

# Children First Progress Report Overview



New York City Department of Education  
Office of Accountability  
November 29, 2007

# Accountability: Evaluate, Enable, Enforce Consequences



*Citywide 2006-07 à Piloted 06-07, Citywide 07-08 à Starting in 07-08*



## Evaluate

- **Progress Reports** – all schools graded A, B, C, D, or F based on school environment, student performance, student longitudinal progress
- **Quality Reviews** – all schools scored “Outstanding,” “Well-Developed,” “Proficient,” “Underdeveloped with Proficient Characteristics”, or “Underdeveloped” based on performance management criteria

## Enable

- § **Periodic Assessments** – 4-5 times a year to diagnose needs and track progress
- § **Children First Intensive** – hands-on data training delivered through Inquiry Teams of key instructional leaders in each school
- § **Achievement Reporting and Innovation System (ARIS)** – fully integrated data and knowledge management

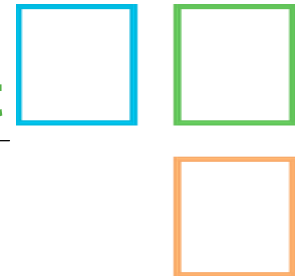
## Enforce Consequences

§ **Rewards** – “A” schools with high Quality Scores receive money bonuses; “A” and “B” schools receive \$2,000 extra per student transferring from “D” or “F” school

**Consequences** – “D” and “F” schools face 4-year cycle of target-setting à *leadership change* à more target setting à *school closure* if Progress Report grade or Quality Review score does not improve

**Principal Bonuses** – top 20% of principals under Progress Report, Quality Review eligible for bonuses, incl. up to \$25,000 for top principals who move to challenging school

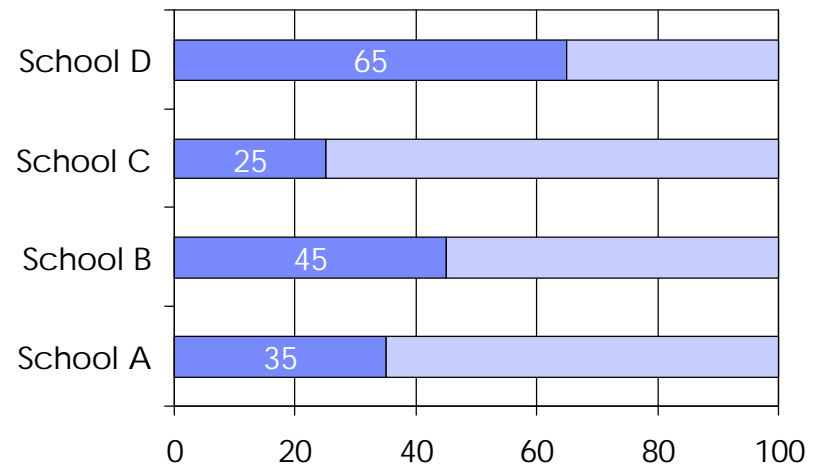
# Review of New York State Accountability: Why New York City created the Progress Report



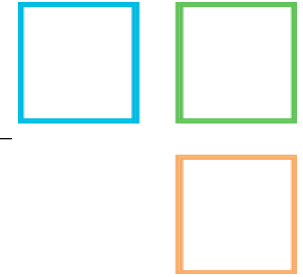
## New York State Accountability:

- § Compares performance rather than the progress of students within the school.
- § Rewards schools only when students advance from Level 2 to Level 3.

Under State Accountability:  
Percent of Students at Proficiency



# Key Progress Report Features



## Progress Reports:

§ **Grade** all schools (A, B, C, D, F).

§ **Measure** annual proficiency levels *and* student progress from year to year.

§ **Assess** school environment using parent, teacher, and student surveys.

