



This document describes changes to the methodology for the 2010-11 elementary/middle school Progress Reports, discusses additional changes under consideration for the 2011-12 Progress Reports, and provides answers to frequently asked questions. If you have any additional questions, please contact [PR\\_Support@schools.nyc.gov](mailto:PR_Support@schools.nyc.gov). **Bold text reflects a revision since the initial proposal from February, based on feedback from about 1,000 principals, network staff, and school staff.**

### Final Changes to the Scored Section of the 2010-11 Progress Report

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
1. Former special education placement and former English language learners (ELLs)	Growth percentile adjustments related to special education status and inclusion in the additional credit measures related to ELLs and students with disabilities were based on current-year status only.	Any student identified as an English Language Learner (ELL) for any of the last four school years will be considered ELL on the Progress Report.  A student's special education status for the Progress Report will be the most restrictive setting to which the student was assigned in the last four school years.	An important measure of success with students with disabilities and ELLs is movement to less restrictive settings and English language proficiency, respectively.  Taking into account previous ELL and special education status will allow schools to make these transitions without impact to Progress Report adjustments. The new rule recognizes that students who do make these gains still have significant needs.
2. Additional credit for exemplary progress with Black and Hispanic males in the lowest third citywide	There was no metric that specifically recognized the academic progress of this high-need group.	Two new additional credit measures will be added: <ul style="list-style-type: none"> <li>• Percent of Black and Hispanic males in the lowest third citywide with growth percentile of 75 or higher in ELA</li> <li>• Percent of Black and Hispanic males in the lowest third citywide with growth percentile of 75 or higher in math</li> </ul>	To close the achievement gap among high needs populations, schools need to make exemplary gains with these students. Providing additional credit for exemplary progress among high needs populations provides an additional incentive for schools to focus on the most struggling students and rewards schools when they are successful. In line with the City's Young Male Initiative, and as part of our continuing effort to focus schools on closing the achievement gap through the additional credit measures, we are adding a metric focused on the learning growth of this high-need group.

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
<p>3. Additional credit for movement of students with disabilities to less restrictive environments</p>	<p>There was no metric relating to movement to less restrictive environments.</p>	<p>An additional credit measure focusing on moving students with disabilities to less restrictive environments will be added.</p> <p><b>(See FAQs for details, including amendments to the metric based on feedback.)</b></p>	<p>Educating students with disabilities in the least restrictive environment that is appropriate for them is an important goal of the DOE's special education reforms.</p> <p>This metric also provides a countervailing incentive to the additional weight given to the progress of students in more restrictive settings.</p> <p>In combination with the additional credit metrics focused on the performance and progress of students with disabilities, the new less restrictive environment metric will reward schools that are exceptionally successful in promoting the learning growth of their students with disabilities in inclusive settings.</p>
<p>4. Peer groups and horizons</p>	<p>The peer index formula for elementary schools and K-8 schools was a weighted average of the percentage of students eligible for free lunch (30%), the percentage of Black/Hispanic students (30%), the percentage of the students with Individual Education Plans (IEPs) (30%), and the percentage of the student population who were English Language Learners (10%).</p> <p>The peer index formula for middle schools was the average 4<sup>th</sup> grade proficiency rating in math and ELA minus 2 x the percentage of students with IEPs.</p> <p>Peer groups were calculated by applying these peer index formulas to the demographics of schools' 2009-2010 student population. The horizons were updated and calculated based on two school years: 2008-09 and 2009-10.</p>	<p>Peer groups will be recalculated based on the demographics of schools' 2010-11 student population. We will use the same peer index formulas, but for the middle school peer index, we will make a statistical adjustment to 4<sup>th</sup> grade test scores so that 2010 proficiency ratings are comparable to ratings from 2009 and before.</p> <p>Horizons will be based on the same years: 2008-09 and 2009-10.</p>	<p>By updating peer groups using the same formula as in 2010, we are maintaining consistency in methodology while taking into account schools' current demographics.</p> <p>The statistical adjustment to 4<sup>th</sup> grade test scores in the peer index calculation is necessary to account for the State's raising of 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.</p> <p>By holding horizons constant this year, we are maintaining high expectations, particularly in the Student Performance section.</p>

