



# Department of Education

*Dennis M. Walcott, Chancellor*

## Progress Reports for New York City Public Schools

Updated: January 9, 2012

# PROGRESS REPORTS

1. Overview
2. Measuring student performance and progress for elementary and middle schools
3. Measuring progress and performance for high schools
4. Evaluating the school learning environment
5. Peer and city comparisons
6. Additional credit for closing the achievement gap
7. Translating scores into grades

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# SCHOOL ACCOUNTABILITY IN NEW YORK CITY

WHAT	EVALUATE	ENFORCE CONSEQUENCES	ENABLE
HOW	<p><b>Progress Reports</b> Grades based on student outcomes</p> <p><b>Quality Reviews</b> Scores based on performance management criteria</p> <p><b>School Survey</b> Parent, teacher, and student surveys about school environment</p> <p><b>Federal and State Evaluation</b> Measures of schools' Adequate Yearly Progress and accountability standing</p>	<p><b>Rewards</b> Monetary bonuses</p> <p><b>Consequences</b> Restructuring or phaseout of chronically failing schools</p> <p><b>Aligned Mechanisms</b> City and Cluster performance targets, Principals' Performance Review and bonuses, school-wide teacher performance bonuses</p>	<p><b>Periodic Assessments</b> Diagnose and track progress</p> <p><b>Office of Achievement Resources</b> Hands-on data training through collaborative teacher teams</p> <p><b>Achievement Reporting and Innovation System (ARIS)</b> Fully integrated knowledge and data management</p> <p><b>Knowledge Sharing</b> Support structures and tools for collaboration and knowledge sharing</p>

# PROGRESS REPORT GUIDING PRINCIPLES

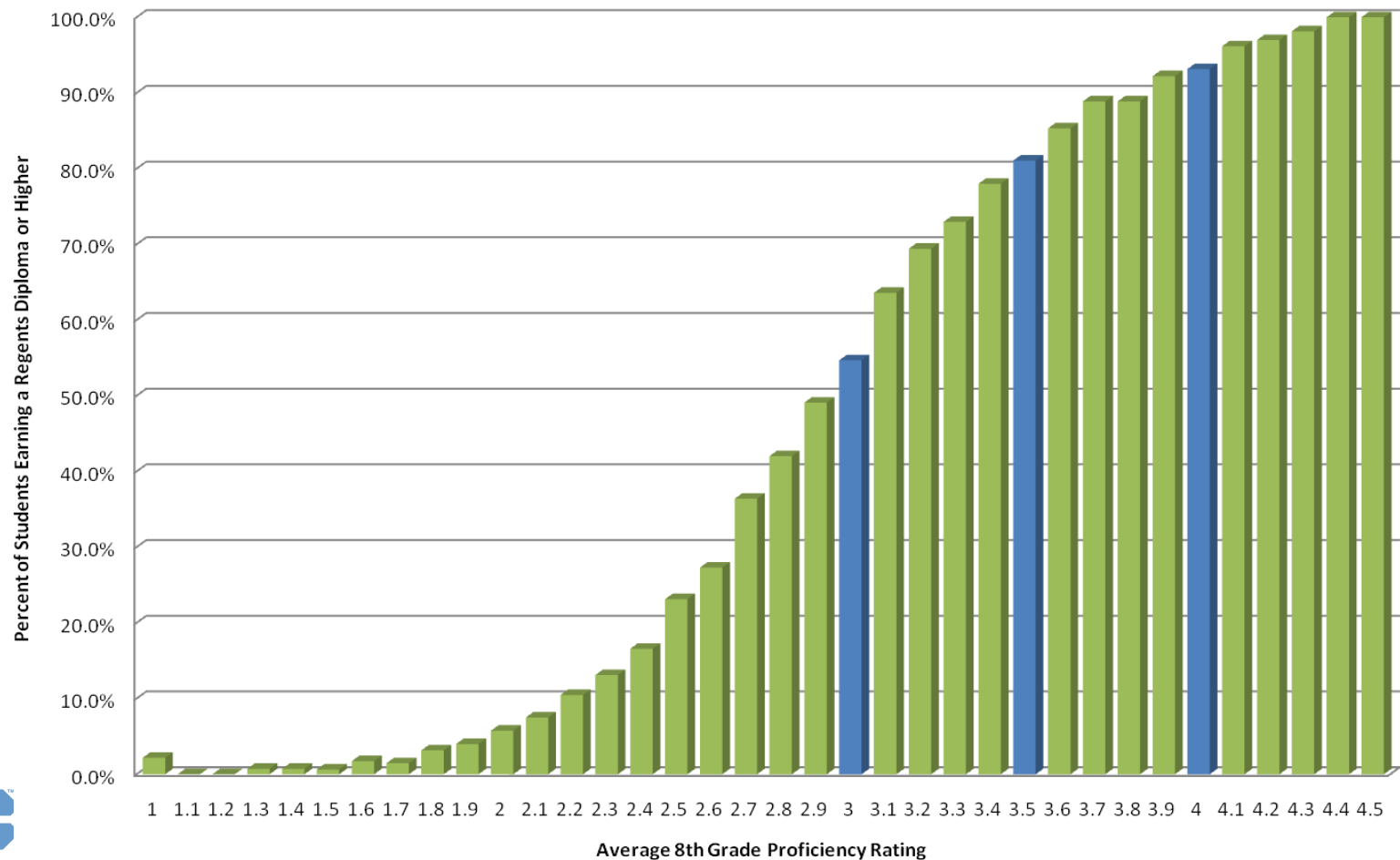
- Measure student outcomes as accurately as possible given the different challenges schools face
- Ensure that schools can verify and re-create metrics so schools understand how they are measured and how they can improve their performance
- Compare school performance to that of “peer schools” (schools serving similar student populations) and all schools Citywide
- Produce outcomes that are minimally correlated with socioeconomic status, Special Education populations, or other demographic characteristics
- Differentiate among schools to support parents in choosing schools and DOE in school leadership and portfolio decisions
- Incorporate direct input from parents, teachers, and students

# OVERVIEW OF THE PROGRESS REPORT

The Progress Report measures:

