

The New York City Progress Report Elementary/Middle School

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 help principals and teachers accelerate academic achievement for all City students. It enables students, parents, and the public to hold the DOE and its schools accountable for student outcomes and improvement. 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 realizes his or her fullest potential.

Progress Reports are issued annually near the start of the school year. Exact timing depends upon New York State's announcement of the results of its English Language Arts (ELA) and mathematics examinations.

Each Progress Report presents three separate bases for evaluating schools.

Progress Report Grade

This letter grade (A through F) provides an overall assessment of the school's contribution to student learning in three main areas of measurement: (I) School Environment, (II) Student Performance, and (III) Student Progress. Schools also receive grades in each of these three categories.

Schools receive additional recognition for Exemplary Student Progress by students most in need of attention and improvement. The overall Progress Report Grade is designed to reflect each school's contribution to student academic progress, no matter where each child begins his or her journey to proficiency and beyond. Schools are compared to all schools Citywide and to schools with student populations most like their own.

Educator Guide

**The New York City
Progress Report**
Elementary/Middle School

Updated: August 6, 2009

Quality Review Score

This separate accountability score is based on an on-site Quality Review of the school by an experienced educator. The score represents the quality of efforts taking place at the school to track the capacities and needs of each student, to plan and set rigorous goals for each student's improved learning, to focus the school's academic practices and leadership development around the achievement of those goals, and to evaluate the effectiveness of plans and practices constantly and revise them as needed to ensure success.

The Quality Review Score is evaluated on a four point scale: Well Developed, Proficient, Underdeveloped with Proficient Features, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade and instead is treated as a different, equally important indicator.

NCLB Status

This separate accountability indicator reports the school's status under the accountability system New York State has adopted under the federal No Child Left Behind Act. 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. NCLB Status is not incorporated into the Progress Report Grade.

General Information

In order to assess the contribution schools make to student learning, the Elementary/Middle School Progress Report compares students' performance levels this year to their own levels last year. It also compares schools to schools within the same school type Citywide and to a set of peer schools. Particular attention is given to students performing in the lowest third school-wide and Citywide.

The Elementary/Middle School Progress Report evaluates schools or portions of schools that serve grades in the range from K–8. The emphasis in the evaluation of these schools is on student performance and progress in Grades 3–8, and measures of school environment. School environment measures capture growth in Grades K–2. In the future, steps will be taken to measure student performance and progress in Grades K–2 as well. A separate High School Progress Report is used to evaluate schools or portions of schools serving Grades 9–12. A separate Progress Reports is also being developed to evaluate schools that have substantial populations of Special Education students receiving alternative assessments.

Definitions

Peer Schools are schools that serve similar populations in terms of grade span, demographic composition, and/or average incoming State exam scores. To determine the peer groupings, all elementary and middle schools are divided into one of three grade spans: (1) Grades K–5, (2) Grades K–8, and (3) Grades 6–8. The following table lists the rules for handling different grade combinations, including those that do not conform to these three main categories:

Table #1

Progress Report School Type Categories*	Actual Grade Served
Elementary schools (K-5)	K-4, K-5, K-6
K-8 schools (K-8)	K-7, K-8, and K-12 (minus grades 9-12)
Middle schools (6-8)	5-8, 6-8, and 6-12 (minus grades 9-12)
High schools (9-12)	9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8)

* High school grade spans (9-12) are the subject of a separate Progress Report. Some schools serving Grade K also have pre-Kindergarten programs.

Elementary and K-8 schools are then ranked by a “peer index,” which is the weighted average of the percentage of students at the school eligible for free lunch (the Title I poverty rate) (30%), student demographic characteristics (30%), percentage of the student population enrolled in Special Education (30%), and percentage of the student population made up of English Language Learners (10%).

Middle schools are ranked by a “peer index,” which is the average of the Proficiency Ratings its actively enrolled students had earned on their fourth grade State ELA and mathematics exams.

A school’s peer group consists of the twenty schools above and twenty schools below it in the same school type category when ranked by peer index.

