

This document describes final changes for the 2009-10 Progress Reports, and includes answers to frequently asked questions about the changes. If you have additional questions about the changes, please email PR_Support@schools.nyc.gov. **Bold text reflects a revised policy change, since the Final Changes document posted in April, based on feedback from principals, network staff, parents, and union leaders.**

Final Changes

Progress Report Component	2008-09 Measure	Change for 2009-10	Reasons for Change
1. Student Progress (60 points)	<p>Four measures each for English Language Arts (ELA) and Math:</p> <ul style="list-style-type: none"> ▪ Percentage of students making one year of progress ▪ Percentage of students in the school's lowest third making one year of progress ▪ Average change in proficiency for Level 1/2 students ▪ Average change in proficiency for Level 3/4 students. 	<p>Replace the existing Student Progress measures with the following two new progress measures each for ELA and Math:</p> <ul style="list-style-type: none"> ▪ Median growth percentile ▪ Median growth percentile for students in the school's lowest third. <p>For more information about growth percentiles, see this Powerpoint presentation.</p> <p>Note: sharing of progress for students who transfer schools will be eliminated (in previous years, progress for transfer students has been shared 60%/40% between the sending and receiving schools; this is no longer necessary now that the State tests have been moved to the end of the year).</p>	<p>Growth percentiles control for each student's starting proficiency. This ensures the most accurate growth comparison for students, and therefore schools, across the City.</p> <p>Growth percentiles will improve the year-to-year stability of the student progress measurement.</p> <p>New York State has publicly stated its interest in exploring the use of growth percentiles as a basis for the growth model it intends to adopt in the next several years. If New York State were to move in this direction, State and City accountability could move into closer alignment.</p>
2. Student Progress adjustment factor	<p>All students with IEPs receive an adjustment of 0.2 of a proficiency rating in the determination of progress.</p>	<p>The adjustment factor for Special Education students will be based on their program recommendation:</p> <ul style="list-style-type: none"> ▪ Self-Contained – 0.25 adjustment ▪ CTT – 0.15 adjustment ▪ SETSS – 0.10 adjustment. <p>In addition, a pro-rated Title I Free Lunch progress adjustment will be made to each student based on the school's percentage of Title I Free Lunch students. For example, if a school has a Title I Free Lunch percentage of 80%, then each student at the school will receive a progress adjustment of 80% * 0.10 or 0.08.</p>	<p>The Progress Report will now set specific targets for students with disabilities and differentiate their performance and progress by level of need. The goal is to improve outcomes for students with disabilities by rewarding the schools who successfully meet their needs.</p> <p>Analysis also suggests unique challenges for Title I Free Lunch students so the progress measurement will be differentiated for these students as well.</p>