- Longitudinal progress with students (to and beyond proficiency)
- Mastery by all students of state learning standards as required by state and federal (NCLB) law
- Student attendance in school
- Closing of the achievement gap for high need populations
- Desired conditions for learning as assessed by hundreds of thousands of parents, teachers, and students
- Student readiness for high school (and ultimately) college success
- High school graduation and progress toward high school graduation

# LONGITUDINAL PROGRESS TO AND BEYOND PROFICIENCY IS DIRECTLY RELATED TO SUCCESS IN HIGH SCHOOL AND AFTER

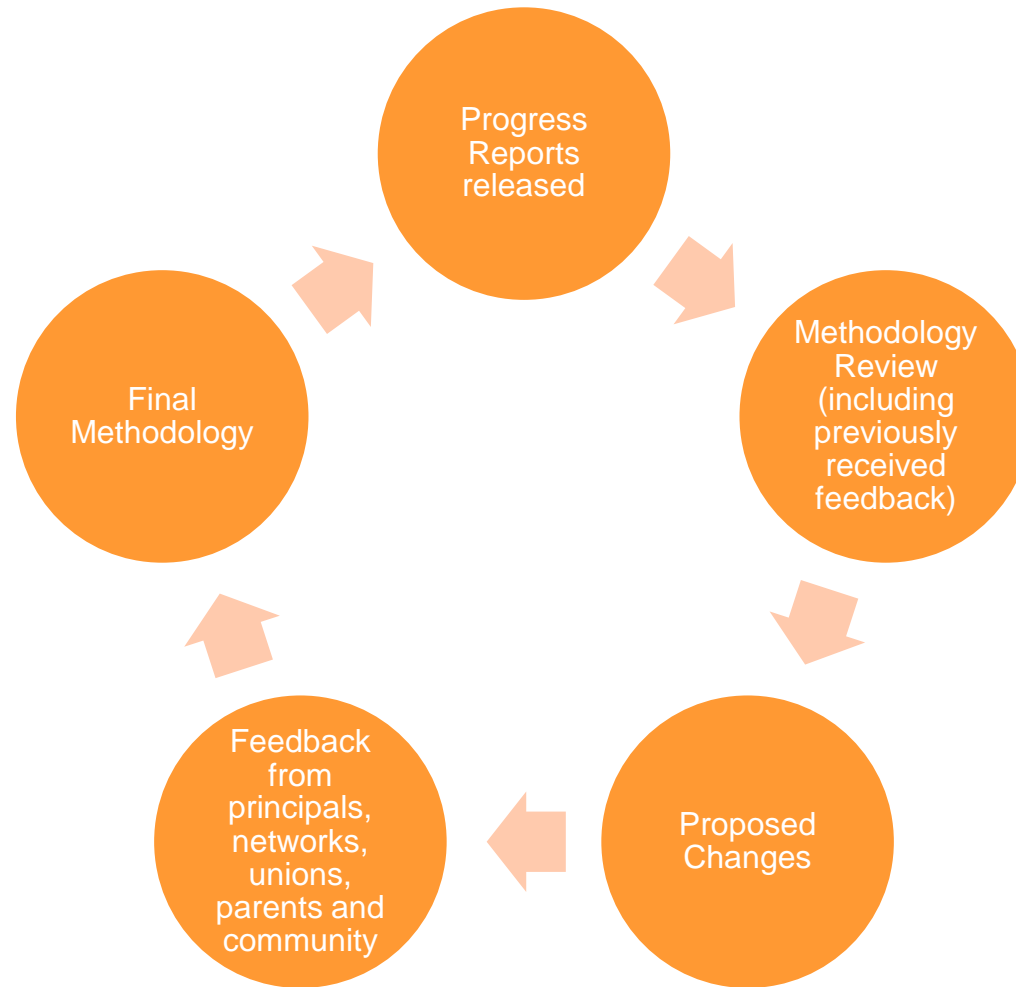


# PROGRESS REPORTS HAVE BEEN DEVELOPED FOR MOST SCHOOLS

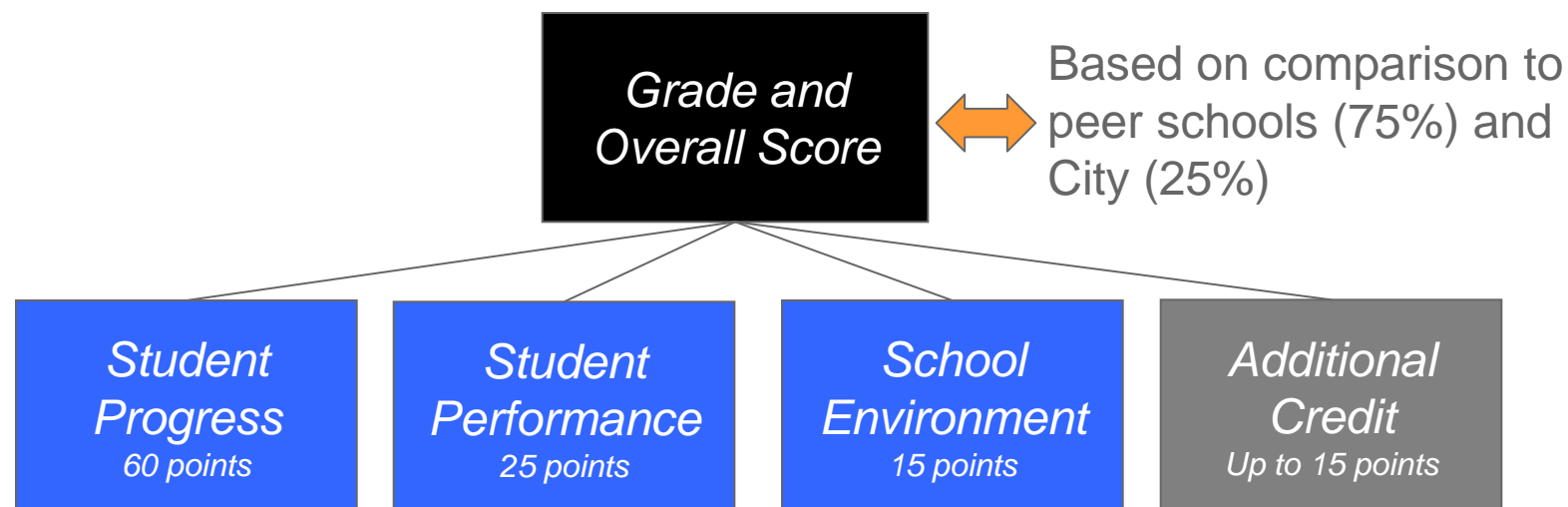
- The first official Progress Reports were released in Fall 2007 (evaluating the 2006-2007 school year)
  - Elementary/Middle Schools (EMS)
  - High Schools (HS)
  - Transfer Schools (HST)
- Progress Reports for District 75 Schools, Young Adult Borough Centers, and Early Childhood schools were released for the first time in Fall 2010 (evaluating the 2009-10 school year)
- Progress Reports for other school types, such as District 79 programs, are still under development