Peer groupings for the 2008-09 school year were held constant from the groupings determined in 2007-08. New peer indices were calculated for schools receiving Progress Reports for the first time in 2009 and schools that changed school-type (e.g., an elementary school that phased into a K-8).

Peer Range

Schools are judged based on how their students’ performance compares to that of students in their peer schools. Peer ranges are derived from results from 2005-08 (school years 2005-06, 2006-07, 2007-08). Roughly speaking, for each element in the Progress Report, the peer range is the range of scores earned by peer schools in the 2005–08 period excluding “outlier” scores that deviate so dramatically from the other scores that it is not reasonable to use them as reference points.

Citywide Range

Schools are also judged based on how their students’ performance compares to that of students in other City schools of the same school type. Like the peer ranges, Citywide ranges are derived from results from 2005-08 (school years 2005-06, 2006-07, 2007-08). Roughly speaking, for each element in the Progress Report, the Citywide range is the range of scores earned by schools Citywide in the 2005–08 period excluding “outlier” scores that deviate so dramatically from the other scores that it is not reasonable to use them as reference points. Separate Citywide ranges are calculated for each of the Progress Report grade span categories.

Students in a School’s Lowest Third

A school’s lowest third in English Language Arts is the third of students at the school in each grade who scored the lowest on the State ELA exam the previous year. Similarly, the school’s lowest third in mathematics is the third of students in each grade who scored the lowest on the State math exam the previous year.

Students in Lowest Third Citywide

Students in the lowest third Citywide in English Language Arts scored less than the lowest third Citywide cutoff for their grade on the State ELA exam last year. The lowest third Citywide cutoffs were determined based on the bottom third of students in a grade Citywide based on the 2007 ELA exam. Similarly, students in the lowest third Citywide in mathematics scored less than the lowest third Citywide cutoff for their grade on the State math exam last year, where the lowest third Citywide cutoffs were determined based on the bottom

third of students in a grade Citywide based on the 2007 math exam.

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 10/31 audited registers. We use the enrollment from the audited register because it is audited and because this is what is used to allocate funds to schools. For a student to be included in a school's Student Performance measures, that student must be on the school's audited register as of 10/31/08¹. For a student to be included in a school's Student Progress measures, that student must be on the school's audited register as of 10/31/07 or 10/31/08¹.

State exams are conducted each year in January (ELA) and March (math). This means that two schools will be partially responsible for the State exam outcomes of students who transferred or matriculated from one school to another between the prior State exam and the most recent State exam. The sending school will have educated the child during the latter part of the prior school year; the receiving school will have educated the child during the early part of the current school year. To account for this fact, credit for students who transferred or matriculated from one school to another is split between the two schools in proportion to the amount of time the school educates the child between the prior and most recent State exams. Sixty percent (60%) of the credit for outcomes on the English Language Arts exam is attributed to the prior school (representing the learning that took place at the prior school between January and June) and 40% is attributed to the current school (representing the learning between September and early January). Similarly, 40% of the credit for outcomes in math is attributed to the prior school (March to June), and 60% is attributed to the current school (September to March).

¹ A student can also be included in a school's performance or progress measures if that student is identified for Shared Accountability. See Appendix D for more information about the Shared Accountability Policy.

Performance Levels

The 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: *Not Meeting Learning Standards*

Student performance does not demonstrate an understanding of the content expected at this grade level.

Level 2: *Partially Meeting Learning Standards*

Student performance demonstrates a partial understanding of the content expected at this grade level.

Level 3: *Meeting Learning Standards*

Student performance demonstrates an understanding of the content expected at this grade level

Level 4: *Meeting Learning Standards with Distinction*

Student performance demonstrates a thorough understanding of the content expected at this grade level.

