grade who scored the lowest on the State math in May 2010. The cutoffs for the lowest third citywide are the same for all schools:

| <i>Grade</i> | <i>ELA</i> | <i>Mathematics</i> |
|--------------|------------|--------------------|
| 3 | 2.47 | 2.65 |
| 4 | 2.61 | 2.80 |
| 5 | 2.63 | 2.85 |
| 6 | 2.39 | 2.65 |
| 7 | 2.41 | 2.65 |
| 8 | 2.45 | 2.56 |

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the school level is 15. Elements for which there are fewer than 15 valid observations at a school are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. Elements for which there are fewer than 15 valid observations are represented on the Progress Reports with the symbol “-”.

Attribution of Students to Schools

Students are attributed to schools based on the October 31st audited register. We use the enrollment from this register because it is audited 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:

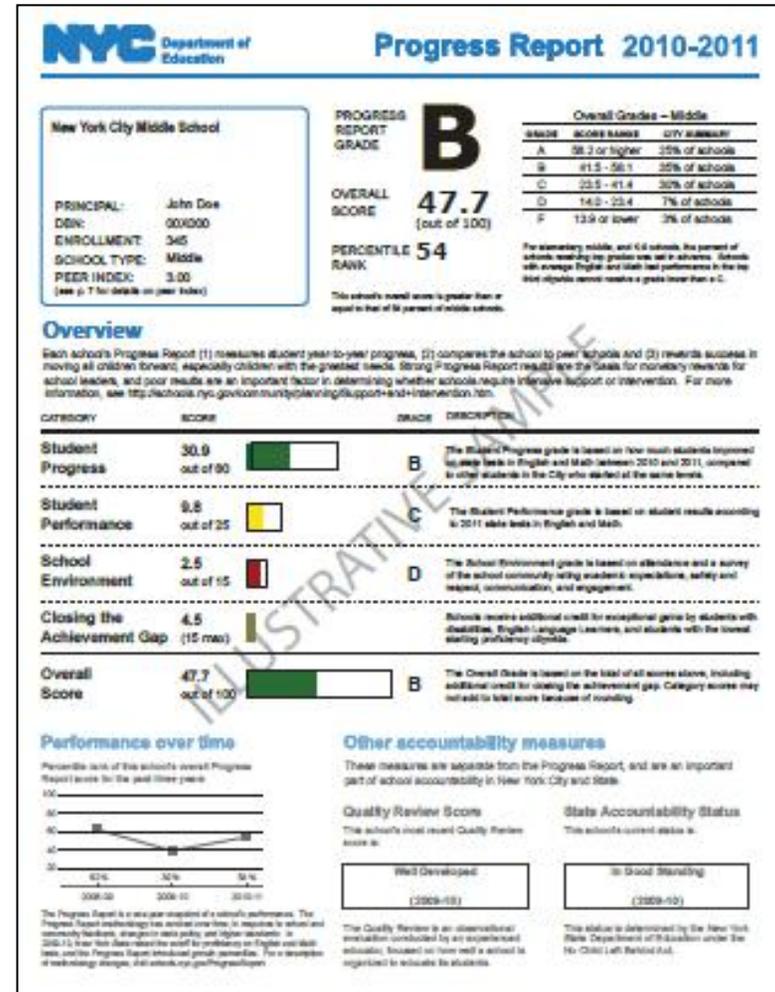
I. Student Progress (60 points): measures how individual students' proficiency on state ELA and math exams has changed in the past year, as they move from one grade to the next. The Progress Report measures individual students' growth on state English and Math tests using growth percentiles, which compare 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 adjusted growth percentile. The metric is calculated for all students and for students in each school's lowest third, in both ELA and mathematics. Each of these four metrics counts for 15 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 the average proficiency rating of all students in grades 3 through 8 at a school in a given year, in both ELA and mathematics. Each of the four metrics counts for 6.25 points.

III. School Environment (15 points): measures pre-conditions for learning: student attendance and other crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. Attendance is measured directly and the other aspects of school environment are measured by surveys of parents, students, and teachers. Attendance counts for 5 points and the survey metrics count for 10 points (2.5 points for each of the four survey metrics).