# THE PROGRESS REPORT METHODOLOGY EVOLVES THROUGH CONTINUOUS FEEDBACK



# OVERVIEW OF PROGRESS REPORT STRUCTURE



## Elementary, Middle, and K-8 Schools

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Student progress on ELA and Math test scores (median growth percentiles)</li> </ul> | <ul style="list-style-type: none"> <li>• Student test scores in ELA and Math (average proficiency and % Level 3/4)</li> </ul> | <ul style="list-style-type: none"> <li>• School Survey results</li> <li>• Attendance</li> </ul> | <ul style="list-style-type: none"> <li>• Exemplary performance and/or progress on test scores with high need students</li> </ul> |
|--|---|---|--|

## High Schools

- |  |   |   |  |
|--|---|---|--|
| <ul style="list-style-type: none"> <li>• Credit accumulation</li> <li>• Regents completion and pass rates</li> </ul> | <ul style="list-style-type: none"> <li>• Graduation rates (4-year and 6-year)</li> <li>• Weighted Graduation Rates (4-year and 6-year)</li> </ul> | <ul style="list-style-type: none"> <li>• School Survey results</li> <li>• Attendance</li> </ul> | <ul style="list-style-type: none"> <li>• Exemplary graduation and/or regents outcomes with high need students</li> </ul> |
|--|---|---|--|

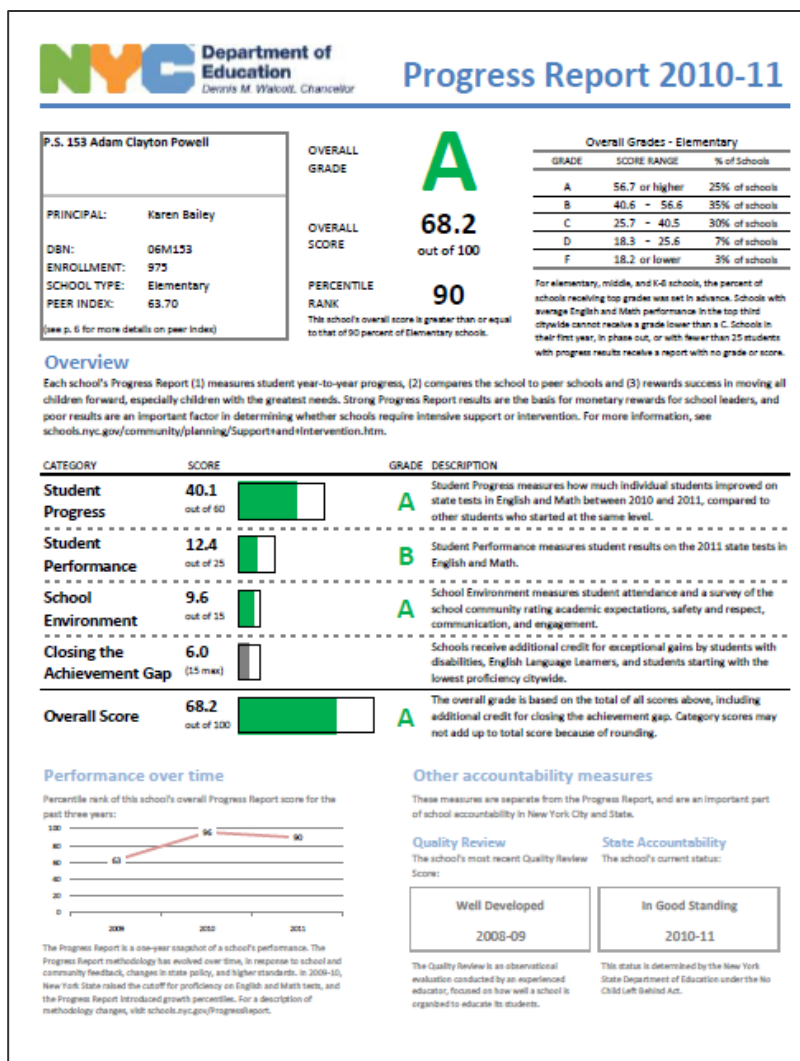
# COLLEGE READINESS METRICS REPORTED IN 2010-11

- **College Preparatory Course Index:** percentage of students in the 2011 cohort (all students who entered high school four years earlier) who achieved:
  - > 65+ on Algebra II, Chemistry, or Physics Regents exam, or
  - > 3+ on an Advanced Placement (AP) exam, or
  - > 4+ on an International Baccalaureate (IB) exam, or
  - > grade of “C” or higher in a course for college credit.
- **College Readiness Index:** percentage of students in the 2011 cohort (all students who entered high school four years earlier) who met the standards for passing out of remedial coursework at the City University of New York (CUNY), by:
  - > graduating with a Regents diploma, and
  - > earning a 75 or higher on the English Regents or scoring 480 or higher on the Critical Reading SAT, and
  - > scoring an 80 or higher on one Math Regents and completing coursework in Algebra II / Trigonometry or higher level, or scoring 480 or higher on the Math SAT.
- **College Enrollment Rate:** percentage of students in the 2010 cohort (all students who entered high school four years earlier) who graduated and enrolled in a degree program at a two- or four-year college or university by December 31, 2010.

