

This document describes changes proposed for the 2009-10 Progress Reports, and includes answers to frequently asked questions about the changes. To ask questions about or give feedback on the proposals, attend a [feedback session](#) or email PR_Support@schools.nyc.gov.

Proposed Changes

Progress Report Component	2008-09 Measure	Proposed Change for 2009-10	Reasons for Proposed Change
1. Student Progress (60 points)	<p>Four measures each for English Language Arts (ELA) and Math:</p> <ul style="list-style-type: none"> Percentage of students making one year of progress Percentage of students in the school's lowest third making one year of progress Average change in proficiency for Level 1/2 students Average change in proficiency for Level 3/4 students. 	<p>Replace the existing Student Progress measures with the following two new progress measures each for ELA and Math:</p> <ul style="list-style-type: none"> Median growth percentile Median growth percentile for students in the school's lowest third. <p>For more information about growth percentiles, see this Powerpoint presentation.</p> <p>Note: sharing of progress for students who transfer schools will be eliminated (in previous years, progress for transfer students has been shared 60%/40% between the sending and receiving schools; this is no longer necessary now that the State tests have been moved to the end of the year).</p>	<p>Growth percentiles control for each student's starting proficiency. This ensures the most accurate growth comparison for students, and therefore schools, across the City.</p> <p>Growth percentiles will improve the year-to-year stability of the student progress measurement.</p> <p>New York State has publicly stated its interest in exploring the use of growth percentiles as a basis for the growth model it intends to adopt in the next several years. If New York State were to move in this direction, State and City accountability could move into closer alignment.</p>
2. Student Progress adjustment factor	<p>All students with IEPs receive an adjustment of 0.2 of a proficiency rating in the determination of progress.</p>	<p>The adjustment factor for Special Education students will be based on their program recommendation:</p> <ul style="list-style-type: none"> Self-Contained/CTT – 0.25 adjustment SETTS – 0.10 adjustment. <p>In addition, Title I Free Lunch students will receive a progress adjustment factor of 0.10.</p>	<p>The Progress Report will now set specific targets for students with disabilities and differentiate their performance and progress by level of need. The goal is to improve outcomes for students with disabilities by rewarding the schools who successfully meet their needs.</p> <p>Analysis also suggests unique challenges for Title I Free Lunch students so the progress measurement will be differentiated for these students as well.</p>
3. Additional credit	<p>Exemplary progress (0.5 change in proficiency) in ELA and Math for the following sub-groups (up to 1.5 points each):</p>	<p>Percentage of students at proficiency in ELA and Math for the following sub-groups:</p> <ul style="list-style-type: none"> Self-Contained/CTT 	<p>For the first time, the Progress Report is setting explicit performance targets for Special Education students. Special</p>

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	<ul style="list-style-type: none"> ▪ English Language Learners ▪ Special Education Students ▪ Black students in the lowest third Citywide ▪ Hispanic students in the lowest third Citywide ▪ Other students in the lowest third Citywide. 	<p>Students (up to 2 points)</p> <ul style="list-style-type: none"> ▪ SETTS Students (up to 1 point). <p>Percentage of students in the 75th growth percentile in ELA and Math for the following sub-groups:</p> <ul style="list-style-type: none"> ▪ Self-Contained/CTT Students (up to 2 points) ▪ SETTS Students (up to 1 point) ▪ English Language Learners (up to 1 point) ▪ Students in the lowest third Citywide (up to 1 point). 	<p>Education students under-perform General Education students in the City in ELA and Math proficiency. The goal is to close that gap over time by rewarding schools that demonstrate the kind of progress necessary with these students to bring them to proficiency.</p>
<p>4. Middle school peer index</p>	<p>The middle school peer index is an average of the 4th grade proficiency in ELA and Math for all students on the school’s register.</p>	<p>Add an additional component to the middle school peer index so that the new formula is:</p> <ul style="list-style-type: none"> ▪ Average 4th grade student proficiency in ELA and Math minus two times the percentage of Special Education students at the school. 	<p>The percentage of Special Education students helps to further establish the level of challenge faced by each middle school and therefore should be reflected in the peer index; the inclusion of Special Education in the middle school peer index will provide an additional degree of precision to the peer groups.</p>
<p>5. Peer groups</p>	<p>Peer groups for each school were the same in 2007-08 and 2008-09.</p>	<p>Update the peer index for each school based on student proficiency/ demographics in 2009-10 and update peer groups.</p>	<p>Ensure an up-to-date peer comparison.</p>
<p>6. Peer and City horizons</p>	<p>Peer and City horizons for each school were the same in 2007-08 and 2008-09.</p>	<p>Update peer and City horizons based on historical school performance results from 2006-07, 2007-08, and 2008-09.</p>	<p>As students continue to show more progress each year, it is important that the Progress Report benchmarks (i.e., horizons) reflect all of the historical student achievement information that is available.</p>
<p>7. Grades and Cut Scores</p>	<p>Cut scores corresponding to each letter grade were announced in the fall prior to the 2008-09 Progress Report release.</p>	<p>We are proposing to set the distribution of grades on the elementary and middle school Progress Reports, as we did in the first year – giving 25% of schools As, 30% Bs, 30% Cs, 10% Ds, and 5% Fs.</p> <p>Any school in the top quartile in terms of absolute student performance in the City (i.e.,</p>	<p>Because of changes in the timing, content, and difficulty of the grades 3-8 ELA and math tests, it’s not possible to define fair and meaningful cut scores in advance. So, for this year for elementary and middle school Progress Reports, we are proposing to set the distribution of grades on the elementary and middle school Progress</p>