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<p>3. Additional credit</p>	<p>Exemplary progress (0.5 change in proficiency) in ELA and Math for the following sub-groups (up to 1.5 points each):</p> <ul style="list-style-type: none"> ▪ English Language Learners ▪ Special Education Students ▪ Black students in the lowest third Citywide ▪ Hispanic students in the lowest third Citywide ▪ Other students in the lowest third Citywide. 	<p>Percentage of students at proficiency in ELA and Math for the following sub-groups (up to 1 point each):</p> <ul style="list-style-type: none"> ▪ Self-Contained Students ▪ CTT Students ▪ SETSS Students. <p>Percentage of students in the 75th growth percentile in ELA and Math for the following sub-groups (up to 1.5 points each):</p> <ul style="list-style-type: none"> ▪ Special Education students (note: Special Education students will receive the differentiated progress adjustment, based on their program recommendation, described in change #2 above) ▪ English Language Learners ▪ Students in the lowest third Citywide. 	<p>For the first time, the Progress Report is setting explicit performance targets for Special Education students. Special Education students under-perform General Education students in the City in ELA and Math proficiency. The goal is to close that gap over time by rewarding schools that demonstrate the kind of progress necessary with these students to bring them to proficiency.</p>
<p>4. Middle school peer index</p>	<p>The middle school peer index is an average of the 4th grade proficiency in ELA and Math for all students on the school’s register.</p>	<p>Add an additional component to the middle school peer index so that the new formula is:</p> <ul style="list-style-type: none"> ▪ Average 4th grade student proficiency in ELA and Math minus two times the percentage of Special Education students at the school. 	<p>The percentage of Special Education students helps to further establish the level of challenge faced by each middle school and therefore should be reflected in the peer index; the inclusion of Special Education in the middle school peer index will provide an additional degree of precision to the peer groups.</p>
<p>5. Peer groups</p>	<p>Peer groups for each school were the same in 2007-08 and 2008-09.</p>	<p>Update the peer index for each school based on student proficiency/ demographics in 2009-10 and update peer groups.</p>	<p>Ensure an up-to-date peer comparison.</p>
<p>6. Peer and City horizons</p>	<p>Peer and City horizons for each school were the same in 2007-08 and 2008-09.</p>	<p>Update peer and City horizons based on school performance results from 2008-09 and 2009-10.</p>	<p>As student results change from year to year, and in light of the State’s change in cut scores, it is important that the Progress Report benchmarks (i.e., horizons) reflect updated student achievement information.</p>
<p>7. Grades and Cut Scores</p>	<p>Cut scores corresponding to each letter grade were announced in the fall prior to</p>	<p>Set the distribution of grades on the elementary and middle school Progress Reports, as</p>	<p>Because of changes in the timing, content, and difficulty of the grades 3-8 ELA and</p>

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	the 2008-09 Progress Report release.	<p>we did in the first year – giving 25% of schools As, 35% Bs, 25% Cs, 10% Ds, and 5% Fs.</p> <p>Any school that received an A in 2008-09 cannot receive a grade lower than a C. Any school that received a B in 2008-09 cannot receive a grade lower than a D. Any school in the top quartile in terms of absolute student performance in the City (i.e., average of the percentage of students proficient in ELA and Math) cannot receive a grade lower than a C.</p>	<p>math tests, it was not possible to define fair and meaningful cut scores in advance. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a set grade distribution, subject to certain caveats.</p>

* There are no changes planned for the School Environment or Student Performance sections of the Progress Report.

Frequently Asked Questions

1. What score do I need to receive on the Elementary/Middle School Progress Report to receive an A?

Changes in the timing, content, and scaling of the State tests made it difficult to set meaningful cut scores in advance. To raise the bar for schools and increase stability in grades, the overall cut scores were determined for 2009-10 based on a set grade distribution: 25% As, 35% Bs, 25% Cs, 10% Ds, and 5% Fs.

There are three possible cases where a school would receive a grade higher than the grade otherwise implied by their overall score and percentile rank:

- a. If the school earned an “A” in 2008-2009, the lowest possible grade it can receive for 2009-2010 is a “C”
- b. If the school earned a “B” in 2008-2009, the lowest possible grade it can receive for 2009-2010 is a “D”
- c. If the school’s average Math and ELA score is in the top 25% of schools of that type in the City, the lowest possible grade the school can receive for 2009-2010 is a “C”

These provisions were applied after determining the set grade distribution. In other words, no school that would receive a C based on its percentile was “bumped down” due to a different school receiving a C through these provisions.

2. Will I have a new peer group this year?

Yes. Peer groups will be updated to reflect the most recent demographics of the school.

Each Elementary and K-8 school’s peer index will be updated using the following weighted average formula (the same formula that has been in place since 2007-08).

Peer index =

- 30% * % of Special Education Students +
- 30% * % of Title I Free Lunch Students +
- 30% * % of Black/Hispanic Students +
- 10% * % of English Language Learners

Schools will once again be grouped with the 40 schools with the closest peer index (the 20 schools with a peer index right above it and the 20 schools with a peer index right below it). Note: K-8 schools only have 30 schools in their peer group.