# MIDDLE SCHOOL COURSE METRICS REPORTED IN 2010-11

- **Percentage of Students Who Passed Core Courses:** four separate metrics representing the percentage of students in 6th through 8th grade who received a passing grade in a full-year core course in:
  - > Math
  - > Science
  - > English
  - > Social studies
  
- **Percentage of 8<sup>th</sup> Graders Who Earned High School Credit:** percentage of students in 8th grade who have passed a high school level course and the related Regents exam by June of the 8th grade year. All 8th graders are included, regardless of whether they attempted to earn high school credit.

# NEW TEMPLATES CLARIFY SCORING AND METRICS

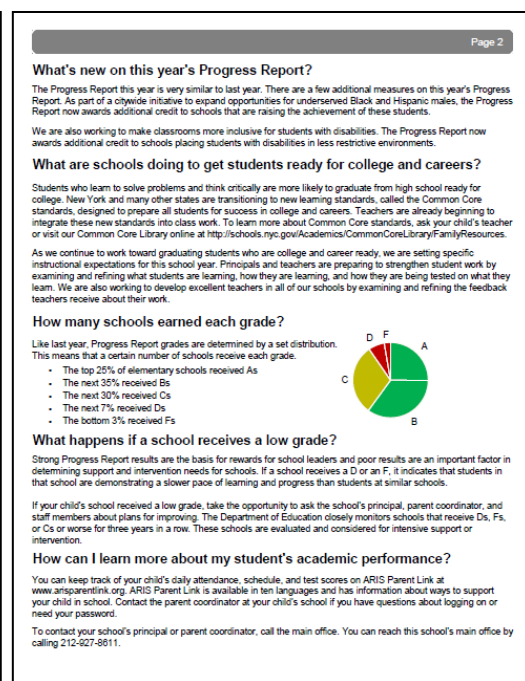
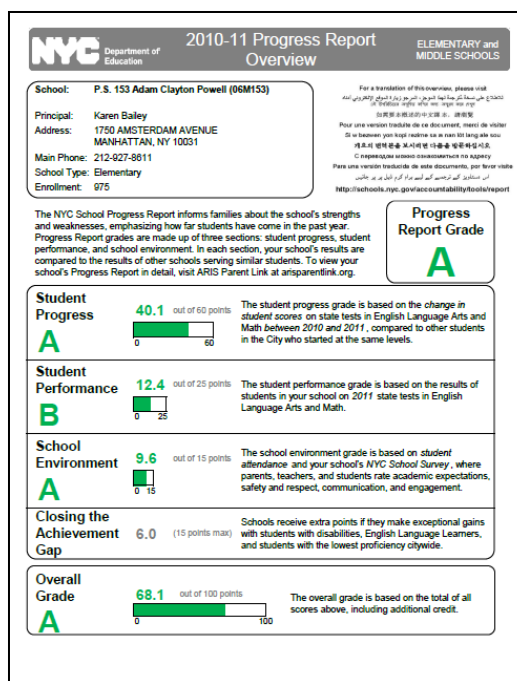


- More detailed explanation of categories and metrics
- Multiple years of Progress Report results
- Detailed explanation of scoring, with examples
- Explanation of peering methodology and more information about peer schools
- For elementary/middle schools, step-by-step explanation of “growth percentiles,” the primary measure of student progress

# THE PROGRESS REPORT OVERVIEW

For the second year, we have produced Progress Report Overviews for each school. This report:

- provides a summary of a school's Progress Report results,
- helps families interpret the Progress Report and understand information about school performance.



# HOW CAN I FIND THE PROGRESS REPORT FOR A SCHOOL?

- Progress Reports and Progress Report Overviews are located on each school's home page on the NYC Department of Education Web site under 'Statistics'
- Families can access Progress Reports and Progress Report Overviews for their children's schools through ARIS Parent Link:  
<http://arisparentlink.org>
- You can search for individual schools' Progress Reports and Progress Report Overviews, find information about the Progress Report methodology, and view historical Progress Report results at:  
<http://schools.nyc.gov/ProgressReport>

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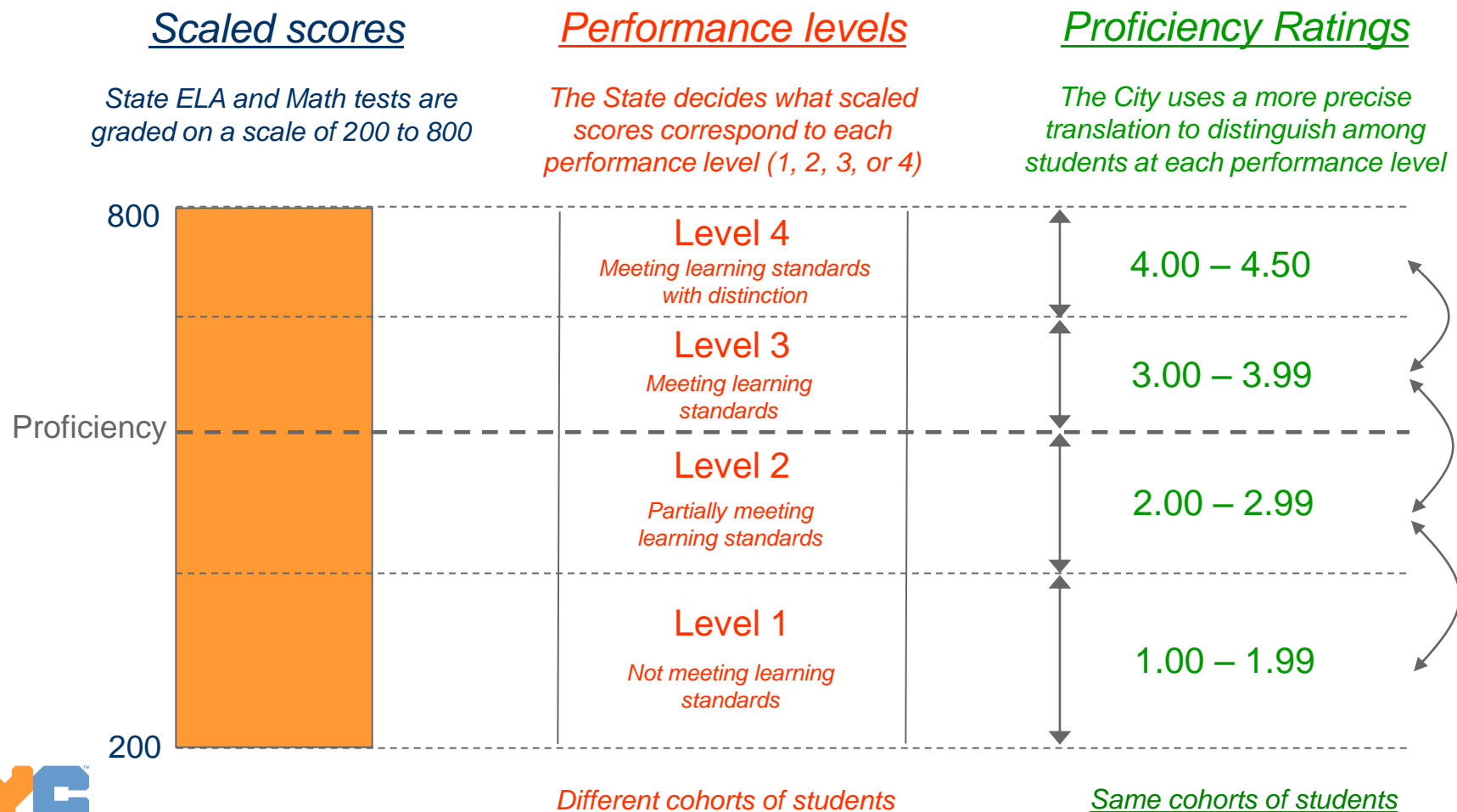
## 6. Additional credit for closing the achievement gap

