

Educator Guide

The New York City Progress Report

District 75 Schools
2009-2010

Updated: September 30, 2010

The New York City Progress Report

District 75 Schools

District 75 provides citywide educational, vocational, and behavior support programs for students who are on the autism spectrum, have significant cognitive delays, are severely emotionally challenged, sensory impaired and/or multiply disabled. District 75 consists of 56 school organizations, home and hospital instruction and vision and hearing services. District 75 programs are located at more than 310 sites in the Bronx, Brooklyn, Manhattan, Queens, Staten Island and Syosset, New York

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.

The Progress Report, Quality Review, and New York State Annual School Report Card are three separate accountability systems used to evaluate schools in New York City.

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 Outcomes that are consistent with the mission of District 75. 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 only to District 75 schools with student populations most like their own (the peer group).

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.

General Information

In order to assess the contribution schools make to student learning, the District 75 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 to a set of peer schools.

Definitions

Peer Schools

District 75 schools receive progress reports if they serve at least 50 students in grades 3-8 who annually take the standard New York State Math and ELA exams. These schools are divided into three Peer Groups based on the proportion of the school's students who are identified as grade level K-5. The third of schools with the largest proportion of K-5 are grouped in an "Elementary Like" peer group. The third of schools with the lowest proportion of K-5 are grouped in a "Middle School Like" peer group. The schools in the middle third of schools are grouped in a "K-8 School Like" peer group.

Peer Range

District 75 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.

Minimum N (Number of Students)

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

Attribution of Students to Schools

Students are attributed to schools based on the October 31st audited register. We use the enrollment from this register because it is audited and because this is what is used to allocate funds to schools. For a student to be included in a school’s Student Performance or Progress measures for 2009-2010, that student must be on the school’s audited register as of October 31st, 2009. Only students in grades K-8 are considered in the 2009-10 District 75 Progress Report. Grade PK and 9-12 students do not contribute to environment, progress, performance, or additional credit.

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 is reported in a fourth category.

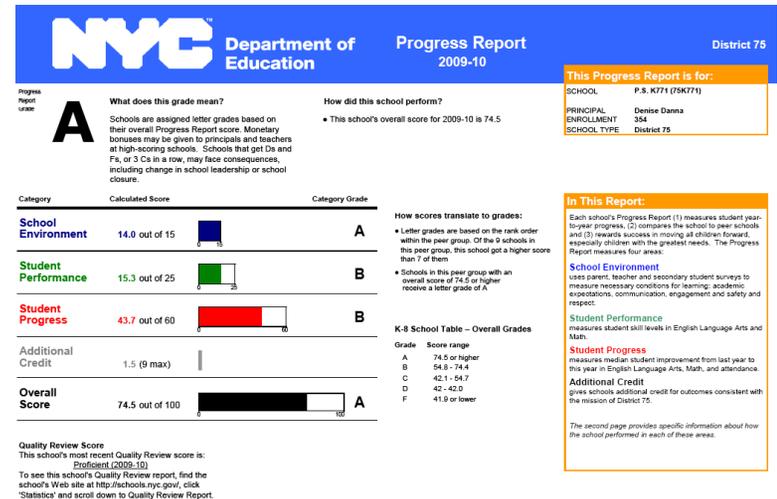
I. School Environment (15% of overall score): measures pre-conditions for learning: student attendance and other crucial aspects of the school's environment, such as safety, high expectations, engagement, safety, respect, and communication. Attendance is measured directly and the other aspects of school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

II. Student Performance (25% of overall score): 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. Each of the four metrics counts for 6.25% of the overall score.

III. Student Progress (60% of overall score): 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. A student's growth percentile indicates the percentage of students, starting at the same place, which the student's growth exceeded. 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 "transient" students. These are students who are in the first year of a transition to a new school. Each of these four metrics counts for 15% of the total score.

The picture below shows the cover page of the D75 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 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, peer group rank, and Quality Review score.. The Quality Review score is 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 District 75 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 District 75 survey questions are tailored to the needs of District 75 schools. 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 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. School attendance rates can be reviewed using the RGAR screen in ATS. Pre-K attendance is excluded for any school that has a Pre-K grade.