For Middle schools, there is a slightly revised method to calculate a school's peer index. The formula incorporates the percentage of Special Education students at the school and would be:

Peer index =

Average 4th grade ELA and Math proficiency –

2 * % of Special Education Students

3. Are the point values for each category changing?

No. The point values for each category will remain the same.

- School Environment (15 points)
- Student Performance (25 points)
- Student Progress (60 points)

4. What is a growth percentile?

Growth percentiles are a method of measuring student progress. Specifically, a student's growth percentile indicates the percentage of students, starting at the same place, that the student's growth exceeded. Growth percentiles are assigned at the student-level (as are proficiency ratings). So, when a student takes the State test, he receives a Scaled Score (e.g., 650) and a Performance Level (e.g., Level 3). In the past, Scaled Scores were converted to Proficiency Ratings which then fed the Student Progress measures. Now, one additional step will be taken to convert the student's progress to a growth percentile based not only on his score this year, but also on his score last year. A 50th percentile outcome means that a student made more growth than 50% of the students who started at the same place.

5. How will I know at which growth percentile each student performs?

When the ELA and Math State tests results come back toward the end of the school year, ATS will show the Scaled Score, Proficiency Rating, and growth percentile for each student. At the same time, a series of tables will be posted online that show the conversion from Scaled Score to Proficiency Rating to growth percentile for each grade level and subject. Note: growth percentiles are unique to grade level and subject.

6. Why growth percentiles?

There are three primary reasons for adopting growth percentiles for the Student Progress measures:

- Growth percentiles control for each student's starting proficiency. So, the progress of a student who starts at a proficiency rating of 3.5, for example, will only be compared to the progress of other students who also start at a proficiency rating of 3.5. This ensures the most accurate growth comparison for students, and therefore schools, across the City
- Growth percentiles will improve the year-to-year stability of the student progress measurement on the Progress Report because they adapt to each student's starting level of proficiency each year
- Growth percentiles have been adopted in several States, including Colorado and Massachusetts. Colorado's growth model has been formally approved by the U.S. Department of Education, and New York State has publicly stated its interest in exploring the Colorado model as a basis for the growth model it intends to adopt in the next several years. If New York State were to move in this direction, State and City accountability could move into closer alignment.

7. How is progress measured for students who are held back?

Progress on the same grade level exam is not the same as progress on consecutive grade level exams. As such, students who are held back are excluded from the Student Progress measures, though the most recent test score is considered in the Student Performance measures.

8. So what should I do differently now that the Progress Report is measuring student growth differently?

Nothing. The goal is still to maximize the amount of progress each student makes on the ELA and Math State tests. Schools are rewarded for making the most progress possible with their students.

9. Is there a progress adjustment for students who have IEPs, but only receive Related Services?

No. Our analysis shows that, when controlling for starting proficiency, students with Related Services make on average the same amount of progress as General Education students. As such, there is no progress adjustment for these students.

10. When will a student's Special Education program recommendation be determined? What happens if a student's program recommendation changes throughout the year?

Each student's program status will be based on his/her Special Education classification as of the end of each school year.

11. Does "one year of progress" still apply?

There is no longer a separate measure on the Progress Report that evaluates whether or not a student made one year of progress. Instead, growth percentiles will be adopted which control for differences in the likelihood that students make one year of progress based on their starting proficiency.

12. Why are there no longer separate Student Progress measures for students at proficiency and students not yet at proficiency?

Growth percentiles control for each student's starting proficiency. As such, there is no longer a need to separately measure progress for these two groups of students.

13. Will I receive a Progress Report Modeler as I have in the past?

Each school will receive a preliminary Progress Report Modeler that includes updated peer and city horizons and reflects all of the finalized changes to the metrics. Please note that while this Modeler will allow you to simulate a score, it will not be able to simulate a grade because the cut scores have not yet been set.

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

Please contact your network leader, SATIF, or email PR_Support@schools.nyc.gov with any questions. If you would like to request a training presentation for your network, please email Phil Vaccaro at pvaccaro2@schools.nyc.gov.