## 7. Translating scores into grades

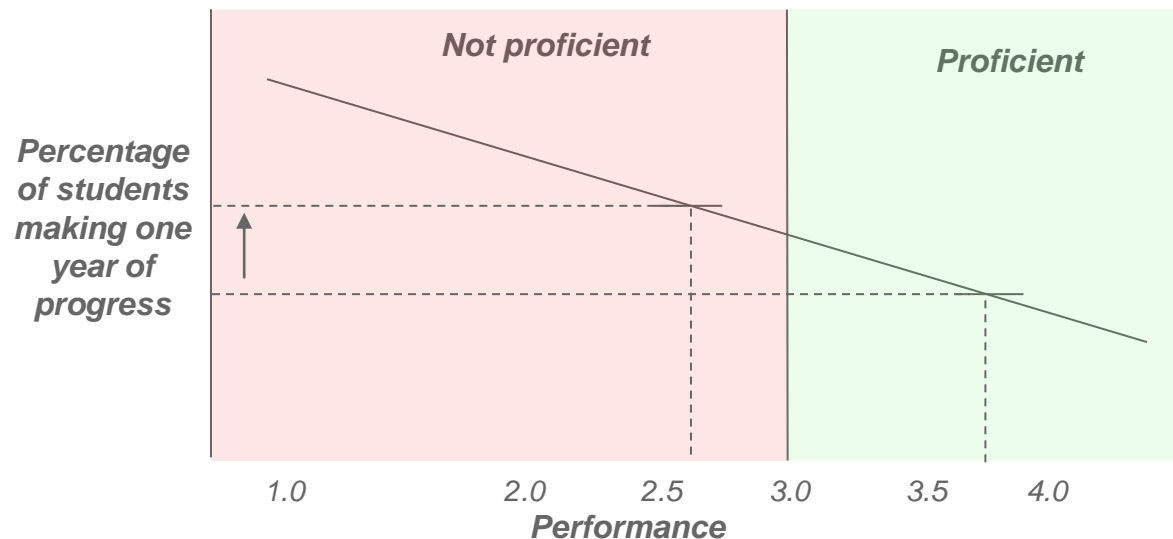


# ES/MS STUDENT PERFORMANCE AND PROGRESS

- The Progress Report rewards progress for students at all levels of performance



# THE PROGRESS-PERFORMANCE RELATIONSHIP: MORE LOW PERFORMING STUDENTS MAKE ONE YEAR OF PROGRESS THAN HIGH PERFORMING STUDENTS



