

The New York City Progress Report Early Childhood 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

Educator Guide

**The New York City
Progress Report
Early Childhood School**

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proficiency and beyond. Schools are compared to all schools Citywide and to schools with student populations most like their own.

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 (as of 2009-10): Well Developed, Proficient, Developing, 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 Early Childhood Progress Report compares students' performance levels this year to their expected performance levels based on their demographic characteristics. It also compares each school to other schools within the same school type Citywide (in this case, other schools in the City that serve the early grades) and to a set of peer schools.

The Early Childhood Progress Report evaluates schools that serve grades in the range from K-2 and K-3. The emphasis in the evaluation of these schools is on student performance, student progress, and measures of school environment. Separate Elementary/Middle School and High School Progress Reports evaluate schools or portions of schools that serve grades K-8 and 9-12 respectively.

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 peer groups, all early childhood, and elementary schools are divided into one of three grade spans: (1) Grades K-2/K-3, (2) Grades K–5, and (3) Grades K–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
Early Childhood schools (K-3)	K-2 and K-3
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.

Early Childhood, 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%), percentage of Black/Hispanic students (30%), percentage of the student population with Individual Education Plans (30%), and percentage of the student population made up of English Language Learners (10%).

Early Childhood schools are peered with any school that serves third graders with the same approximate demographic make-up. The “peer index” for each peer school is based on the school’s K-3 student population.

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.

A school’s peer index for the 2009-10 school year was determined based upon the students included on its October 31st, 2009 audited register.

Peer Range

Early Childhood 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 2008-10 (school years 2008-09 and 2009-10). For each element in the Progress Report, the peer range is the range of scores earned by peer schools in the 2008–10 period excluding “outlier” scores that deviate so dramatically from the other scores that it is not reasonable to use them as reference points. An “outlier” score is defined as one that is more than two standard deviations away from the mean. The peer range “minimum” is the lowest non-outlier score and the peer range “maximum” is the highest non-outlier score.

Citywide Range

Early Childhood schools are also judged based on how their students’ performance compares to that of students in other City schools that serve third graders. The citywide range is calculated using the same methods as the peer group. The only difference is that the citywide range considers all schools that serve third graders.

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the school level is 15, except for Additional Credit where the

minimum is 10. Elements for which there are fewer than the minimum 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 required 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 and Student Progress measures, that student must be on the K-3 school's audited register as of 10/31/09; and on the K-2 school's audited register as of 10/31/08.

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 Ratings

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.

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.

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 Outcomes. 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 Outcomes 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 points) 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 points). The School Environment category of the Progress Report counts for 15 points of the overall Progress Report score of 70 points.

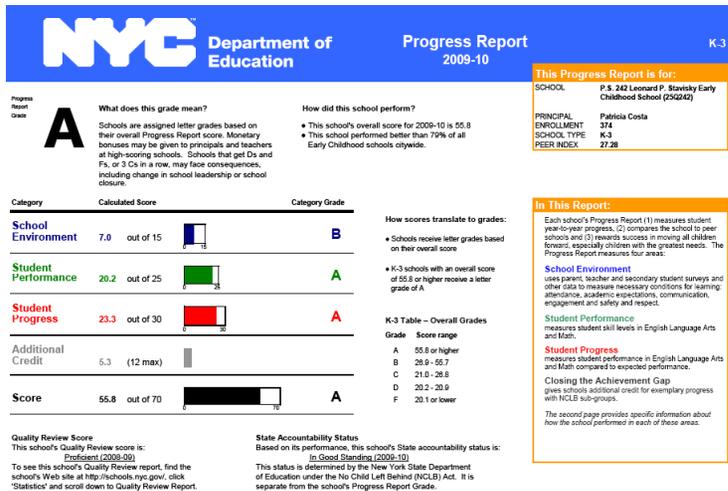
II. Student Performance measures the percentage of students that have reached the crucial goal of proficiency in English Language Arts (ELA) and mathematics. These indicators provide a snapshot of the ELA and mathematics proficiency levels of students taking the third grade State tests. For K-3 schools, this includes any third grader in the school. For K-2 schools, this includes any third grader who previously attended their school as a second grader. The Student Performance component of the Progress Report counts for 25 points of the overall Progress Report score of 70 points.