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		average of the percentage of students proficient in ELA and Math) cannot receive a grade lower than a C. Schools for which this provision applies will be given a score equal to the lowest C score in the City.	Reports, as we did in the first year -- giving 25% of schools As, 30% Bs, 30% Cs, 10% Ds, and 5% Fs. In future years without changes to the tests, we will continue to define cut scores in advance.

* There are no changes planned for the School Environment or Student Performance sections of the Progress Report.

Frequently Asked Questions

1. What score do I need to receive on the Elementary/Middle School Progress Report to receive an A?

Cut scores corresponding to each letter grade are yet to be determined. New York State has publicly announced on several occasions that the State tests this spring will be more rigorous and re-scaled. It is not known how this will translate into student performance or progress on the State tests. Therefore, this year and any subsequent year in which the State re-scales the tests, we will set the distribution of grades on the elementary and middle school Progress Reports ahead of time. This ensures that the cut scores are not set in a way that are too high or too low for schools. In 2009-10, the top 25% of schools on the Progress Report will receive an A. The cut score corresponding to an A will be announced when the Progress Reports are released in the fall.

2. Will I have a new peer group this year?

Yes. Peer groups will be updated to reflect the most recent demographics of the school.

Each Elementary and K-8 school’s peer index will be updated using the following weighted average formula (the same formula that has been in place since 2007-08).

Peer index =

$$\begin{aligned}
 & 30\% * \% \text{ of Special Education Students} + \\
 & 30\% * \% \text{ of Title I Free Lunch Students} + \\
 & 30\% * \% \text{ of Black/Hispanic Students} + \\
 & 10\% * \% \text{ of English Language Learners}
 \end{aligned}$$

Schools will once again be grouped with the 40 schools with the closest peer index (the 20 schools with a peer index right above it and the 20 schools with a peer index right below it). Note: K-8 schools only have 30 schools in their peer group.

For Middle schools, there is a slightly revised method to calculate a school’s peer index. The formula incorporates the percentage of Special Education students at the school and would be:

Peer index =

$$\begin{aligned}
 & \text{Average 4th grade ELA and Math proficiency} - \\
 & 2 * \% \text{ of Special Education Students}
 \end{aligned}$$

3. Are the point values for each category changing?

No. The point values for each category will remain the same.

- School Environment (15 points)
- Student Performance (25 points)
- Student Progress (60 points)

4. What is a growth percentile?

Growth percentiles are a method of measuring student progress. Specifically, a student's growth percentile indicates the percentage of students, starting at the same place, that the student's growth exceeded. Growth percentiles are assigned at the student-level (as are proficiency ratings). So, when a student takes the State test, he receives a Scaled Score (e.g., 650) and a Performance Level (e.g., Level 3). In the past, Scaled Scores were converted to Proficiency Ratings which then fed the Student Progress measures. Now, one additional step will be taken to convert the student's progress to a growth percentile based not only on his score this year, but also on his score last year. A 50th percentile outcome means that a student made more growth than 50% of the students who started at the same place.