Progress Report Component	2009-10 Measure	Change for 2010-11	Reasons for Change
5. Progress Report Grades	In light of the State’s decision to adjust the scores required for proficiency on English and Math exams, we employed a set grade distribution.	We will retain a set grade distribution for 2010-11. <b>The grade distribution will be:</b> <ul style="list-style-type: none"> <li>• 25% As</li> <li>• 35% Bs</li> <li>• 30% Cs</li> <li>• 7% Ds</li> <li>• 3% Fs</li> </ul>	As the State tests in English and Math continue to evolve, we will continue to set the grade distribution in advance.  <b>To compensate for the elimination of the two-grade-drop rule, we have adjusted the distribution slightly from last year.</b>
6. Grade Adjustment Rules	The following rules were applied to the grades: <ul style="list-style-type: none"> <li>• A school with an average Math/ELA proficiency in the top 25% can get no lower than a C.</li> <li>• A school’s grade in 2009-10 could be no more than two grades lower than its grade in 2008-09.</li> </ul>	The rule for 2010-11 is: <ul style="list-style-type: none"> <li>• A school with an average Math/ELA proficiency in the top 33% can get no lower than a C.</li> </ul> There will be no rule limiting grade drops.	The proficiency-based adjustment rule is being expanded from the top 25% to the top 33% to ensure that schools with high achievement do not receive the lowest grades.  The two-grade-drop-rule was a temporary measure to increase stability in a year of significant changes, including the State’s raising cut scores on the ELA and math exams and the shift to growth percentiles.

## Final Technical Changes

There will also be technical changes affecting some of the metrics:

- Previously, horizon scores were allowed to go below zero or above 100%. Now, the lowest possible peer or city horizon score is 0%. The highest possible horizon score is 100%. This will ensure that each metric stands on its own, and results on one metric do not overshadow other metrics in the same section.
- The metrics in the performance section based on median proficiency rating will now be based on average (mean) proficiency rating. While the median provides a good indication of the performance of the typical student, the mean provides a better estimate of the performance of all students including those who are near the top or bottom of the performance scale.
- As there are now a total of 15 additional credit metrics, they will be worth up to one point each. For each metric, the top 20% of schools will earn 1.0 point and the next 20% of schools will earn 0.5 points. The maximum possible additional credit points is still 15.

## 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:

Phase-In Metric	Description of Metric	Reasons for New Metric
1. Core Course Pass Rate	<p>This metric will be based on the percentage of students in 6th through 8th grade who received a passing grade in a full year course in the relevant core subject area. Four metrics will be reported:</p> <ul style="list-style-type: none"> <li>• English Core Course Passing Rate</li> <li>• Math Core Course Passing Rate</li> <li>• Science Core Course Passing Rate</li> <li>• Social Studies Core Course Passing Rate</li> </ul>	<p>State tests focus only on English and math, and cover only a portion of the content and skills students learn each year.</p> <p>Course grades reflect the students' performance on all of the tasks and assessments they do in the classroom throughout the semester. Including the percentage of students passing core courses will increase the rigor and stability of the Progress Report.</p> <p>Also, including core course grades allows us to measure schools' contribution to student learning in Science and Social Studies, subjects for which we otherwise have insufficient data to measure.</p> <p><b>Much of the feedback we received about these metrics focused on concern about grading standards differing from school to school and from classroom to classroom.</b></p> <p><b>With input from principals and other stakeholders, the DOE will provide guidance on middle school grading, similar to the policy recently announced for high schools. In addition, the DOE is exploring ways to have greater oversight of middle school grading – for example, through an academic data audit for middle schools.</b></p>
2. Accelerated Course Pass Rate	<p>This metric will be based on the percentage of students in 8th grade who have passed a high school level course that results in a 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 pass more than one exam count the same as those who pass one.</p>	<p>Students who pass high school level courses in 8th grade are more likely to graduate from high school on time and ready for college. Including the accelerated course pass rate on the Progress Report will incentivize and reward middle schools for putting their students on track for post-secondary success.</p>

