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Steinhardt School of Culture, Education, and Human Development

Making the Grade in New  
York City Schools:  
Progress Report Grades and  
Black and Latino Students



**METROPOLITAN CENTER FOR URBAN EDUCATION**

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## RESEARCH BRIEF

### Making the Grade in New York City Schools: Progress Report Grades and Black and Latino Students

#### **Acknowledgements**

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*Making the Grade* is written and edited by: Ben Meade, Frank Gaytan, Edward Fergus, and Pedro Noguera.

We are grateful for the expert advice and support of the ***Black and Latino Male Advocacy Coalition***, which represents a group of more than 10 organizations and individuals that meet regularly to coordinate research with advocacy activities throughout New York City. The goal of the **Advocacy Coalition** is to monitor the impact of NYCDOE educational reforms on the academic performance of Black and Latino male students. The coalition is comprised of researchers, community-based organizations, educators, and advocates dedicated to improving the social and academic outcomes of Black and Latino males in NYC.

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## Summary

This report is part of the ongoing effort of the **Black and Latino Male Advocacy Coalition** to monitor the educational progress of Black and Latino students in New York City schools under the city's recent reforms. In this report, we examine the quality of the schools attended by Black and Latino male students as measured by the city's recently implemented school rating system – the Progress Report Grading System. Along with considering the equity of access to education quality among Black and Latino students, we also consider the potential implications of the city's accountability system for those students.

Our key findings include:

1. ***Schools with higher percentages of Black and Latino students received lower Progress Report grades.***

According to the Progress Report grading system, Black and Latino students tended to be more concentrated in lower-quality schools, especially at the high school level.

2. ***School demographics play an important role in predicting grades at the high school level.***

The proportion of Black and Latino, free and reduced lunch, and special education students explains, along with school size, more than one-third of high schools' Progress Report grades. The high schools serving the most vulnerable and high-need student populations received significantly lower quality ratings.

3. ***The high school selection process appears to be contributing to the concentration of Black and***

***Latino students in low-quality schools.*** A higher proportion of Black and Latino students are concentrated in less selective high schools, which also tended to receive lower Progress Report ratings.

4. ***Schools with low Progress Report grades are concentrated in the Community School Districts with the highest proportions of Black and Latino students.***

In general, for both 2006-07 and 2007-08, districts that have *higher enrollment* of Black and Latino students had *higher percentages* of schools with low grades (e.g., D or F) and *lower percentages* of schools with high grades (e.g., A or B). These findings indicate that Black and Latino students have inequitable access to high quality schools.

## Introduction

The national concern over achievement differences found among racial/ethnic minority groups and White students and how to ensure school systems are responding to them has focused on strengthening school accountability mechanisms over the last decade. Accountability systems can, in theory, pressure schools to effectively serve Black and Latino students and work to close rather than contribute to the achievement gap.

As opposed to the traditional accountability system, in which schools are evaluated based on their compliance with standards, performance-based systems measure outcomes in order to determine whether school performance is aligned with state and district goals and standards. Performance-based systems are used to publicly label schools as successful or failing, and in some cases, as is the case of New York City's system, for determining whether schools receive incentives and/or sanctions.

According to supporters, performance-based accountability systems help to focus the attention of teachers and school administrators on boosting student achievement (Chubb and Moe 1990, Hanushek 1996). Critics express concerns that the pressure stemming from performance-based accountability systems will lead to a narrow focus on educational outcomes that can be easily measured, distorting broader education goals (see Rothstein 2008 and Darling-Hammond 2004). Studies examining the effects of such reforms on how schools operate and how students perform on standardized tests show that the effects can be powerful, but not always in line with objectives (Booher-Jennings 2005; Ladd and Zelli 2002; Figlio and Rouse 2006; Rouse et al. 2007; Linn 2003).

Evidence shows that the implementation of performance-based accountability systems similar to the New York City system are associated with improved test scores among schools receiving low ratings (Figlio and Rouse 2006; Rouse et al. 2007). Regarding school practices, there is evidence that the implementation of such systems are associated with increased remediation, increased focus on the subjects that are tested, and a narrowing of the curriculum (Clotfelter and Ladd 1996; Linn 2003, Ladd and Zelli 2002; Rouse et al. 2007). Prior research has also identified several challenges related to measuring school quality, including smaller schools having greater variation in test score outcomes over time and the imprecision of standardized tests for measuring quality (Kane and Staiger 2002; Clotfelter and Ladd 1996; Ladd and Walsh 2002).