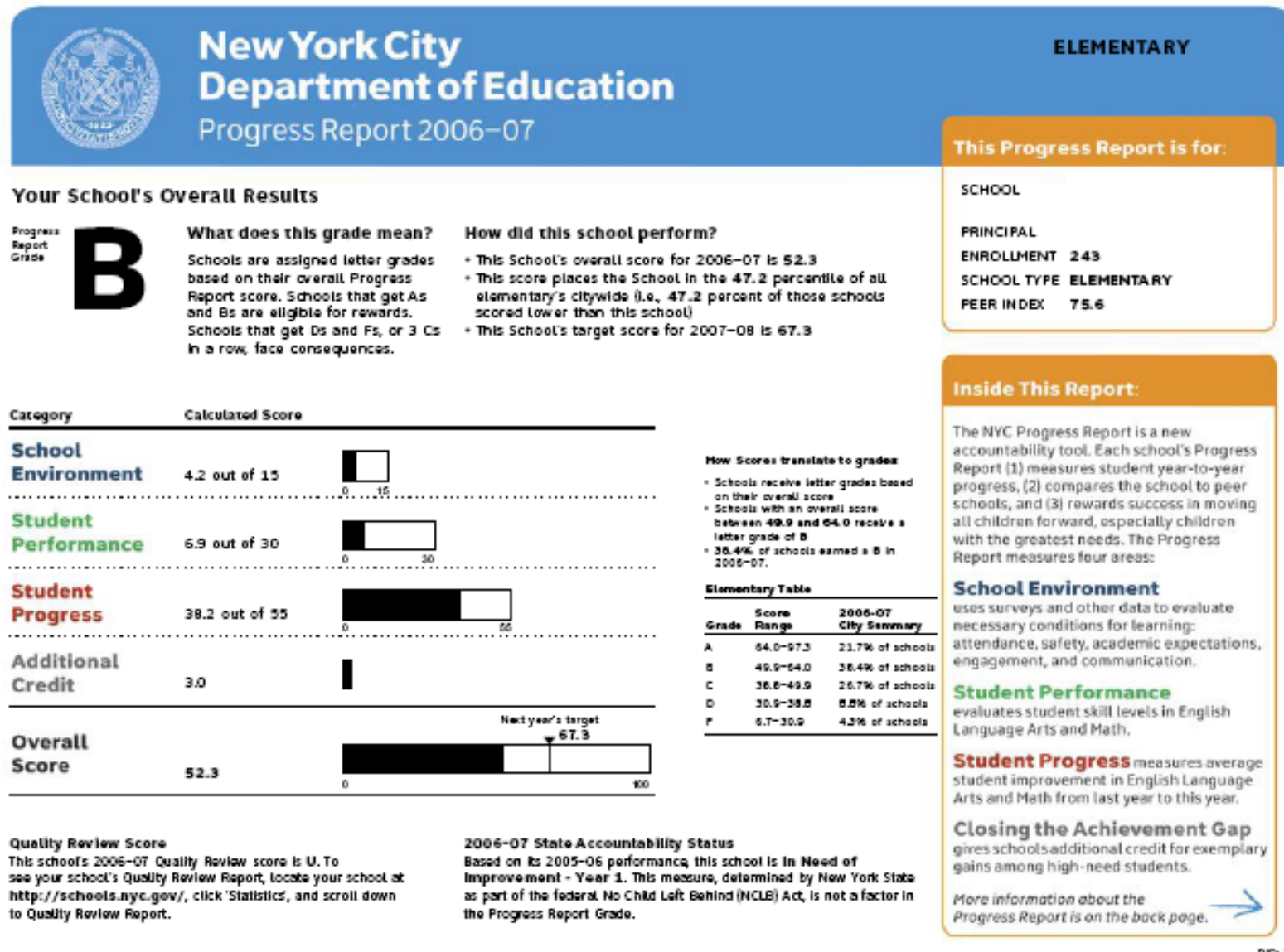
§ **Compare** a school to 40 peer schools and to all schools of the same type Citywide:

- School performance compared to peer schools counts twice as much as school performance compared to that of schools of the same type Citywide.
- A peer school is a school that has a similar population, measured either by demographics (ES, K-8) or by scores of its incoming students (MS, HS).
- The peer index captures factors that are outside of a school's control that impact student outcomes.