Proficiency Ratings²

For purposes of the Progress Report, the scale scores awarded by the State on State mathematics and ELA exams are assigned a Proficiency Rating on a continuum from 1.00 to 4.50. A Proficiency Rating of 1.00 corresponds to the lowest score a student in Performance Level 1 can attain. A Proficiency Rating of 1.99 corresponds to the highest score a student can attain and still be at Performance Level 1. A Proficiency Rating of 2.50 corresponds to the midpoint between Performance Level 2 and Performance Level 3. Similarly, Ratings between 2.00 and 3.00 reflect scale scores between the State cut-off scores for Performance Levels 2 and 3, and Ratings between 3.00 and 4.00 reflect scale scores between the State cut-off scores for Performance Levels 3 and 4. Students who exceed the cut-off score for Performance Level 4 are assigned Proficiency Ratings from 4.01 to 4.50; a Proficiency Rating of 4.50 corresponds to the highest score that can be attained on the test.

² Proficiency ratings are not for purposes of assigning scores to individual students and may not be used for that purpose under any circumstances. Proficiency ratings are only for purposes of aggregating the performance of all children at each school and comparing schools based on differences in the aggregated performance of all students.

Elements of the Progress Report

Considerations in Computing the Overall Progress Report Grade

A Progress Report grade of A, B, C, D, or F is assigned to each school based on a weighted average of the Category Elements plus any additional recognition the school obtains based on Exemplary Student Progress. The Category Elements (described in detail below) include three main areas of measurement: (I) School Environment, (II) Student Performance, and (III) Student Progress. Particular weight is given to Student Progress and to each school's performance in relation to peer schools. Recognition for Exemplary Student Progress among students most in need of attention and improvement is reported in a fourth category.

I. **School Environment** measures pre-conditions for learning: student attendance (5%) and other crucial aspects of the school's environment, such as safety and parent, student, and teacher engagement in the process of accelerating student learning, as measured by scientific surveys of parents, students, and teachers (10%). The School Environment category of the Progress Report counts for 15% of the overall Progress Report score.

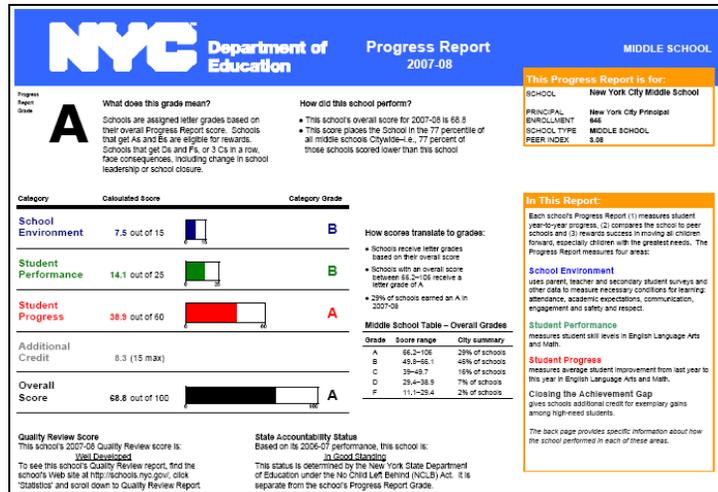
II. **Student Performance** measures the number of students at a school that have reached the crucial goal of proficiency in English Language Arts (ELA) and mathematics. These indicators provide a snapshot of the ELA and mathematics proficiency levels of all students at a school in a given year. The Student Performance component of the Progress Report counts for 25% of the overall Progress Report score.

III. **Student Progress** measures how student proficiency has changed in the past year. Progress indicators track the yearly gain or loss in ELA and mathematics proficiency of the same students as they move from one grade to the next at the school. These measures focus on the capacities students develop as a result of attending the school, not the capacities they bring with them to school on the first day. Attention is given to all students in each school and to students in each school's lowest one-third of proficiency as of the beginning of the year, as determined by the previous school year's ELA and Math proficiency ratings. The Student Progress component of the Progress Report counts for

60% of the overall Progress Report score.

In addition, schools can earn additional credit in the Exemplary Student Progress category. Schools earn points here when their high-need students make exemplary gains. 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.