5. How will I know at which growth percentile each student performs?

When the ELA and Math State tests results come back toward the end of the school year, ATS will show the Scaled Score, Proficiency Rating, and growth percentile for each student. At the same time, a series of tables will be posted online that show the conversion from Scaled Score to Proficiency Rating to growth percentile for each grade level and subject. Note: growth percentiles are unique to grade level and subject.

6. Why growth percentiles?

There are three primary reasons for adopting growth percentiles for the Student Progress measures:

- Growth percentiles control for each student's starting proficiency. So, the progress of a student who starts at a proficiency rating of 3.5, for example, will only be compared to the progress of other students who also start at a proficiency rating of 3.5. This ensures the most accurate growth comparison for students, and therefore schools, across the City
- Growth percentiles will improve the year-to-year stability of the student progress measurement on the Progress Report because they adapt to each student's starting level of proficiency each year
- Growth percentiles have been adopted in several States, including Colorado and Massachusetts. Colorado's growth model has been formally approved by the U.S. Department of Education, and New York State has publicly stated its interest in exploring the Colorado model as a basis for the growth model it intends to adopt in the next several years. If New York State were to move in this direction, State and City accountability could move into closer alignment.

7. How is progress measured for students who are held back?

Progress on the same grade level exam is not the same as progress on consecutive grade level exams. As such, students who are held back are excluded from the Student Progress measures, though the most recent test score is considered in the Student Performance measures.

8. So what should I do differently now that the Progress Report is measuring student growth differently?

Nothing. The goal is still to maximize the amount of progress each student makes on the ELA and Math State tests. Schools are rewarded for making the most progress possible with their students.

9. Why are Self-Contained and CTT students being grouped together for purposes of the progress adjustment and the additional credit measures?

This policy is intended to promote movement of students with disabilities to less restrictive environments and ensure continued access to the General Education curriculum .

10. Is there a progress adjustment for students who have IEPs, but only receive Related Services?

No. Our analysis shows that, when controlling for starting proficiency, students with Related Services make on average the same amount of progress as General Education students. As such, there is no progress adjustment for these students.

11. When will a student's Special Education program recommendation be determined? What happens if a student's program recommendation changes throughout the year?

Each student's program status will be based on his/her Special Education classification as of the end of the year. That program status will be used to classify that student for purposes of the 2009-10 Progress Report. To continue to encourage schools to move students to more inclusionary settings, students will retain their program status until the end of their elementary or middle school tenure.

12. Does "one year of progress" still apply?

The notion of one year of progress still holds in that students who are more proficient this year than last year made one year of progress. However, there is no longer a separate measure on the Progress Report that evaluates whether or not a student made one year of progress. Instead, growth percentiles will be adopted which control for differences in the likelihood that students make one year of progress based on their starting proficiency.

13. Why are there no longer separate Student Progress measures for students at proficiency and students not yet at proficiency?

Growth percentiles control for each student's starting proficiency. As such, there is no longer a need to separately measure progress for these two groups of students.

14. What should I do if I have a question about or want to give feedback on the proposed changes?

Attend a feedback session or email PR_Support@schools.nyc.gov. If you would like to attend a feedback sessions, please RSVP to PR_Support@schools.nyc.gov specifying which session you will attend. Feedback sessions include:

- Queens – 45-18 Court Square, Long Island City, Room 252 – February 8th – 3:30pm-5:30pm
- Brooklyn – 131 Livingston Street, Room 304 – February 11th – 3:30pm-5:30pm
- Staten Island – Building A at the Petrides Complex, Room 317 – February 24th – 3:30pm-5:30pm
- Manhattan – 333 7th Ave., 8th Floor Large Conference Room – February 26th – 3:30pm-5:30pm
- Bronx – One Fordham Plaza, Room 853 – March 4th – 3:30pm-5:30pm

15. When will the changes be finalized?

Final changes based on feedback will be announced in March.

16. Will I receive a Progress Report Modeler as I have in the past?

After the changes are finalized, each school will receive a Progress Report Modeler that includes updated peer and city horizons and reflects all of the finalized changes to the metrics. Please note that while this Modeler will allow you to simulate a score, it will not be able to simulate a grade because the cut scores have not yet been set.