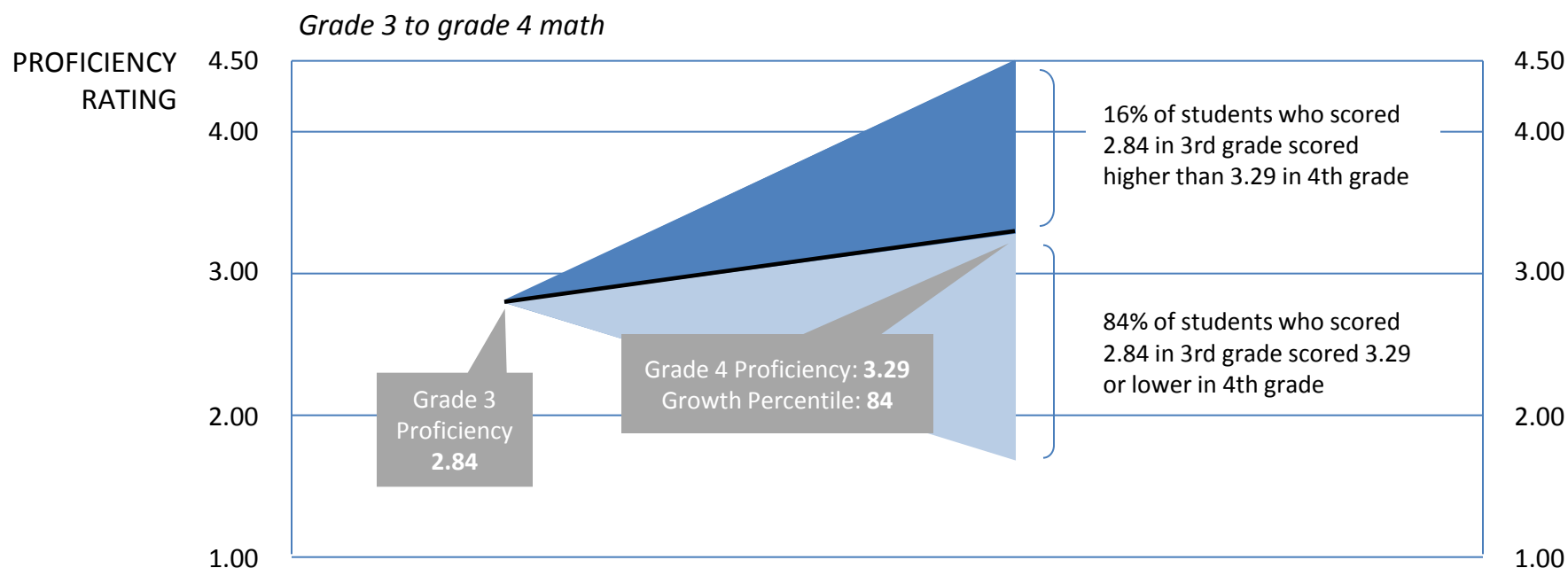
# GROWTH PERCENTILES DEFINED

**A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before**

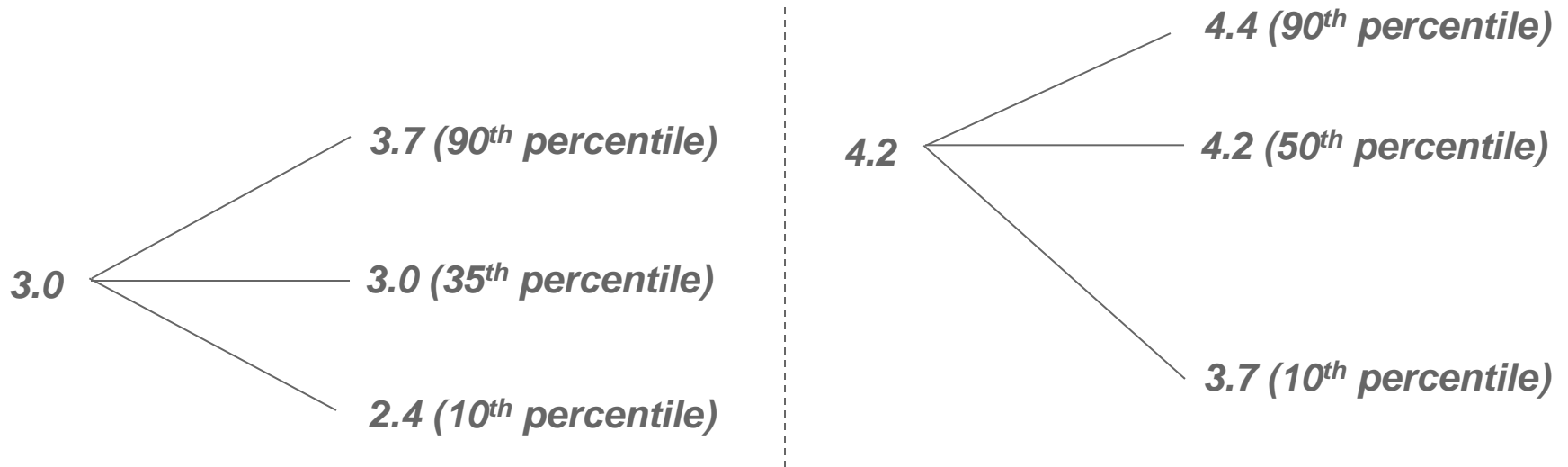
**A 50<sup>th</sup> percentile outcome means that a student made more growth than 50% of the students who started at the same place**

# GROWTH PERCENTILES CONTROL FOR A STUDENT'S STARTING PROFICIENCY

A student with a growth percentile of 84 earned a score on this year's test that was the same or higher than 84 percent of the students in the City who had the same score last year



# GROWTH PERCENTILES MEASURE PROGRESS ON THE SAME SCALE EVEN IF STUDENTS START FROM DIFFERENT PLACES



Going from a 3.0 to a 3.0 may be a 35<sup>th</sup> percentile outcome, while going from a 4.2 to a 4.2 may be a 50<sup>th</sup> percentile outcome.

# GROWTH PERCENTILES ARE ADJUSTED BASED ON STUDENTS' DEMOGRAPHIC CHARACTERISTICS

These adjustments reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

CATEGORY		ADJUSTMENT
Special Education	Self-contained	+0.25
Special Education	CTT	+0.15
Special Education	SETSS	+0.10
Title I Free Lunch		+0.01 per 10% of students eligible

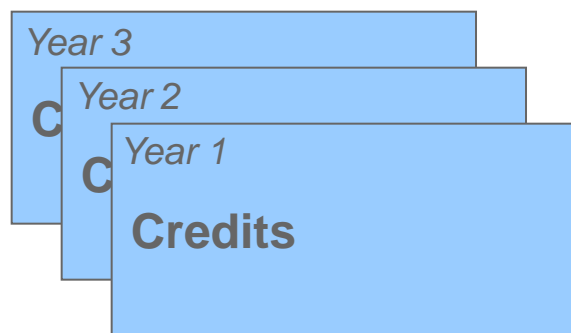
The Progress Report evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

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# HS STUDENT PERFORMANCE AND PROGRESS

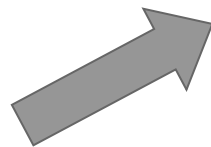
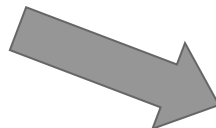
We measure graduation rates as well as the key performance indicators that track progress toward graduation



+

**Regents**  
*(completion and pass rates)*

- |                                     |                |
|-------------------------------------|----------------|
| <input checked="" type="checkbox"/> | English        |
| <input checked="" type="checkbox"/> | Math           |
| <input type="checkbox"/>            | Science        |
| <input type="checkbox"/>            | U.S. History   |
| <input type="checkbox"/>            | Global Studies |



## Graduation



- Advanced Regents Diploma with Honors
- Advanced Regents Diploma
- Regents Diploma
- Local Diploma
- GED