The score on each of the areas of measurement described above are represented numerically as well as visually through a sideways bar chart. The sum of a school's score in each area make up the school's overall score. The Progress Report Modeler tool is available to help schools understand how to improve their Progress Report score.

In addition, the cover page of the Progress Report includes a school's Progress Report grade, percentile citywide (the percentage of schools scoring lower than this school), Peer Index, Quality Review score, and State Accountability Status.

Progress Report Measures

Progress Reports include the following measures:

I. School Environment (15 points)

The first four Progress Report measures 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 middle and high school students. The survey gathers information on how well each school serves student learning from these key members of school communities. Each survey question informs school results in one of four categories.

1.1 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.

1.2 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.

1.3 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.

I.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, of 0 to 10 which appear on the Progress Report. Domain scores by respondent group, question scores, and percentage of respondents selecting each answer choice are reported separately on the Survey Report. Survey Reports are available at each school's website. For additional information about the survey and its scoring methodology, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov.

The final measure in School Environment is attendance. Attendance counts for 5 points in the School Environment category.

I.5 Attendance

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 taking the total number of days attended by all students and dividing it by the total number of days on the school's register for all students (principals can review their attendance data using the RGAR screen in ATS). Pre-K attendance is excluded for any school that has a Pre-K grade.

II. Student Performance (25 points)

To be eligible for inclusion in the Student Performance measures, a student must be on the school's October 31, 2008 audited register (or be identified as a Shared Accountability student) and have taken the New York State test score in 2009. The following two measures are determined for ELA and Math based on the 2009 tests.

II.1 Percentage of Students at Proficiency (Level 3/4)

This measure indicates the percentage of students at 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 Median Student Proficiency

This measure represents the median Proficiency Rating for all students in the school. The "median" is the midpoint of all students: half of all students had a higher score; half had a lower score. As is described in the definition of Proficiency Ratings above, this Median Proficiency Rating is measured on a scale of 1.00 to 4.50, based on the scale score.

III. Student Progress (60 points)

To be eligible for inclusion in the school's Student Progress measures, a student must:

- Be on the school's October 31, 2007 OR October 31, 2008 audited registers (or be identified as a Shared Accountability student).
- Be in at least 4th grade in 2008-09. 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 2009 than the student did in 2008 (i.e., if the student took the 4th grade test in 2008, she must have taken the 5th grade test in 2009).

The following four measures are determined for ELA and Math based on the 2008 and 2009 tests.

III.1 Percentage of Students Making at Least 1 Year of Progress

This measure shows the percentage of students at the school in the current year who made a "year's worth of progress." Because Proficiency Ratings assess the extent to which the student demonstrates the level of understanding expected at his/her grade level, a year's worth of progress means that the student attained at least the same (or higher) Proficiency Rating on the current year's ELA and Mathematics tests as he/she attained the previous year, and achieved a minimum Proficiency Rating of 2.00 during the second year of comparison. This indicator recognizes that a school with the same average Proficiency Rating this year as last year

has afforded its students, on average, a year's worth of learning and as a result has met the most basic progress requirement. More specifically, this is achieved when students on average exhibit the same level of proficiency this year as the same students did last year. A student who maintains a Level 1 proficiency from one year to the next is not considered as having made basic progress.

In addition, there are three other caveats to this measure:

- If a student is a Level 4 in both 2008 and 2009, that student automatically qualifies as making one year of progress.
- If a student was designated Special Education in 2008, that student receives a +0.2 proficiency rating adjustment for 2009 before the determination of progress is made.
- If a middle school student earns 85 or higher on a math Regents, they are automatically considered as making one year of progress in Math.

III.2 Percentage of Students in School's Lowest Third Making at Least 1 Year of Progress

This measure is identical to the previous measure except it includes only the lowest-performing third of students within each grade and subject in the school. The lowest one-third is defined above and is based on the students' scores on the relevant test in the previous year.