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, 2009 audited register and must have a valid score for the 2010 New York state Math, ELA, or NYSAA exam. By defining performance flexibly in District 75, we support the goal of educating each student in his or her zone of proximal development.

II.1 Percentage of Students at Proficiency (Level 3/4) on Math and ELA

This measure indicates the percentage of students attributed to the school who are performing at or above proficiency as defined by New York State on ELA and mathematics in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

II.2 Percentage of Students Approaching Proficiency (Level 2/3/4) on Math and ELA

This measure indicates the percentage of students attributed to the school who, although have not necessarily fully met the standards (level 3) they have at least partially met the standards (level 2). There are separate metrics for Math and ELA.

II.3 Percentage of Students Proficient on the New York State Alternative Assessment (NYSAA) in Math and ELA

The New York State Alternate Assessment (NYSAA) is a part of the New York State Testing Program. It is a datafolio-style assessment in which students with severe cognitive disabilities demonstrate their understanding of Alternative Grade Level Indicators based on New York State Learning Standards. This metric measures the percent of students who are rated proficient (level 3 or 4) on the Alternative Grade Level Indicators in Math and ELA.

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, 2009 audited register
- Be in at least 4th grade in 2009-10. Progress cannot be determined until we have two years of test data for a student
- Have taken a Standard New York State Test one grade level higher in 2010 than the student did in 2009 (i.e., if the student took the 4th grade test in 2009, she must have taken the 5th grade test in 2010)

The following two measures are determined for ELA and Math based on the 2009 and 2010 tests.

III.1 Median Growth Percentile

This measure calculates the median (middle) growth percentile of a school's eligible students. A student's growth percentile is determined by comparing that student's 2010 proficiency rating with the 2010 proficiency ratings of all other students citywide who had the same 2009 proficiency rating. A student's growth percentile indicates the percentage of students, starting at the same place, which the student's growth exceeded.

For example, let's say we have a student who scored 3.04 on the 3rd grade ELA in 2009 then scored 3.21 on the 4th grade ELA in

2010. In order to find this student's growth percentile we will compare this student's 4th grade result to the group of students in the city who got the same score as him in the 3rd grade. Among this group of students it turned out that 62% of them did worse than 3.21 and 38% of them did better than 3.21. So, this student's percentile growth would be 62.0.

III.2 Median Growth Percentile for Transient Students

Students who are in the first year of a transition from one school environment to another are some of the most challenging students to teach. This is true whether the student is new to District 75 or has moved from one District 75 school to another. Because of this, particular attention is given to this group of students on the Progress Report. A transient student is defined as one whose school assignment on the audited register of October 31st, 2008 is different than the school assignment on the audited register of October, 31st, 2009.

The Median Growth Percentile for Transient Students is measured in the same manner as the Median Growth Percentile for all students.

IV. Additional Credit

The Individual with Disabilities Education Act (IDEA) requires that each student be educated in the least restrictive environment (LRE) that is appropriate to his or her needs. One of the key goals of District D75 is to develop and expand options where students can succeed in the least restrictive environment. Schools are recognized for contributing to this goal by placing students in classes that are not only successful (which is measured by the first three sections of the progress reports), but also are as close to general education as possible (which is measured by this section).

IV.1 Additional Credit for Least Restrictive Environment within District 75

This represents the proportion of students who, in a given school year, are integrated into a less restrictive environment within the same District 75 school or a different District 75 school. Students contribute to the numerator of this metric if their class assignment on October 31st, 2009 is a less restrictive environment than the class assignment on October 31st, 2008. The denominator includes all students enrolled in D75 on both the Oct. 2008 and Oct. 2009 rosters. Students are attributed by the Oct. 2008 roster since that is the school that prepared the student for integration into the less restrictive environment.

IV.2 Additional Credit for Integration into General Education School

This represents the proportion of students who, in a given school year, are integrated or re-integrated into a general education school (i.e. non-D75). Students contribute to the numerator of this metric who are on the October 31st, 2008 audited roster of a D75 school and are on the October 31st, 2009 audited roster of a non-D75 school. The credit is attributed to the D75 school that the student was assigned to in Oct. 2008. The denominator for this metric includes all students on the audited roster of the D75 school in Oct. 2008.