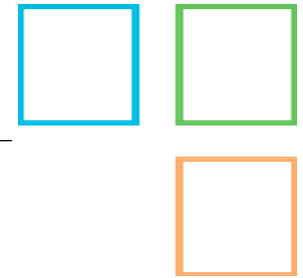
§ **Award additional credit** for school gains that close the achievement gap between key (NCLB) populations.

New schools (opened in 2006-07) receive a Progress Report with category scores but no overall score or grade; charter and transfer schools to receive Progress Reports.

# Sample Progress Report



# Progress Report Category Weights



## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.182 x 15 = 2.7

### Survey Scores

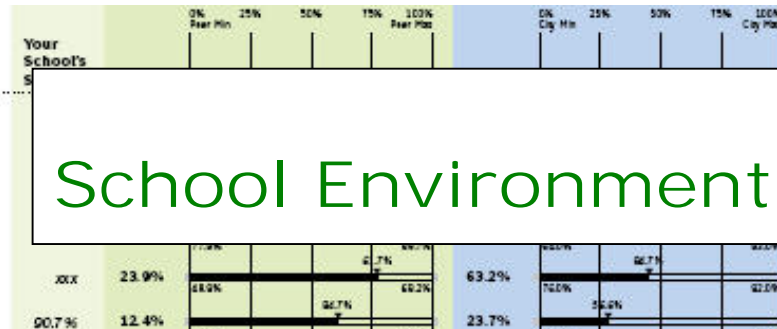
Safety and Respect:

Academic Rigor:

Engagement:

Communication:

Attendance:



School Environment: 15%

## Student Performance

Comprises 30% of the Overall Score

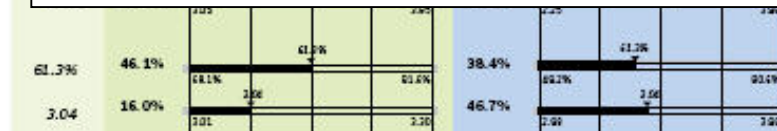
This Year's Score:  
0.540 x 30 = 16.2

English Language Arts  
Percentage of Students  
at Proficiency (Level 3 or 4)

Median Student Proficiency  
(1-4.5)

Mathematics  
Percentage of Students  
at Proficiency (Level 3 or 4)

Median Student Proficiency  
(1-4.5)



Student Performance: 30%

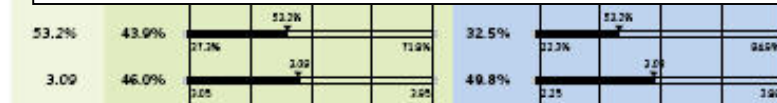
## Student Progress

Comprises 55% of the Overall Score

This Year's Score:  
0.600 x 55 = 33.0

English Language Arts  
Percentage of Students Making  
at Least 1 Year of Progress

Average Change in Student  
Proficiency



Student Progress: 55%

= 100%

Additional Credit:

+

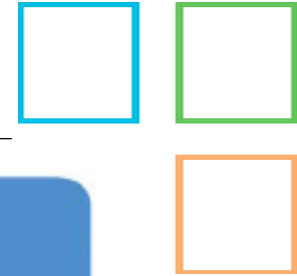


# Comparing Elementary / Middle and High School Progress Report Metrics



	Environment (15%)	Performance (30%)	Progress (55%)	Closing the Achievement Gap (Additional Credit)
Elementary / Middle School	Evaluates necessary conditions for learning, using:  § Attendance (5%)	Evaluates student skill levels in ELA and Math:  § Percentage of Students at Proficiency  § Median Student Proficiency	Measures average student improvement from last year to this year in ELA and Math:  § Percentage of Students Making at Least 1 Year of Progress  § Average Change in Student Proficiency  § Average Change in Proficiency in School's Lowest 1/3 Students	§ Percentage of high-need students who improve by at least one-half of a proficiency level in ELA or Math.  § High-need student groups include: English Language Learners, Special Education Students, Hispanic Students in Lowest Third Citywide, Black Students in Lowest Third Citywide, Other Students in Lowest Third Citywide
High School	§ Parent, Teacher, and Student Survey Scores (15%)	Evaluates a high school's success in graduating students:  § Graduation Rates	Evaluates annual student advancement toward graduation:  § Credit Accumulation  § Weighted Regents Pass Rate (English, Math, Science, US History, Global History)  § In School's Lowest Third (English, Math, Science, US History, Global History)	§ Percentage of high-need students earning 11 or more credits in their first, second, or third years of high-school.  § High-need student groups include: English Language Learners, Special Education Students, Hispanic Students in Lowest Third Citywide, Black Students in Lowest Third Citywide, Other Students in Lowest Third Citywide

# Three Measures of Accountability



## New York City Department of Education

Progress Report 2006–07

**ELEMENTARY**

**Your School's Overall Results**

Progress Report Grade **B**

**What does this grade mean?**  
Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, are in need of improvement.

**How did this school perform?**  
 • This School's overall score for 2006–07 is 52.3  
 • This score places the School in the 47.2 percentile of all elementary's citywide (i.e., 47.2 percent of those schools scored lower than this school)  
 • This School's target score for 2007–08 is 67.3

**This Progress Report is for:**

SCHOOL  
 PRINCIPAL  
 ENROLLMENT 243  
 SCHOOL TYPE ELEMENTARY  
 PEER INDEX 75.6

Category	Calculation
School Environment	4.2 out of 5
Student Performance	6.9 out of 10
Student Progress	38.2 out of 100
Additional Credit	3.0 out of 5

**Overall Score** 52.3

Next year's target 67.3

Legend:  
 D 30.9–39.9 8.8% of schools  
 F 5.7–30.9 4.3% of schools

**Quality Review Score**  
 This school's 2006–07 Quality Review score is U. To see your school's Quality Review Report, locate your school at <http://schools.nyc.gov/>, click 'Statistics', and scroll down to Quality Review Report.

**2006–07 State Accountability Status**  
 Based on its 2005–06 performance, this school is **In Need of Improvement - Year 1**. This measure, determined by New York State as part of the federal No Child Left Behind (NCLB) Act, is not a factor in the Progress Report Grade.

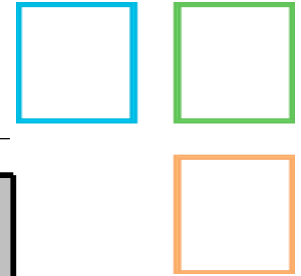
**Closing the Achievement Gap**  
 Gives schools additional credit for exemplary gains among high-need students.  
 More information about the Progress Report is on the back page.

**Progress Report**  
 Evaluates student skill levels in English Language Arts and Math.  
**Student Progress** measures average student improvement in English Language Arts and Math from last year to this year.

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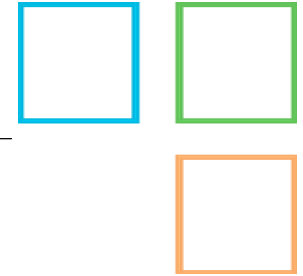


# Progress Report Grades by School Type



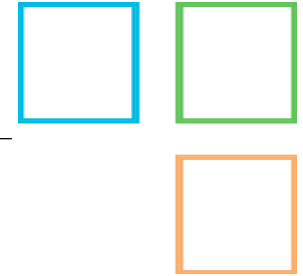
Elementary / K-8 Schools	A	B	C	D	F	Total
# schools	153	269	185	60	30	697
% schools	22.0%	38.6%	26.5%	8.6%	4.3%	
Middle Schools	A	B	C	D	F	Total
# schools	73	103	73	28	12	289
% schools	25.3%	35.6%	25.3%	9.7%	4.2%	
High Schools	A	B	C	D	F	Total
# schools	55	98	62	11	9	235
% schools	23.4%	41.7%	26.4%	4.7%	3.8%	