III.3 Average Change in Student Proficiency for Level 1 and Level 2 Students

This measure calculates the school's average change in ELA and mathematics Proficiency Ratings for students who start the year (based on their 2008 New York State tests) at a Level 1 or Level 2. If a student's scale score on last year's ELA exam translated to a Proficiency Rating of 2.20, and her scale score on this year's ELA exam translates to a Proficiency Rating of 2.80, her change in proficiency between last year and this year was $2.80 - 2.20$, or a gain of 0.60. This measure shows the school-wide average change among all students who took the State exam in the preceding year and in the current year. Note: if a student was designated Special Education in 2008, that student receives a +0.2 proficiency rating adjustment for 2009 before that student's change in proficiency is evaluated.

III.4 Average Change in Student Proficiency for Level 3 and Level 4 Students

This measure is identical to the previous measure except it includes only

students who start the year (based on their 2008 New York State tests) at a Level 3 or Level 4.

IV. Exemplary Student Progress

Exemplary Student Progress is measured by the percentage of particular groups of students who show an annual increase of 0.50 or more in Proficiency Rating on the proficiency continuum of 1.00 to 4.50. In other words, exemplary progress occurs if a student increases her performance by half of a performance level or more in a single year. These measures afford schools "additional credit" for exemplary gains. The student groups whose gains can result in additional credit for Exemplary Student Progress are: (1) English Language Learner students, (2) Special Education students, (3) Hispanic Students in the Lowest Third Citywide, (4) Black Students in the Lowest Third Citywide, and (5) Other Students 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 exemplary gains.

Schools receive additional credit for Exemplary Student Progress if the percentage of students who make exemplary gains is greater than or equal to the additional credit cut scores. These cut scores were established for each measure based on the performance of schools on these measures during the 2007-08 school year. Specifically, 0.75 points are added for each measure in which the school's percentage of qualifying students making exemplary gains would have placed them in the top 40% of all schools by school type in 2007-08, and 1.50 points are added for each element in which the school's percentage of qualifying students would have placed them in the top 20% of all schools by school type. The percentage of students in each category making exemplary gains is indicated on the Progress Report followed by a notation indicating whether the school received additional credit for gains among any relevant category of students. Categories in which the school has fewer than fifteen students are represented with the symbol "-". These cut scores were determined separately for each school type (so that exemplary gains are compared separately for Elementary, Middle, and K-8 Schools) and are listed in Appendix B. For example, at least 43.8% of an Elementary School's *Hispanic Students in the Lowest Third Citywide* must achieve exemplary gains in ELA in order for the school to earn an additional 0.75 points in that category. Furthermore, at least 50.8% of an Elementary School's *Hispanic Students in the Lowest Third Citywide* must achieve exemplary gains in ELA in order for the school to earn an additional 1.5 points in that category.

IV.1 English Language Learners

This measure includes students identified as being Limited English Proficient based on their July 2008 status.

IV.2 Special Education Students

This measure includes all students with an IEP based on their July 2008 Special Education status.

IV.3 Hispanic Students in the Lowest Third Citywide

This measure includes Hispanic students who performed in the lowest third of all students Citywide in their grade level on the relevant test.

IV.4 Black Students in the Lowest Third Citywide

This measure includes Black students who performed in the lowest third of all students Citywide in their grade level on the relevant test.

IV.5 Other Students in the Lowest Third Citywide

This measure includes all other students who performed in the lowest third of all students Citywide in their grade level on the relevant test. Note: if the school did not have 15 students (the minimum number required to calculate a measure) in the category of Hispanic Students in the Lowest Third Citywide or 15 students in the category of Black Students in the Lowest Third Citywide, then those students are included in the category of Other Students in the Lowest Third Citywide.

Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category of the Proximity to Peer Horizon (x3) and Proximity to Peer Horizon (x1) measures for School Environment, Student Performance, and Student Progress. As the weighting indicates, Proximity to Peer Horizon counts three times as much as Proximity to City Horizon. These weighted values within each category are then averaged to create scores for School Environment, Student Performance, and Student Progress. The school's overall score is a weighted average of School Environment (15%), Student Performance (25%), and Student Progress (60%) plus any additional credit earned by the school.