III. Student Progress measures the extent to which students exceed their expected proficiency in third grade ELA and mathematics. By taking a "beat-the-odds" approach, the Student Progress measures track the probability that a student will attain various levels of proficiency based on the student's demographic profile. The beating-the-odds Progress measures assign points to students based on the probability of attaining different levels of proficiency in 3rd grade ELA and mathematics.

The Student Progress measures focus on the capacities students develop as a result of attending the K-2 or K-3 school, not the capacities they bring with them to school on the first day. In other words, these measures determine the extent to which each school helps students attain higher than expected levels of proficiency on the third grade ELA and math tests. Attention is given to all students in each school, as determined by the October 31st, 2009 audited register for K-3 schools and the October 31st, 2008 audited register for K-2 schools. The Student Progress component of the Progress Report counts for 30 points of the overall Progress Report score of 70 points.

Furthermore, schools can earn additional points in the Additional Credit category. Schools earn points here when particular subgroups of students "beat-the-odds"—above and beyond similar students at other schools Citywide. 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 Early Childhood 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 makes up the school's overall score. The methodology for determining the letter grades is covered in Appendix A.

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. The Quality Review score and State Accountability Status are provided for informational purposes; these are not a part of the Progress Report score.

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 Surveys. 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.

1.4 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 student attendance. Student attendance counts for 5 points in the School Environment category.

1.5 Student Attendance

The attendance rate includes the attendance for all students on a K-2 or K-3 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 31st audited register (in 2009 for K-3 schools; in 2008 for K-2 schools) and have taken the New York State test score in 2010. The following two measures are determined for ELA and Math based on the 2010 tests.

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

This measure indicates the percentage of 3rd grade students in 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 3rd grade 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.

**Note: for K-2 schools the 2009-10 Student Performance measures are based on the 2nd grade students attending the school in 2008-2009.*

III. Student Progress (30 points)

To be eligible for inclusion in the school's 2009-10 Student Progress measures, a student must:

- Be on the school's October 31, 2008 audited register for K-2 schools
- Be on the school's October 31, 2009 audited register for K-3 schools

- Have taken the New York State 3rd grade ELA and or mathematics test in 2010.

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

III.1 “Beat the Odds” Progress Measure

On a Citywide basis, the likelihood of student proficiency at third grade can be predicted using student demographics. This measure evaluates the extent to which schools help students exceed their “expected” third grade ELA and math performance. This measure is referred to as “beating the odds”.

This measure is calculated as follows for the 2010 ELA and mathematics tests:

Every student has a demographic profile (ethnicity, , English Language Learner status, and Special Education status) that puts her at a certain likelihood of being proficient on the third grade ELA and math State tests.

To establish the probability that each student will be proficient, we identified student groups, based on their demographics, whose probabilities of passing are similar. We then assign each student to a group based on their demographic characteristics.

To determine a student’s group, we assign a weight ranging from 0 to 7 for ELA and 0 to 6 for math. We assign more weight to Special Education students with the most restrictive program recommendations (for ELA and math) and English Language Learners (ELA only). The weights for each of the demographic characteristic are as follows:

<i>Demographic Characteristic</i>	<i>Weight</i>
Black/Hispanic	+1
Special Education - SETSS	+2
Special Education – CTT	+3
Special Education – SC	+4
English Language Learner	+2 for ELA, +1 for Math

Each student is then assigned a group which is based on the sum of their unique demographic weights. Students who are assigned to a group with a weight of 0 have none of these demographic characteristics. Students with a weight of seven (for ELA) are Black or Hispanic, in a Self-Contained Special Education environment, and are English Language Learners.

The weights are designed to reward schools for success with all students, ensuring equity for those with the lowest historical performance.