**Other Changes under Consideration for 2011-12**

Over the course of the next year, we also plan to consider the following additional methodology changes for the 2011-12 Progress Report (these metrics will not appear in the 2010-11 Progress Report):

- We expect to revise the peer index formula for 2011-12 based on an analysis of the relationship between student characteristics and academic achievement. **In response to feedback, we will consider, among other characteristics, special education placement, temporary housing status, and admission criteria.**
- We are working to develop a system for tracking standardized data on courses and grades in elementary school courses, and exploring the range of local assessments used by elementary schools, in an effort to develop metrics based on those outcomes.
- The State Education Department has begun to explore using growth percentiles, similar to those we use in the elementary/middle school Progress Report, in the State accountability system. As we work with the State to develop an aligned methodology, the way we calculate growth percentiles on the Progress Report may change.
- We are exploring the possibility of adding an **“Early Grade Progress”** metric to the Student Progress section of the elementary school Progress Report that would evaluate whether 3<sup>rd</sup> grade students are performing better than expected on math and ELA. **This metric was previously named “Beat the Odds” but we are changing the name to “Early Grade Progress” in response to feedback.**
- **Based on feedback from principals and other stakeholders, we are considering for 2011-12 an additional credit metric based on ELL students’ progress on the NYSESLAT.**
- As part of the DOE’s system-wide reform of special education policies, we will re-evaluate the way special education placement is defined and considered on the Progress Report.

## Frequently Asked Questions

### 1. *How will grades be determined for 2010-11?*

As State tests continue to evolve, we will continue to assign grades based on a set distribution. **The grade distribution for 2010-11 will be: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.**

### 2. *By basing horizons on the 2008-09 and 2009-10 school years, does this mean that schools will still be held to the same high benchmarks in the Student Performance section as they were last year?*

Yes. We propose to keep the same high standards we had last year with the expectation that schools and students will rise to the challenge of the higher proficiency standards.

### 3. *How will the less restrictive environment additional credit metric be calculated?*

The denominator for this metric will be the number of students with an IEP with a primary recommendation of SETSS, CTT, or self-contained during the years 2007-08 through **2009-10. Students who are new to New York City public schools in 2010-11 or who are in tier two for the first time in 2010-11 will not contribute to the denominator.** Students with an IEP recommendation of related services only are not included. The numerator will be based on a calculation using the following tiers:

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% to 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% to 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% to 39% of instructional periods with general education peers

Each student's numerator contribution will be highest tier number from the four year period minus the tier number for 2010-2011. 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.

A school's metric value will be the total number of tiers students have moved divided by the number of students who contribute to the metric. The primary program recommendation will be taken from the end of September of each year. For self-contained students, their percent of time with general education peers will be taken from the Special Education Integration Survey (SEIS). **We are exploring alternative, more refined data sources for use in the 2011-12 Progress Report.**

4. *Will I be able to use a modeler to estimate my letter grade?*

Principals provided two points of feedback on modelers in previous years:

- They are available too late in the school year to be useful for goal-setting.
- They are subject to change so do not accurately predict Progress Report results.

In light of these considerations, we are discontinuing the modeler. Instead, we are exploring alternate ways to provide more timely guidance for school goal-setting based on the Progress Report.

5. *How can I receive additional support in understanding these changes?*

Please email [PR\\_support@schools.nyc.gov](mailto:PR_support@schools.nyc.gov) with any questions or comments.