The maximum point values for each measure are indicated in the table below:

<i>Category Measure</i>	<i>Total points</i>	<i>Peer Horizon point values (75% of total)</i>	<i>City Horizon point values (25% of total)</i>
School Environment	15.0	11.25	3.75
Academic Expectations	2.5	1.875	0.625
Communication	2.5	1.875	0.625
Engagement	2.5	1.875	0.625
Safety and Respect	2.5	1.875	0.625
Attendance	5.0	3.75	1.25
Student Performance	25.0	18.75	6.25
ELA – Percentage of Students at Proficiency	6.25	4.6875	1.5625
ELA – Median Student Proficiency	6.25	4.6875	1.5625
Math – Percentage of Students at Proficiency	6.25	4.6875	1.5625
Math – Median Student Proficiency	6.25	4.6875	1.5625

<i>Category Measure</i>	<i>Total points</i>	<i>Peer Horizon point values (75% of total)</i>	<i>City Horizon point values (25% of total)</i>
Student Progress	60.0	45.0	15.0
ELA – Percentage of Students Making at Least 1 Year of Progress	7.5	5.625	1.875
ELA – Percentage of Students in School’s Lowest Third Making at Least 1 Year of Progress	7.5	5.625	1.875
ELA – Average Change in Student Proficiency for Level 1 and Level 2 students	15.0 (school-specific based on the % of students reflected in each measure)	11.25 (school-specific)	3.75 (school-specific)
ELA – Average Change in Student Proficiency for Level 3 and Level 4 students			
Math – Percentage of Students Making at Least 1 Year of Progress	7.5	5.625	1.875
Math – Percentage of Students in School’s Lowest Third Making at Least 1 Year of Progress	7.5	5.625	1.875
Math – Average Change in Student Proficiency for Level 1 and Level 2 students	15.0 (school-specific based on the % of students reflected in each measure)	11.25 (school-specific)	3.75 (school-specific)
Math – Average Change in Student Proficiency for Level 3 and Level 4 students			

A school’s overall score is then assigned a percentile ranking based on the range of all scores Citywide, by school type, during the 2008–09 academic year.

Letter grades are assigned to schools based on their overall score as well as their category scores. The cut scores for each letter grade are included in Appendix A.

Appendix A: Cut Scores for Grades

Cut scores for overall and category grades vary by school type. The below tables show the cut scores for each grade on the 2008-09 Progress Report.

Elementary/Middle/K-8 Schools

<i>Grade</i>	<i>Overall</i>	<i>School Environment</i>	<i>Student Performance</i>	<i>Student Progress</i>
A	68+	10.2 – 15.0	17.0 – 25.0	40.8 – 60.0
B	54 – 67.9	8.1 – 10.1	13.5 – 16.9	32.4 – 40.7
C	43 – 53.9	6.5 – 8.0	10.8 – 13.4	25.8 – 32.3
D	33.0 – 42.9	5.0 – 6.4	8.3 – 10.7	19.8 – 25.7
F	0.0 – 32.9	0.0 – 4.9	0.0 – 8.2	0.0 – 19.7

Appendix B: Cut Scores for Additional Credit

Additional credit is based on the percentage of students within a population that achieve exemplary gains, defined as a proficiency rating gain of 0.5 or higher. If a school's percentage of students achieving exemplary gains is higher than the percentages in the table, that school earns additional credit. If a school's percentage is higher than the Top 20% cut score, that school earns 1.5 points of additional credit for that measure. If a school's percentage is higher than the Top 40% (but not top 20%), that school earns 0.75 points of additional credit for that measure.

Cut scores for additional credit vary by school type. The below tables show the cut scores for each additional credit metric for the 2008-09 Progress Report.