# Progress Report Grades by District



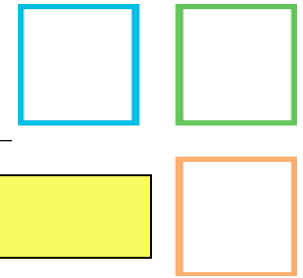
DISTRICT	A	B	C	D	F
1	21.4%	53.6%	21.4%	3.6%	0.0%
2	29.1%	38.0%	20.3%	3.8%	8.9%
3	39.5%	31.6%	26.3%	2.6%	0.0%
4	21.9%	28.1%	21.9%	12.5%	15.6%
5	20.8%	37.5%	29.2%	4.2%	8.3%
6	29.3%	43.9%	24.4%	0.0%	2.4%
7	21.6%	27.0%	27.0%	16.2%	8.1%
8	15.8%	36.8%	31.6%	7.9%	7.9%
9	22.2%	37.8%	22.2%	15.6%	2.2%
10	32.5%	40.3%	18.2%	7.8%	1.3%
11	14.3%	40.5%	35.7%	7.1%	2.4%
12	23.4%	27.7%	25.5%	19.1%	4.3%
13	11.4%	42.9%	28.6%	11.4%	5.7%
14	35.5%	25.8%	19.4%	12.9%	6.5%
15	33.3%	26.7%	31.1%	6.7%	2.2%
16	20.0%	30.0%	25.0%	5.0%	20.0%
17	7.7%	48.7%	23.1%	15.4%	5.1%
18	29.4%	11.8%	41.2%	5.9%	11.8%
19	11.8%	32.4%	38.2%	14.7%	2.9%
20	20.6%	47.1%	32.4%	0.0%	0.0%
21	8.8%	41.2%	41.2%	5.9%	2.9%
22	10.8%	56.8%	24.3%	8.1%	0.0%
23	4.5%	22.7%	36.4%	27.3%	9.1%
24	25.6%	46.2%	25.6%	2.6%	0.0%
25	47.1%	41.2%	11.8%	0.0%	0.0%
26	51.6%	38.7%	9.7%	0.0%	0.0%
27	9.1%	40.9%	36.4%	11.4%	2.3%
28	32.4%	35.1%	27.0%	5.4%	0.0%
29	22.2%	61.1%	13.9%	2.8%	0.0%
30	26.3%	47.4%	18.4%	5.3%	2.6%
31	5.0%	36.7%	38.3%	11.7%	8.3%
32	25.9%	33.3%	29.6%	7.4%	3.7%
Total	23.0%	38.5%	26.3%	8.1%	4.2%

# Quality Review Scores by District



District	Well-Developed	Proficient	Undeveloped
1	25.0%	50.0%	25.0%
2	44.3%	50.6%	5.1%
3	42.1%	50.0%	7.9%
4	21.9%	56.3%	21.9%
5	33.3%	62.5%	4.2%
6	29.3%	70.7%	0.0%
7	16.2%	70.3%	13.5%
8	36.8%	44.7%	18.4%
9	2.2%	84.4%	13.3%
10	26.0%	64.9%	9.1%
11	40.5%	54.8%	4.8%
12	23.4%	66.0%	10.6%
13	14.3%	71.4%	14.3%
14	29.0%	61.3%	9.7%
15	31.8%	61.4%	6.8%
16	10.0%	85.0%	5.0%
17	28.2%	61.5%	10.3%
18	35.3%	58.8%	5.9%
19	32.4%	64.7%	2.9%
20	73.5%	23.5%	2.9%
21	61.8%	32.4%	5.9%
22	73.0%	16.2%	10.8%
23	13.6%	72.7%	13.6%
24	43.6%	53.8%	2.6%
25	58.8%	41.2%	0.0%
26	71.0%	29.0%	0.0%
27	38.6%	56.8%	4.5%
28	43.2%	48.6%	8.1%
29	22.2%	72.2%	5.6%
30	34.2%	63.2%	2.6%
31	65.0%	35.0%	0.0%
32	11.1%	77.8%	11.1%
Total	36.3%	56.0%	7.7%