Students are then assigned points based on their probability of attaining different levels of proficiency in ELA (2.5, 3.0, and 3.5) and mathematics (3.0, 3.5, and 4.0). Given each student’s demographic make-up we calculate the probability that each student will meet each of the proficiency thresholds for ELA and math. Based on these probabilities students earn points that correspond to the proficiency threshold they reach. For example a student who is Black has a weight of one for ELA and math. Students who have a weight of one for ELA have a 23% chance of reaching a proficiency level of 3.5. If this student earned a proficiency rating of 3.7 in ELA he would be awarded 4.3 points (this value is derived from the inverse of the probability for reaching the 3.5 threshold, or in this case, 1/23%). So, in this case, the student would contribute a value of 4.3 points to his school’s ELA “Beat-the-Odds” Progress measure.

A detailed description of the points associated with each of the student weights for ELA and math are presented in Appendix C.

IV. Exemplary Student Progress

Exemplary Student Outcomes are measured by the percentage of particular groups of students that perform beyond expectations (i.e. “beat-the-odds”). These measures afford schools “additional credit” for exemplary gains. The student groups whose gains can result in additional credit are: (1) English Language Learner students, (2) Special Education students, (3) Black Students, (4) Hispanic Students. 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 higher than other schools Citywide. Schools can earn 0.75 or 1.5 point(s) for each additional credit measure. The average contribution 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 ten students are represented with the symbol “-”. The minimum score cut-offs to earn exemplary gains in each category, by school type, are listed in Appendix B

For the purposes of additional credit, students are included in the Special Education group if their CAP program code indicates a placement in self-contained, CTT, or SETSS. Students with IEPs who only receive Related Services will not be included in the special education additional credit measure. The reason is that, historically, these students have achieved Math and ELA progress comparable to their general education classmates.

IV.1 English Language Learners

This measure includes students identified as being Limited English Proficient based on their July 2010 status.

IV.2 Special Education Students – SETSS, CTT, and SC

This measure includes all students that have a SETSS, CTT, or SC Individualized Education Plan based on their July 2010 Special Education status.

IV.3 Hispanic Students

This measure includes all Hispanic students.

IV.4 Black Students

This measure includes all Black students.

Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category of the Proximity to Peer Horizon (75%) and Proximity to City Horizon (25%) 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 points), Student Performance (25 points), and Student Progress (30 points) 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

<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 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
Student Progress	30.0	22.5	7.5
ELA – “Beat the Odds” Progress Measure	15.00	11.25	3.75
Math – “Beat the Odds” Progress Measure	15.00	11.25	3.75

Appendix A: Cut Scores for Grades

Cut scores for overall and category grades are established based on a set grade distribution. Because this is the first year of the official Early Childhood Progress Report, it is not possible to set meaningful cut scores in advance. So, for the first official release, we will pre-set the distribution of grades, as we did in the first year of the elementary and middle school Progress Reports. In future years we will define cut scores in advance.

The category 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; the cut-off for a B in Student Performance is roughly 25% of the cut-off for an overall B.

K-2 Schools

Grade	Overall	School Environment	Student Performance	Student Progress
A	≥39.3	≥5.8	≥9.8	≥11.7
B	28.8-39.2	4.3-5.7	7.2-9.7	8.6-11.6
C	20.0-28.7	3.0-4.2	5.0-7.1	6.0-8.5
D	19.2-19.9	2.8-2.9	4.8-4.9	5.7-5.9
F	≤19.1	≤2.7	≤4.7	≤5.6

K-3 Schools

Grade	Overall	School Environment	Student Performance	Student Progress
A	≥55.8	≥8.3	≥13.9	≥16.7
B	27.0-55.7	4.0-8.2	6.7-13.8	8.1-16.6
C	21.0-26.9	3.1-3.9	5.2-6.6	6.3-8.0
D	20.2-20.9	1.2-3.0	2.1-5.1	2.5-6.2
F	≤20.1	≤1.1	≤2.0	≤2.4

Appendix B: Cut Scores for Additional Credit

Cut scores for additional credit vary depending on whether a school is K-2 or K-3. The below tables show the cut points for earning additional credit in ELA and math by student sub-group. For example if a K-2 school's English Language Learner population earned a value of 2.17 or higher on the ELA "Beat the Odds" measure, then the school would earn an additional 1.0 point. If that school earned a value between 2.04 and 2.17 on the ELA "Beat the Odds" measure for its English Language Learners, then the school would earn an additional 0.5 points.