Elementary Schools

<i>Sub-Group</i>	<i>ELA</i>		<i>Mathematics</i>	
	<i>Top 40%</i>	<i>Top 20%</i>	<i>Top 40%</i>	<i>Top 20%</i>
English Language Learners	30.8%	36.8%	20.0%	26.0%
Special Education Students	42.9%	50.0%	30.6%	38.5%
Hispanic Students in the Lowest Third Citywide	43.8%	50.8%	27.9%	36.7%
Black Students in the Lowest Third Citywide	41.4%	50.0%	27.3%	33.6%
Other Students in the Lowest Third Citywide	46.7%	53.8%	31.8%	41.3%

K-8 Schools

<i>Sub-Group</i>	<i>ELA</i>		<i>Mathematics</i>	
	<i>Top 40%</i>	<i>Top 20%</i>	<i>Top 40%</i>	<i>Top 20%</i>
English Language Learners	26.1%	31.6%	20.0%	26.0%
Special Education Students	33.3%	37.5%	33.3%	37.5%
Hispanic Students in the Lowest Third Citywide	32.2%	38.5%	34.9%	39.8%
Black Students in the Lowest Third Citywide	29.4%	34.6%	28.6%	36.4%
Other Students in the Lowest Third Citywide	36.0%	41.1%	38.7%	46.9%

Middle Schools

<i>Sub-Group</i>	<i>ELA</i>		<i>Mathematics</i>	
	<i>Top 40%</i>	<i>Top 20%</i>	<i>Top 40%</i>	<i>Top 20%</i>
English Language Learners	23.5%	28.4%	28.6%	35.8%
Special Education Students	29.4%	35.2%	33.3%	39.1%
Hispanic Students in the Lowest Third Citywide	24.1%	28.0%	34.3%	42.3%
Black Students in the Lowest Third Citywide	21.7%	25.6%	32.8%	39.5%
Other Students in the Lowest Third Citywide	25.7%	29.8%	40.3%	46.7%

Appendix C: Cut Scores for Lowest Third Citywide

Cut scores for the lowest third Citywide additional credit measures are determined by grade level. Any student with a proficiency rating (based on the 2008 State tests) equal to or less than what is noted in the table is considered in the lowest third Citywide for that subject.

<i>Grade</i>	<i>ELA</i>	<i>Mathematics</i>
3	2.79	3.34
4	2.76	3.17
5	2.88	3.12
6	2.81	2.94
7	2.68	2.74
8	2.56	2.50

Appendix D: Changes made to the Progress Report from 2008 to 2009

Based on feedback from educators during a comprehensive review process, only modest changes have been made to this year's Progress Report in an effort to provide stability to these reports.

Change #1: Shared Accountability

To the greatest extent possible, students with disabilities should be served in the school they currently attend. If, however, it is determined that the student requires services that cannot be provided at the school and needs to transfer to another DOE school to obtain those services, there will be shared accountability for the student. Such students will be on the Progress Report of both the sending school and the receiving school until the student completes the next articulation grade (e.g. 5th, 8th or 12th grade).

There is shared accountability for students who transfer schools because of the following changes in their educational services:

- From general education to collaborative team teaching, special class, or a special education school (District 75)
- From related services only to collaborative team teaching, special class, or a special education school (District 75)
- From special education teacher support services to collaborative team teaching, special class, or a special education school (District 75)
- From collaborative team teaching to special class or a special education school (District 75)
- From special class to a special class with a more intensive student/adult ratio (e.g. 12:1 to 12:1:1)
- From special class to special education school (District 75)

At both the sending and the receiving school, the student who transfers will be given the same weight in accountability metric calculations as any other student in the school.

Information regarding changes in program recommendations and subsequent changes in school placement are tracked in our special education data systems. This information is monitored by the Office of Special Education Initiatives and the Office of Student Enrollment and provided to the Office of Accountability to be incorporated into the Progress Reports. In the coming weeks, schools will have the opportunity to view the list of students who have been identified for Shared Accountability.

Change #2: Student Attendance

Schools have asked about the implications of the H1N1 virus on student attendance and the Progress Report. We are monitoring the situation closely and, once all information is known, we will announce modifications to this year's calculation of attendance on the Progress Reports to ensure that no schools are adversely affected.