

This document describes proposed changes to the methodology for the 2011-12 Elementary/Middle/K-8 Progress Reports, and provides answers to frequently asked questions. These changes build on the methodology described in the [Educator's Guide to the 2010-11 Elementary/Middle/K-8 Progress Report](#). Through meetings with principals and community members, we will collect feedback about these proposed changes through March 30th. After considering feedback, we will release the final methodology for 2011-12 in April. To provide feedback or to ask questions, please email PR_Support@schools.nyc.gov.

Incorporation of Middle School Course Metrics (Middle/K-8)

High School Readiness Section

To raise the bar for student achievement and promote college and career readiness, we are proposing a new high school readiness section for the middle school and K-8 school Progress Reports; in order to be college ready, a student first needs to be high school ready. The section will consist of two metrics worth 5 points total:

- **Percent of 8th Graders Earning High School Credit** (2.5 points): the percentage of continuously enrolled 8th graders who earned accelerated high school credit by passing a high school level course and the associated exam. This metric was reported but not scored in the 2010-11 Progress Report.
- **9th Grade Credit Accumulation of Former 8th Graders** (2.5 points): the percentage of the school's 2010-11 8th graders who, in 2011-12, earned 10 high school credits with six credits in at least three of the four main subjects (English, math, science, and social studies). Students who are not in a NYC DOE high school in 2011-12 are excluded. This is a new proposal, and is meant to capture the success of the middle school at preparing students for high school by evaluating former students' early high school academic outcomes. While the quality of instruction and the policies of the high schools students attend will impact the results on this metric, research indicates that the middle school a student attended is a strong predictor of early high school success, regardless of the high school the student attends. We intend this metric to reward schools that are preparing students for successful in high school, and to encourage the academic, advising, and middle-to-high school bridge work that makes that success more likely.

Core Course Passing Rate Metrics

In order to recognize schools for achievement beyond the state English and Math exams, we are proposing to begin awarding Progress Report points for the core course passing rate metrics reported but not scored on the 2010-11 Progress Report. These four metrics will be worth 5 points total and will be added to the Student Performance section:

- **English Core Course Passing Rate** (1.25 points)
- **Mathematics Core Course Passing Rate** (1.25 points)
- **Science Core Course Passing Rate** (1.25 points)
- **Social Studies Core Course Passing Rate** (1.25 points)

Scoring: Each of these metrics (high school readiness and core course passing rates) will be scored by comparing a school's result to the historical results of its peer schools (at 75% weight) and to the historical results of all City high schools (at 25% weight). This is the same scoring methodology as the Student Progress, Student Performance, and School Environment sections.

To accommodate the new metrics, some other metrics will decrease in point value. These decreases apply only to middle and K-8 schools:

Metrics	2010-11 Point Value	Proposed 2011-12 Point Value (middle and K-8 schools)
Student Performance Metrics (based on English and Math exams)	4 metrics worth 6.25 points each	4 metrics worth 3.75 points each

Middle schools without an 8th grade will not have a High School Readiness section, and the 5 points that would have gone to that section will remain with the English and Math exam metrics in the Student Performance section.

Other Changes

Progress Report Component	2010-11 Measure	Proposed Change for 2011-12	Reason for Proposed Change
1. Early Grade Progress for Elementary Schools	<p>The Progress section for elementary schools consisted of the following metrics, which only represent students in grade 4 or higher:</p> <ul style="list-style-type: none"> English Adjusted Median Growth Percentile English Adjusted Median Growth Percentile – school’s lowest third Math Adjusted Median Growth Percentile Math Adjusted Median Growth Percentile – school’s lowest third 	<p>We will add two new metrics to the Student Progress section for elementary schools: English and Math Early Grade Progress for 3rd grade students. These metrics, which weight students’ test results based on their demographic indicators of need, are similar to those used in the Early Childhood Progress Report. For more details, see the frequently asked questions below.</p> <p>As a result of this addition, there would be six metrics in the Student Progress section worth 10 points each.</p>	<p>This change would recognize schools that are especially successful on the English and math tests with their 3rd grade students, and is a response to feedback that the 2010-11 Progress Report put too much weight on the results of elementary schools’ 4th and 5th grade students.</p>

Progress Report Component	2010-11 Measure	Proposed Change for 2011-12	Reason for Proposed Change
2. Scoring for the Closing the Achievement Gap Section	Additional credit for closing the achievement gap was awarded only to schools with metric values in the top 20% (full credit) or top 40% (half credit) for each metric. The percentage of high-need students in the school population did not factor into the determination of additional credit.	Additional credit will be awarded based on <i>both</i> the percentage of high-need students achieving an exemplary outcome <i>and</i> the percentage of students in that high-need group. These will be multiplied together then multiplied by a benchmark that represents the relative difficulty of the metric (see frequently asked questions for an example).	<p>The proposed scoring system will award some points for each high-need student that reaches the target for a metric. Schools with more high-need students have the opportunity to earn more points, but only if students meet the high standard for the outcome.</p> <p>More schools will be able to earn additional credit for their success with high-need students, and those schools that are succeeding with more high-need students will earn more points. At the same time, the standards for demonstrating success with those students remain high.</p>
3. Additional credit for NYSESLAT progress (Elementary/ K-8)	n/a	We will add a new metric to the Closing the Achievement Gap section based on the percentage of English language learners in grades K to 5 who have made progress on the NYSESLAT exam in the past year. A student will be counted as making progress if his 2012 overall performance level is higher than in 2011. Students taking the test for the first time in 2012 are excluded.	This new measure would recognize schools that are especially successful in moving their younger students toward English language proficiency.
4. Additional Information Page	n/a	<p>We will add a new page to the Progress Report with information that does not contribute to the score or grade, such as:</p> <ul style="list-style-type: none"> • English and Math results disaggregated by grade level and/or subgroup • Median unadjusted growth percentiles 	We have received feedback that reporting this kind of additional, concrete information about student achievement in the Progress Report would be useful to school staff and families.