K-2 Schools

Sub-Group	ELA		Mathematics	
	0.75 Additional Credit Points	1.5 Additional Credit Points	0.75 Additional Credit Points	1.5 Additional Credit Points
English Language Learners	0.85	2.02	0.8	2.14
Special Education Students (SETSS, CTT, SC)	0.37	0.92	0.15	1.54
Hispanic Students	1.3	1.94	0.15	1.54
Black Students	1.03	1.34	0.71	1.3

K-3 Schools

Sub-Group	ELA		Mathematics	
	0.75 Additional Credit Points	1.5 Additional Credit Points	0.75 Additional Credit Points	1.5 Additional Credit Points
English Language Learners	0.48	2.32	0.16	1.63
Special Education Students (SETSS, CTT, SC)	0.09	1.07	0.25	0.83
Hispanic Students	1.35	2.52	1.3	1.95
Black Students	1.26	1.73	0.95	2.06

Appendix C: ELA and Math Points Awarded to Student Progress Measures

The tables below show the point values a school can earn in the Student Progress measures depending on the level of achievement that their students attain. As described above, the “student weight” is determined based on the demographic profile of the students. A school earns more points if it helps its students reach higher levels of performance on the third grade State test.

ELA points for each possible student weight

<i>Student weight</i>	<i>Points for Level 2.5</i>	<i>Points for Level 3</i>	<i>Points for Level 3.5</i>
0	1.1	1.2	2.1
1	1.2	1.6	4.3
2	1.4	2.0	7.3
3	1.7	2.8	10.0
4	2.4	4.5	12.5
5	3.8	7.9	15.0
6	3.3	6.6	17.5
7	6.8	15.0	20.0

Math points for each possible student weight

<i>Student weight</i>	<i>Points for Level 3.0</i>	<i>Points for Level 3.5</i>	<i>Points for Level 4.0</i>
0	1.1	1.3	2.1
1	1.3	2.1	4.8
2	1.6	3.4	10.6
3	1.7	4.0	13.3
4	2.0	5.4	17.9
5	2.9	9.2	15.0
6	3.3	11.8	17.5

Appendix D: Changes made to the Progress Report from the 2008 Pilot to 2010

In an effort to strengthen the Progress Report evaluation, various changes were made since the Pilot Progress Report. The changes are based on feedback from principals, network staff, parents and union leaders.

Change #1: Student Progress “Beat-the-Odds” Measures

The Progress Report now further differentiates Special Education students by level of student need to reflect the different outcomes these students have historically achieved. Additionally, universal free lunch schools are exempt from collecting lunch forms from students on an annual basis so it is not possible to identify which students are eligible for free lunch at these schools.

Therefore the weights for the Student Progress “Beat-the-Odds” measures are now as follows:

<i>Demographic Characteristic</i>	<i>Weight</i>
Black/Hispanic	+1
Special Education - SETSS	+2
Special Education – CTT	+3
Special Education – SC	+4
English Language Learner	+2 for ELA, +1 for Math

Change #2: Additional Credit

Additional credit continues to focus on the exemplary outcomes achieved by high need students.

A school can earn up to 1.5 points of additional credit if it is able to display exemplary performance on the “Beats-the-Odds” measure in ELA and Math for the following sub-groups:

- English Language Learners

- Special Education Students (Self-Contained, CTT, SETSS)
- Hispanic Students
- Black Students

Change #3: Peer Groups and Peer / City Horizons

A new peer index was calculated for each school based on the students on its October 31st, 2009 audited register. The methodology used to calculate the peer index is the same as that used in 2007-08

Schools were assigned to new peer groups based on their 2009-10 peer index (20 schools above, 20 schools below)

In addition, peer and City horizon ranges were updated based on school performance results from 2008-09 and 2009-10.

Change #4: Progress Report Grades and Cut Scores

Because this is the first year of the official Early Childhood Progress Report, it is not possible to set meaningful cut scores in advance. So, for the first official release, the overall cut scores were determined for 2009-10 based on a set grade distribution – giving 25% of schools As, 35% Bs, 25% Cs, 10% Ds, and 5% Fs.