Rather than evaluate the validity of the Progress Report Grading System for measuring school quality or attempt to measure the effects of the recently implemented system, our analysis takes an initial look at how schools serving different populations are rated under the system. We focus on determining the level of quality, according to the Progress Report grades, of the schools attended by the most vulnerable of student populations, as well as the level of access students have to quality schools in different community school districts.

In the conclusion, we consider the potential implications of the implementation of the Children's First Accountability System for Black and Latino students. Overall, the

analysis provides an indication of whether Black and Latino students currently have equitable opportunities to be college- and workforce-ready.

### **Description of the Progress Report Grading System**

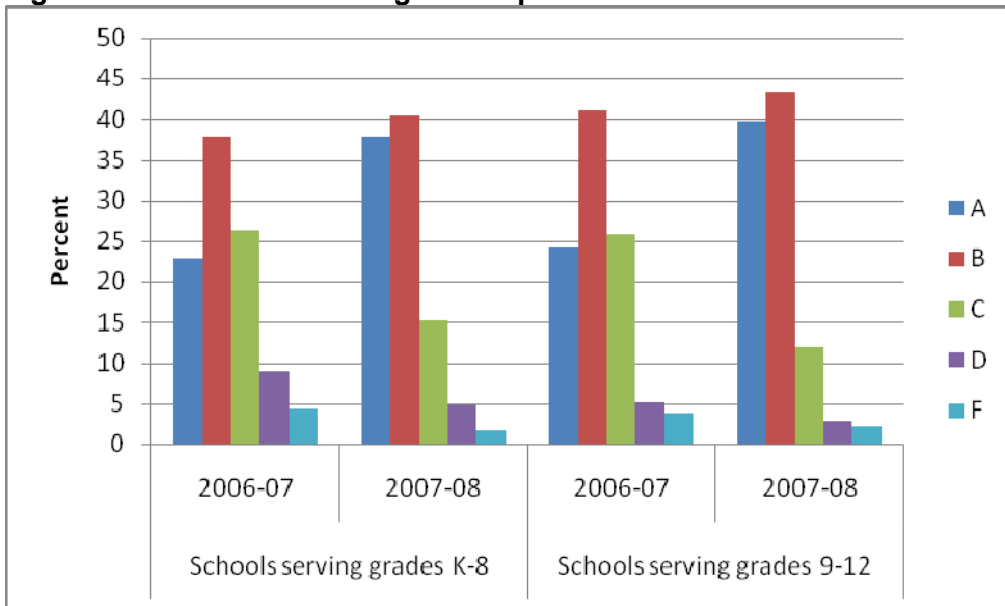
Under the Progress Report Grading System, schools are assigned grades ranging from A to F for both the 2006-07 and 2007-08 school years. The grades provide an indication of progress in how well each school serves all of their students well. Grades are determined by the students' levels of academic performance and their progress over time, with an emphasis on progress. The grading system also includes student, parent, and teacher perceptions of the quality of the school environment. Schools are then compared to other schools serving similar populations in determining the grades.

In an effort to account for school variances in terms of the academically vulnerable populations they serve, school demographics (e.g., race, poverty status, language) are considered in assigning grades of elementary schools and middle schools. Prior achievement (e.g., eighth grade test scores) is considered at the high school level. Schools receive extra credit towards their overall progress grade for contributing to the academic progress of vulnerable student populations.

Along with pressure based on public disclosure of school grades on the New York City Department of Education (NYCDOE) website and in local media, significant incentives and penalties are tied to the grades. Schools receiving low grades (a D or F, or a C for three years in a row) "face a four-year cycle of target setting, leadership change, and if performance does not improve, more target setting and finally school closure" (DOE 2007). At the same time, schools receiving an A or B are eligible to receive a bonus. A school's rating therefore has potentially profound implications for students, depending upon the grade their school receives.

As can be observed in Figure 1, the majority of schools received A's and B's for both 2006-07 and 2007-08. Also observable is the substantial increase in the proportion of schools receiving A's and decrease in the proportion of schools receiving C's in 2007-08.

**Figure 1: Distribution of Progress Report Grades for the 2007-08 School Year**



Source: Calculations by the authors using data from the New York City Department of Education  
 Notes: Schools serving K-8 include elementary, middle, and K-8 schools.