IV.3 Additional Credit for Maintaining a Safe School Environment

Another goal D75 is "To create learning environments that provide positive behavior supports, including instruction in self-management of challenging behaviors and in social skills development." To measure the success of schools toward achieving this goal, additional credit is awarded to schools that maintain a low rate of serious disciplinary infractions per 100 students. A serious disciplinary infraction is defined as an infraction in level 4 or level 5 in the "Citywide Standards of Discipline and Intervention Measures" which can be found in the "Discipline Code" section of <http://schools.nyc.gov/RulesPolicies/default.htm>.

The rate of serious infractions is weighted so that level 4 infractions contribute 100 points to the numerator and level 5

infractions contribute 200 points to the numerator. For 2009-2010, this will include all infractions that occur on or between September 9th, 2009 and June 28th, 2010. The denominator is the number of students enrolled based on the audited register as of October 31st, 2009.

Final Calculation of Progress Report Grade

Category Scores are calculated by weighting the values within each category of the Proximity to Peer Horizon measures for School Environment, Student Performance, and Student Progress. 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 (60 points) plus any additional credit earned by the school.

Schools receive credit in the additional credit section if the metric values fall in the top 40% of D75 schools. Schools in the top 40% of each metric receive 1.5 points added to the overall progress report score. Schools in the top 20% receive a total of 3.0 points.

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

<i>Category Measure</i>	<i>Total points based on Peer Horizon</i>
School Environment	15.0
Academic Expectations	2.5
Communication	2.5
Engagement	2.5
Safety and Respect	2.5
Attendance	5.0

<i>Category Measure</i>	<i>Total points based on Peer Horizon</i>
Student Performance	25.0
ELA – Percentage of Students at Proficiency	4.16
ELA – Percentage of Students Approaching Proficiency (level 2+)	4.16
ELA – Percentage proficient on the NYSAA	4.16
Math – Percentage of Students at Proficiency	4.16
Math – Percentage of Students Approaching Proficiency (level 2+)	4.16
Math – Percentage proficient on the NYSAA	4.16
Student Progress	60.0
ELA – Median Growth Percentile	15.0
ELA – Median Growth Percentile for Students in School's Lowest Third	15.0
Math – Median Growth Percentile	15.0
Math – Median Growth Percentile for Students in School's Lowest Third	15.0

Appendix A: Cut Scores for Grades

Letter grades for the 2009-10 Progress Reports will be assigned to schools based on their percentile ranking of overall scores in each peer group. Within each peer group, the top 25% of schools will receive A's, the next 35% will receive B's, the next 25% will receive C's, the next will receive D's, and the remaining 5% will receive F's.

The category cut scores will be derived from these overall cut scores. For example, the cut-off for an A in the School Environment section will be 15% of the cut-off for an overall A; the cut-off for a B in Student Performance will be 25% of the cut-off for an overall B.

District 75 Middle Schools

Grade	Overall	School Environment	Student Performance	Student Progress
A	≥63.5	≥9.5	≥15.8	≥38.1
B	43.6-63.4	6.5-9.4	10.9-15.7	26.1-38.0
C	39.3-43.5	5.8-6.4	9.8-10.8	23.5-26.0
D	31.4-39.2	4.7-5.7	7.8-9.7	18.8-23.4
F	≤31.3	≤4.6	≤7.7	≤18.7

District 75 Elementary Schools

Grade	Overall	School Environment	Student Performance	Student Progress
A	≥61.8	≥9.2	≥15.4	≥37.0
B	53.65-61.7	8.0-9.1	13.4-15.3	32.1-36.9
C	44.35-53.64	6.6-7.9	11.0-13.3	26.6-32.0
D	40.6-44.34	4.5-6.5	7.5-10.9	18.1-26.5
F	≤40.5	≤4.4	≤7.4	≤18.0

District 75 K-8 Schools

Grade	Overall	School Environment	Student Performance	Student Progress
A	≥74.5	≥11.1	≥18.6	≥44.7
B	54.8-74.4	8.2-11.0	13.7-18.5	32.8-44.6
C	42.1-54.7	6.3-8.1	10.5-13.6	25.2-32.7
D	42.0-42.09	5.0-6.2	8.3-10.4	20.0-25.1
F	≤41.9	≤4.9	≤8.2	≤19.9

Appendix B: Cut Scores for Additional Credit

If a school's percentage of students achieving exemplary outcomes is higher than the percentages in the table, that school earns additional credit. If a school's percentage is greater than or equal to the Top 20% cut score, that school earns the 3.0 points for that measure. If a school's percentage is greater than or equal to the Top 40% (but less than the Top 20%), that school earns 1.5 points of additional credit for that measure.