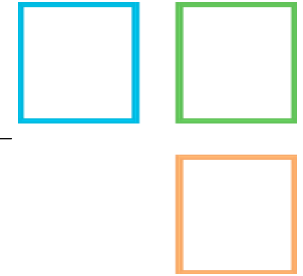
# Progress Report Grades and Quality Review Scores



Progress Report

Quality Review		
Well-Developed	Proficient	Undeveloped
Eligible to receive rewards		No rewards or consequences
No rewards or consequences, unless a school receives a C for 3 consecutive years, in which case it is treated as a school who receives a D for one year.		
These schools are subject to structured academic planning and target setting. Additional consequences occur if a school continues in the D or F range for multiple years if it does not reach its PR target or improve its QR rating.		Potential leadership change or closure

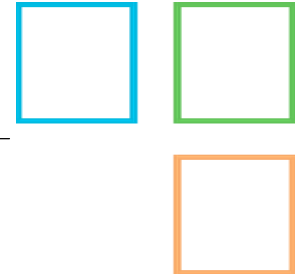
## Comparing Progress Reports Outcomes PS 159, PS 173, and Peer Schools



DBN	School	Grade	% of Level 3/4 Students in ELA	% of Level 3/4 Students in Math	Median ELA Score	Median Math Score	% of Students Showing 1 Yr Progress in ELA	% of Students Showing 1 Yr Progress in Math	Avg % of Proficiency Level Gained by Lowest Third in ELA	Avg % of Proficiency Level Gained by Lowest Third in Math	Additional Credit for Closing Achievement Gap	Avg. Proficiency Rating of Lowest Third in ELA	Avg. Proficiency Rating of Lowest Third in Math
03M199	PS 199	A	87%	94%	3.5	4.0	64%	52%	14%	1%	2.25	3.2	3.4
02M040	PS 040	A	87%	94%	3.5	3.9	59%	55%	8%	3%	2.25	3.1	3.3
28Q101	PS 101	A	90%	93%	3.6	4.0	63%	66%	11%	12%	2.25	3.2	3.3
25Q184	PS 184	A	80%	94%	3.4	3.9	63%	54%	14%	9%	3	3.1	3.3
26Q162	PS 162	A	93%	97%	3.5	4.1	60%	58%	8%	5%	1.5	3.5	3.7
26Q159	PS 159	C	87%	98%	3.4	3.9	46%	41%	-1%	-6%	1.5	3.2	3.6
26Q173	PS 173	C	88%	96%	3.4	4.1	46%	50%	-3%	-2%	0	3.2	3.6
26Q213	PS 213	A	91%	94%	3.5	4.0	64%	58%	13%	6%	0	3.3	3.6
26Q191	PS 191	A	92%	99%	3.5	3.9	60%	58%	8%	0%	0	3.2	3.5
02M116	PS 116	A	94%	95%	3.7	4.1	60%	55%	7%	6%	0	3.4	3.4
26Q046	PS 046	A	83%	91%	3.5	4.1	60%	54%	9%	1%	2.25	3.1	3.3
22K236	PS 236	A	86%	95%	3.6	4.0	60%	49%	8%	2%	5.25	3.3	3.5
26Q026	PS 026	A	83%	97%	3.4	4.0	62%	59%	11%	11%	1.5	3.2	3.5

## For More Information

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- § To find a Progress Report, please visit [www.nyc.gov/schools](http://www.nyc.gov/schools) or contact your Parent Coordinator.
- § Progress Reports were distributed at Parent-Teacher Conferences in October and November.
- § If you have questions, please email [PR\\_Support@schools.nyc.gov](mailto:PR_Support@schools.nyc.gov).