Technical Changes

- *Replace “Percent Free Lunch Eligible” with “Economic Need Index:”* In order to more accurately capture the level of socioeconomic challenges at a school we are replacing the free lunch percentage with a composite index that is equal to:

*2 * Percent Temporary Housing + Percent HRA-eligible + 0.5 * Percent Free Lunch Eligible*

For universal lunch schools, the percent free lunch eligible comes from the last year the school collected lunch forms. HRA-eligible will be based on current year data. Students in temporary housing will be identified based on a temporary housing indicator anytime in the last four years. This change applies to the peer index and growth percentile adjustments.

- *Minor change to the calculation of the peer and city range:* If the mean minus two standard deviations is lower than the theoretical minimum for a metric, then “100% of range” will be adjusted downward so that the mean stays in the middle of the range. If the mean plus two standard deviations is greater than the theoretical maximum, it will still be possible for a school scoring the mean to get more than half of the available points. The purpose of this change is to ensure that a school that achieves the peer or city average will have a “percent of range” of at least 50%, which corresponds to half the available points.

Frequently Asked Questions

1. *How will grades be determined for 2011-12?*

The percentage of schools eligible for each letter grade will be announced in the final methodology document in April 2012.

2. *How will the NYC DOE ensure that the core course passing rates reflect rigorous learning standards?*

At the beginning of the 2011-12 school year, updated expectations for grading policies were distributed to schools, networks, and superintendents. This guidance states that schools’ grading policies must be based primarily on student mastery of the New York State learning standards and on progress toward meeting those standards. Schools are required to document grading policies that provide clear expectations for learning and make them transparent to staff, students, and families. Maintaining quotas for passing students is not allowed. The DOE is increasing oversight of schools’ grading policies and schools have been informed that they may be asked to provide documentation of grading policies for review to justify student course performance results.

In addition, the Progress Report team will be reviewing the course results for the 2011-12 school year. If we find cases where course passing rates are far out of alignment with both state exam performance and state exam progress we may redistribute points from the course metrics to the exam metrics for those schools.

3. *How will the Early Grade Progress metric be calculated?*

The Early Grade Progress metric recognizes achievement by third grade students weighted by demographic indicators of need. This metric is currently used in the Early Childhood Progress Report and is a proposed addition to the elementary school Progress Report.

The first step in calculating the metric is to determine each student’s demographic indicator value. This is a number from 0 to 8 for English and from 0 to 7 for math. It is calculated by adding together the indicator values from the following table:

Demographic Characteristic	Indicator Value
Black or Hispanic	+1
Temporary Housing or HRA-Eligible	+1
Special Education - SETSS	+2
Special Education - CTT	+3
Special Education - SC	+4
English Language Learner	+2 for ELA, +1 for Math

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 math (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. A weight for each indicator value is assigned to each proficiency threshold based on the historical probability of students with that demographic indicator value attaining different thresholds of proficiency. For example, in 2010-11, students with a demographic indicator value of 1 for English had a 23% chance of reaching a proficiency rating of 3.50. The weight applied to a student achieving that outcome is the inverse of 23%, which is 4.35. So, if a student with an indicator value of 1 scored 3.84 on the English exam, the student would contribute a weight of 4.35 points to the Early Grade Progress metric.

4. *How will the proposed additional credit scoring work?*

For each high need student that meets the success criteria for a metric in the Closing the Achievement Gap section, the school will earn a certain number of points. The number of points will depend on the percentage of the school’s population that is in the high-need group, the percentage of that group that is successful, and a “fixed point value” based on how difficult it is to achieve the success criteria.

Example:

A school has 1000 students. Of those, 20 are in CTT settings. Of those 20, 10 reached proficiency on the state math exams. On their Progress Report, the Percent Proficient - Math metric would look like this:

	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	MAXIMUM POINTS	POINTS EARNED
Percent Proficient - Math CTT Students (n=20)	50.0%	2.0%	0.35	1.00	0.35

- This “school’s result” on the metric is 50.0% because 10 of the 20 high need students met the math proficiency criteria.
- The “population percentage” is 2.0% because there are 20 high need students out of 1000 total in the cohort.
- The “fixed point value” is set at 0.35 (this is an example). This number will be the same for all elementary/K-8/middle schools, but will vary from metric to metric. It will be determined based on how common it was for the achievement criteria to be met by the group under consideration. In this example, it would be based on the likelihood that CTT students would meet the math proficiency standard.
- The “maximum points” is 1.00 for all additional credit metrics.

- The “points earned” is equal to the school’s result x the population percentage x the fixed point value x 100, up to a maximum of 1.00 points. In this example, the result would be $0.5 \times 0.02 \times 0.35 \times 100 = 0.35$ points. Based on the formula for this example, for each additional CTT student that met the math proficiency standard, the school would get an extra 0.04 points.
- For the percent proficient metrics, the total number in the population will be based on the total number of students with proficiency ratings. For the growth percentile metrics, the total population is all students who have growth percentiles. For the Least Restrictive Environment (LRE) metric, the total population is all students as of audited register and the relevant high-need group is students with disabilities that meet the inclusion criteria for the LRE metric.

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

Please contact your network accountability liaison or email PR_support@schools.nyc.gov with any questions or feedback.