### About Our Study

Our analysis focused on three basic questions:

- 1. How are Progress Report grades distributed across schools serving different populations?** We examine the relationship between Progress Report grades for the schools and their demographic makeup. In addition, we investigate the accountability system and whether it affects particular groups more strongly than others.
- 2. Are Progress Report grades distributed evenly across high schools with different levels of selectivity?** We examine the distribution of Progress Report grades among high schools by the selectivity level of those schools.
- 3. Do Black and Latino students appear to have access to high quality schools as measured by the Progress Report grading system?**

In this portion of the analysis, we map progress report grades by the racial/ethnic makeup of New York City Community School Districts. To perform our analysis, we created a school-level dataset by merging NYCDOE publicly available datasets that contained a number of school-level demographic and achievement indicators for multiple years. In the analysis, we included only schools that operated in the 2006-07 or 2007-08 school year and received a 2007 or 2008 Progress Report grade.

## 1. How are Progress Report grades distributed across schools serving different populations?

Table 1 displays correlations between Progress Report scores, the scores on which grades are determined, the demographics of the student population, and enrollment for the 2006-07 school year. The numbers provide a sense of the concentration of low and high grades among schools of various sizes serving different populations.

We observe the strongest and most consistent relationship between the scores and the proportion of students that are Black and Latino. Schools serving higher proportions of Black and Latino students tended to receive lower grades. Correlations between scores and other variables are less consistent. Overall, the relationship between scores and school demographics and size are strongest at the high school level. In high schools, we observe that large high schools and schools serving a high proportion of Black and Latino and special education students received lower grades in both years.

**Table 1: Correlations between Progress Report Scores for 2006-07 and 2007-08 and School Composition and Enrollment**

School Comp.	Elementary (N=566)		MS (N=283)		K-8 (N=115)		HS (N=231)	
	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08	2006/07	2007/08
% Black and Latino	-0.12	-0.15	-0.04	-0.19	-0.17	-0.15	-0.26	-0.23
% Free Lunch	-0.05	-0.03	0.03	-0.04	-0.32	-0.01	-0.11	-0.08
% ELL	0.12	0.10	0.08	0.05	0.07	0.22	0.14	0.20
% Special Ed.	-0.20	-0.06	-0.06	0.08	-0.09	0.00	-0.43	-0.36
Enrollment	0.13	0.08	-0.09	-0.08	-0.07	-0.04	-0.25	-0.38

*Source:* Calculations by the authors using data from the New York City Department of Education  
*Note:* Only schools that received scores for 2006-07 and 2007-08 are included in the analysis. The log of enrollment was used in the correlations to adjust for the skewed distribution of the enrollment variable.

Next we examine the relationship between school characteristics and Progress Report scores more closely through regression analysis. The findings presented in Appendix B are largely consistent with the correlations presented in Table 1. Given the findings presented in Table 1, the relationships between school demographics and size are strongest at the high school level. In 2007-08, the proportion of racial/ethnic minority, free and reduced lunch, and special education students are estimated to explain approximately 34% of a school's score (see Figure 1 and Appendix B).