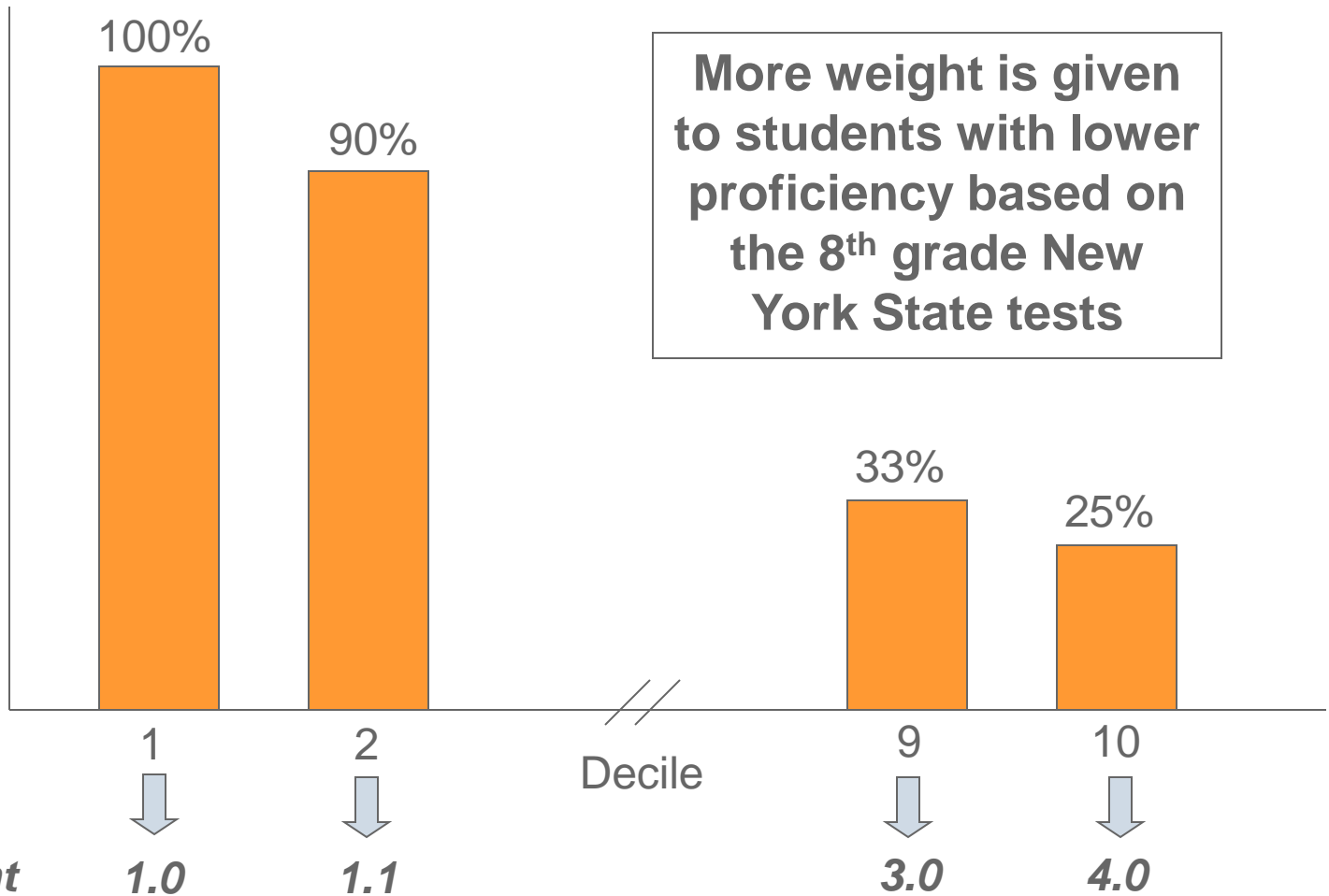
# HIGH SCHOOL: WEIGHTED REGENTS PASS RATES

The Weighted Regents Pass Rates measure progress made since the 8<sup>th</sup> grade English, Math, Science, and Social Studies tests

## Illustrative

“Expected”  
Regents pass  
rate based on  
8<sup>th</sup> grade  
proficiency  
(%)

More weight is given  
to students with lower  
proficiency based on  
the 8<sup>th</sup> grade New  
York State tests

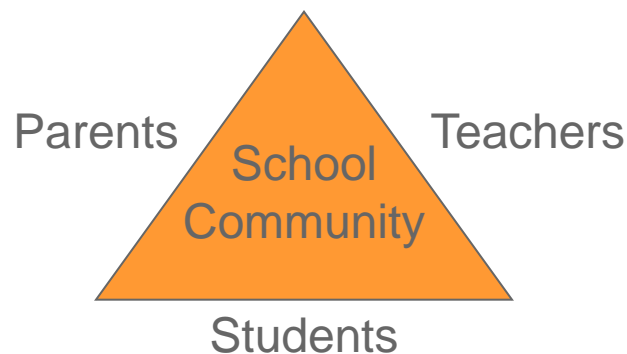


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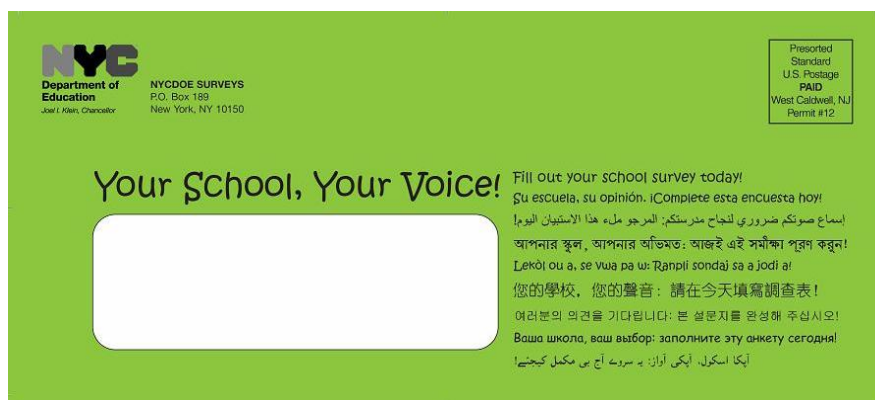
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# SCHOOL ENVIRONMENT – SURVEYS + ATTENDANCE

School surveys tell us about the learning environment at each school. Survey results contribute 10 points to the Progress Report. Student attendance contributes another 5 points.