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

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



Progress Report Metrics

Progress Reports include the following metrics:

I. Student Progress (60 points)

To be included 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)

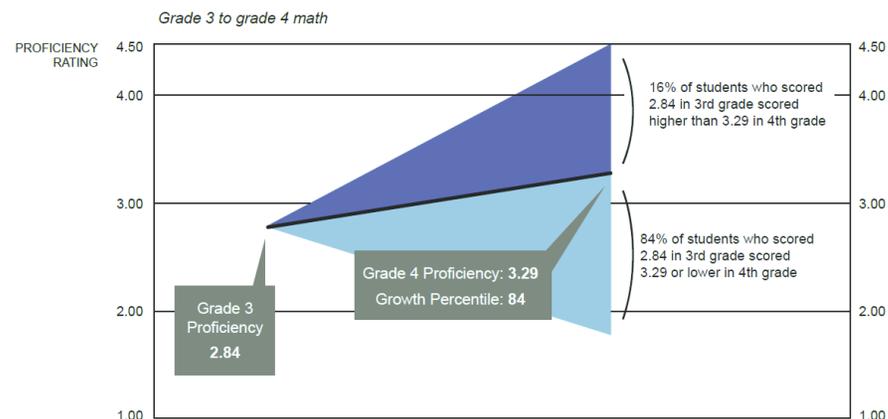
The following two measures are determined for ELA and Math based on the 2010 and 2011 tests.

1.1 Median 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 3rd 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 4th grade result to the group of students in the city who got the same score as he did in the 3rd grade. Among this

group of students, 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, CTT, or SETSS (taken from the most restrictive setting in CAP 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 Title I Free Lunch adjustment up to +0.10 based on the school's percentage of Title I Free Lunch students (for example, if a school has a Title I Free Lunch percentage of 80%, then each student at the school will receive a progress

adjustment of $80\% * 0.10$ or 0.08)

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

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, 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 can only raise a student's growth percentile, the typical median adjusted growth percentile for a school is well over 50.

I.2 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 2010. Only students who are eligible for inclusion in the progress measures are counted towards the lowest one-third calculation. The minimum number of students for this metric is 15. If there are less than 15 in the lowest third, then the lowest 15 are considered in this metric.

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 (advanced).

II.2 Average Student Proficiency

This measure represents the average (mean) Proficiency Rating for all students attributed to the school, in ELA and mathematics. 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 mathematics.

III. School Environment (15 points)

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

The NYC School Survey is administered yearly to parents, teachers, and students in 6th grade and older. The survey gathers information on how well each school creates an environment 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.

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

Schools receive additional credit if the percentage of high need students who make exceptional gains is greater than or equal to the cut scores for each metric. Specifically, a school earns 1 point 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 0.5 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 making exceptional gains 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 in 75th Growth Percentile in ELA and Math among Students with CTT, SETSS, or self-contained placements

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

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

IV.4 Percent in 75th 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) English language learners, (2) Students with disabilities in CTT, SETSS, or self-contained placements, (3) students in the lowest third citywide, and (4) Black and Hispanic males in the lowest third citywide. It is possible that students may belong to more than one of these groups. If so, any student-level increases are double- or triple-counted in crediting the school with additional credit towards its overall grade. In this way, schools with exemplary instruction and progress are encouraged to enroll students most in need of improvement and to enable those students to make exceptional gains.

IV.5 Percent Proficient in Math and ELA among students in self-contained classes

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

IV.7 Percent Proficient in Math and ELA among students in SETSS classes

These measures award additional credit based on the percent of students with disabilities in self-contained, CTT, or SETSS program placements that score proficient or higher (level 3 or above) on the state exams in ELA and mathematics.

IV.8 Credit for Moving Students with Disabilities to Less Restrictive Environments

This measure rewards schools that are successful in promoting the learning growth of their students with disabilities by moving them to more-inclusive settings. 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 2009-10, 2008-09, or 2007-08. Students who are newly certified in 2010-11 are excluded. The

numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2010-11. This number can range from zero (for students who are in their highest tier in 2010-11) to three (for students who were previously in Tier Four and are in Tier One in 2010-11). 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
- IEP with a recommendation of related services only

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

- Primary recommendation of SETSS or CTT
- 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 fills out each fall. Because the metric is based on fall data, students who start a less restrictive program at the beginning of 2010-11 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.