The cut scores for D75 schools are yet to be determined since this is the first year official year of the D75 progress report.

District 75 Elementary Schools

<i>Sub-group</i>	<i>Top 40%</i>	<i>Top 20%</i>
Least Restrictive Environment within D75	4.4%	10.6%
Integration into General Education School	6.6%	11.9%
Maintaining a Safe School Environment	98.9%	99.7%

District 75 K-8 Schools

<i>Sub-group</i>	<i>Top 40%</i>	<i>Top 20%</i>
Least Restrictive Environment within D75	8.0%	10.2%
Integration into General Education School	4.0%	6.3%
Maintaining a Safe School Environment	97.2%	98.8%

District 75 Middle Schools

<i>Sub-group</i>	<i>Top 40%</i>	<i>Top 20%</i>
Least Restrictive Environment within D75	8.6%	11.2%
Integration into General Education School	4.6%	5.5%
Maintaining a Safe School Environment	97.2%	99.4%

Appendix C: 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: School Performance Metric Changes

"Percentage of Students Approaching Proficiency (Level 2/3/4) in Math and ELA" has been added as a metric in the School Performance section. This is a response to feedback from educators in D75. This metric supplements the metrics already in place: "Percentage of Students at Proficiency (Level 3/4)" and "Percentage of Students Proficient on the New York State Alternative Assessment (NYSAA)."

"Median Proficiency on Math and ELA" is now removed from the School Performance section. These measures are highly correlated with the percent level 3/4 and the percent level 2/3/4 metrics. Keeping these measures would make the school performance section unnecessarily complex with eight total metrics.

Change #2: Additional Credit Metrics

For the additional credit measures below, the top two schools in each peer group receive +3.0 points and the next two would receive +1.5 points to the overall score.

Change #3: Additional Credit for Maintaining a Safe School Environment

One goal D75 is "To create learning environments that provide positive behavior supports, including instruction in self-management of challenging behaviors and in social skills development." To measure the success of schools toward achieving this goal, additional credit is awarded to schools that

maintain a low rate of serious disciplinary infractions per 1 student. A serious disciplinary infraction is defined as an infraction in level 4 or level 5 in the “Citywide Standards of Discipline and Intervention Measures” which can be found in the “Discipline Code” section of <http://schools.nyc.gov/RulesPolicies/default.htm>.

The formula used for determining the rate of infractions is:

Numerator: 2 x the number of level 5 infractions recorded during a school year **plus** 1 x the number of level 4 infractions recorded during a school year

Denominator: The number of students enrolled based on the audited register

Change #4: Additional Credit for a Less Restrictive Environment

In response to requests from educators, metrics have been added to award additional credit for integrating students into less restrictive environments. One of the key goals of District D75 is to develop and expand options where students can succeed in the Least Restrictive Environment. Schools are recognized for contributing to this goal by placing students in classes that are not only successful (which is measured by the first three sections of the progress reports), but also are as close to general education as possible (which is measured by this section).

1. Additional Credit for Integration into General Education School

This represents the proportion of students who, in a given school year, are integrated or re-integrated into a general education school (i.e. non-D75). The formula for this metric is:

Numerator: The number of students who are enrolled in a non-D75 school this year after being in a D75 school the previous year.

Denominator: The number of students enrolled in each D75 school during the previous year.

2. Additional Credit for a Less Restrictive Environment within District 75

This represents the proportion of students who are in a more restrictive class one year and a less restrictive class the next year.

Numerator: Number of students who are assigned to a less restrictive class this year than the previous year

Denominator: Number of students enrolled school in a D75 for two consecutive school years

Change #5: Progress Report Grades and Cut Scores

Because this is the first year of the official D75 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.