1. Academic Expectations
2. Communication
3. Engagement
4. Safety and Respect



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# PEER GROUPS

- A peer group is a group of schools serving similar student populations in the same grade levels
  - > Peer groups consist of up to 40 schools
  - > Each school has a unique peer group (so each school can be in the middle of its peer group)
- Formula for elementary schools and K-8 schools:
  - >  $30 \times \% \text{ eligible for free lunch} + 30 \times \% \text{ black and Hispanic} + 30 \times \% \text{ students with disabilities} + 10 \times \% \text{ English language learners}$
- Formula for middle schools:
  - > Average 4th grade English and math proficiency -  $2 \times \% \text{ students with disabilities}$
- Formula for high schools:
  - > Average 8th grade English and math proficiency -  $2 \times \% \text{ students with disabilities} - 2 \times \% \text{ in self-contained settings} - \% \text{ overage on entry to 9th grade}$

# COMPARING RESULTS ACROSS PEER SCHOOLS AND THE CITY

## Peer Horizon Scores (count 3X – 75%)

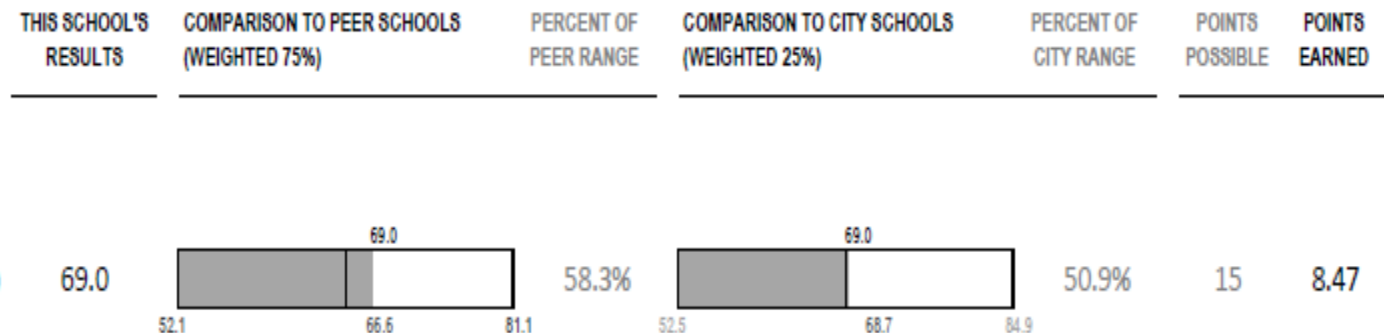
- Each school's performance is compared to the performance of schools in its peer group

## City Horizon Scores (count once – 25%)

- Each school's performance is also compared to the performance of all schools Citywide

*The peer comparison counts three times as much as the City comparison because we want to emphasize the relative performance of schools with similar student populations.*

# CALCULATING A SCORE USING PEER AND CITY COMPARISONS



The *points earned* for each metric is:

$$\left[ \left( \text{percent of peer range} \right) \times 0.75 + \left( \text{percent of city range} \right) \times 0.25 \right] \times \left( \text{points possible} \right)$$

In this example:

$$[ 0.583 \times 0.75 + 0.509 \times 0.25 ] \times 15 = 8.47$$

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# THE PROGRESS REPORT REWARDS SCHOOLS THAT CLOSE THE ACHIEVEMENT GAP

- Schools can earn additional credit for closing the achievement gap with high need populations
- Elementary/Middle/K-8 Schools earn additional credit through exemplary gains on State tests, with their high need populations
- High Schools earn additional credit through exemplary gains based on graduation outcomes of their high need populations

## ***3 Focus Populations***

- 1. English Language Learners**
- 2. Students with Disabilities**
- 3. Students in the Lowest Third Citywide**

# ADDITIONAL CREDIT SECTION METRICS AND POINT VALUES

ES/MS (up to 1 point each)	HS (up to 2 points each)
<u>% at proficiency or above</u> <ol style="list-style-type: none"> <li>1. ELA – SETSS</li> <li>2. ELA – CTT</li> <li>3. ELA – Self-contained</li> <li>4. Math – SETSS</li> <li>5. Math – CTT</li> <li>6. Math – Self-contained</li> </ol> <u>% at 75<sup>th</sup> growth percentile or above</u> <ol style="list-style-type: none"> <li>7. ELA - students with disabilities</li> <li>8. ELA - ELLs</li> <li>9. ELA - lowest third citywide</li> <li><b>10. ELA - Black/Hispanic males in the lowest third</b></li> <li>11. Math- students with disabilities</li> <li>12. Math - ELL</li> <li>13. Math - lowest third citywide</li> <li><b>14. Math - Black/Hispanic males in the lowest third citywide</b></li> </ol> <u>Other</u> <ol style="list-style-type: none"> <li><b>15. Movement to Less Restrictive Environments</b></li> </ol>	<u>Weighted Diploma Rate</u> <ol style="list-style-type: none"> <li>1. Students with disabilities</li> <li>2. ELLs</li> <li>3. Lowest third citywide</li> <li><b>4. Black/Hispanic males in the lowest third citywide</b></li> </ol> <u>% earning 75 or higher on Regents exam</u> <ol style="list-style-type: none"> <li>5. ELA - lowest third citywide</li> <li>6. Math - lowest third citywide</li> </ol> <u>Other</u> <ol style="list-style-type: none"> <li><b>7. Movement to Less Restrictive Environments</b></li> </ol>

**Bold = new for 2010-11**

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# TRANSLATING SCORES INTO GRADES

- High schools earn grades by achieving a total score over a certain threshold:
  - > A – 70 points; B – 58 points; C – 47 points; D – 40 points; F – less than 40 points
  - > Any school achieving the score threshold for a grade earns that grade, regardless of how many other schools earn the same grade
- As state tests continue to evolve, we have employed a set grade distribution for elementary, middle, and K-8 schools.
  - > 25% A, 35% B, 30% C, 7% D and 3% Fs
- Top Performance rule:
  - > Schools in the top 33% (in terms of 4-year graduation rate or ELA and Math performance) can receive no lower than a “C”