V. Phase-In Metrics

The following metrics will be reported, but not scored, in the 2010-11 Progress Report for middle schools and K-8 schools, and will be incorporated as scored metrics in the 2011-12 Progress Report:

- V.1. English Core Course Pass Rate*
- V.2. Math Core Course Pass Rate*
- V.3. Science Core Course Pass Rate*
- V.4. Social Studies Core Course Pass Rate*

These metrics will be based on the percentage of students in 6th through 8th grade who received a passing grade in a full year core course in the relevant subject area. Students who are NYSAA eligible or those who were discharged or transferred between October 31st and June 30th are excluded.

V.5. Percent of 8th Grade Students Who Earned High School Credit

This metric will be based on the percentage of students in 8th grade who have passed a high school level course and the related Regents exam by June of the 8th grade year. The student must pass both the course itself and the 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. Students who are NYSAA eligible or those who were discharged or transferred between October 31st and June 30th are excluded. All other 8th graders are included, regardless of whether they attempted to earn high school credit or not.

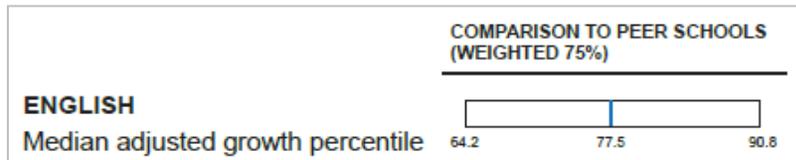
Progress Report Scores and Grades

I. Comparison Ranges

I.1 Peer Comparison Range

As described above on pages 2 and 3, each school has a 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 2008-09 and 2009-10 (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.

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:

$$77.5 + 2 \times 6.65 = 90.8$$

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:

$$77.5 - 2 \times 6.65 = 60.42$$

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.

I.2 City Comparison Range

The city-wide comparison range is similar to the peer comparison range but instead of including peer schools only, all schools of the same school type (elementary, middle, or K-8) are included. The data used is from the same two years (2008-09 and 2009-10). The range includes all possible values within two standard deviations of the average.

II. Metric Scores

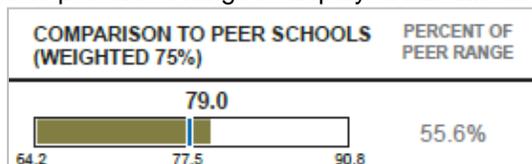
II.1 Percent of Peer/City Range

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 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 79.0 is a little bit over the historical average of 77.5. The bar is 55.6% 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:

$$\frac{79.0 - 64.2}{90.8 - 64.2} = 55.6\%$$

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 Adjusted Growth Percentile | 15.00 |
| ELA – Median Adjusted Growth Percentile for Students in the School's Lowest Third | 15.00 |
| Math – Median Adjusted Growth Percentile | 15.00 |
| Math – Median Adjusted Growth Percentile for Students in the School's Lowest Third | 15.00 |
| Student Performance | 25.00 |
| ELA – Percentage of Students at Proficiency | 6.25 |
| ELA – Average Student Proficiency | 6.25 |
| Math – Percentage of Students at Proficiency | 6.25 |
| Math – Average Student Proficiency | 6.25 |
| School Environment | 15.00 |
| Academic Expectations | 2.50 |
| Communication | 2.50 |
| Engagement | 2.50 |
| Safety and Respect | 2.50 |
| Attendance | 5.00 |

If a school is missing a particular metric due to having less than 15 students contributing, the possible points for the metric are redistributed evenly to the remaining metrics in the section. For example, if a 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 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 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. On the Progress Report, the values are displayed like this:

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

The *points earned* for each metric is:

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

So in this example:

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

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 comparing the school's overall score to all schools of the same type (elementary, middle, or K-8).

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.

There is one possible case 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% can get no lower than a "C".

This provision is 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.