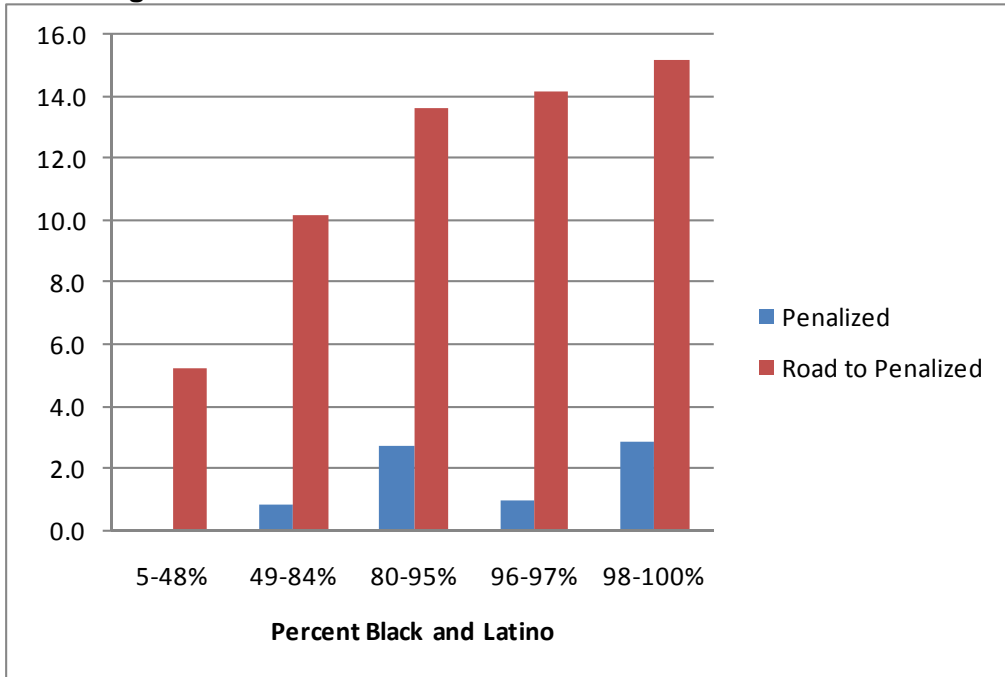
Considering demographics alone, we are able to explain about 24% of the differences in scores on the Progress Reports in 2007-08, regardless of school size. Even though the peer groups for the high school Progress Report compare schools serving similar student populations, there appears to be marked differences in the student composition between low- and high-grade schools. **The findings strongly suggest that differences in high school quality according to the Progress Report grades are connected to**



**size, race/ethnicity, low income, and special education enrollment of a school.**

As schools with lower grades are concentrated among the schools with the highest proportion of Black and Latino students, the effects of the accountability system are expected to be strongest in those schools. Figure 2 shows that nearly 20 percent of the 247 schools with the highest proportion of Black and Latino students (between 98 and 100 percent) were either being penalized under the New York City accountability system (had received a D or F for two consecutive years) or were on the road to being penalized (had received a C in one year and a C, D, or F in the other year). None of the schools with the lowest proportion of Black and Latino students (between 6 percent and 39 percent), on the other hand, were being penalized under the system and only five percent were on the road to being penalized.

**Figure 2: Proportion of New York Schools that were Penalized or on the Road to Being Penalized in 2007-08 under the Progress Report Accountability System by Percentage of Students in the School that were Black and Latino**



Source: Source: Calculations by the authors using data from the New York City Department of Education.

Notes: Only schools that received Progress Report grades for two consecutive years were included in the analysis. A school is assumed to be penalized under the following conditions: if it receives a D or F for two consecutive years or receives a C in one year and a C, D, or F in the following year. School Quality Review Ratings are also important in determining penalties.

## 2. Are Progress Report grades distributed evenly across high schools with different levels of selectivity?

Part of the reason that the correlation between the demographic composition and Progress Report grades is especially strong for high schools may have to do with the sorting of students of different achievement levels between schools at that level. High school students are able to select their high school in New York City, but a number of schools have more and less restrictive admissions criteria for admitting students. The descriptions of the various levels of selectivity, ordered from the most to the least selective, are as follows:

### More Selective

Testing: Admit students solely based on their performance on the Specialized High School Exam.

Screened Admissions: Rank students for admissions based on their academic performance from the previous year.

Audition: Select students based on their performance in a dance, theater, music, or visual arts audition.

### Less Selective

Limited Unscreened: Typically small high schools that often focus on a particular theme. These high schools attempt to target prospective students who have demonstrated interest at open houses or high school fairs. Administrators in limited unscreened programs are not allowed to use student achievement in identifying students for which they have a preference.

Educational Option: A total of 50 percent of students are selected by the school and the other 50 percent are randomly selected. Both student groups are selected from a distribution of students representing 16 percent of the high range of achievement on the 7th grade New York State (NYS) reading score, 68 percent of the average range, and 16 percent from the low range.

Unscreened: Selected randomly by computer.

Zoned: Students who live in the geographically zoned area of the high school have priority for admission.

Table 3 shows the distribution of Progress Report grades for high schools with different selection criteria. Only about half of the less selective of the schools, the Educational Option schools, received A's and B's. These schools also made up about half of the high schools that received D's and F's, although they represented only about 26 percent of all schools. Additionally, they were among the schools with the highest average percentage of Black and Latino students (88 percent). Also notable is that only one of the schools

using the screened criteria and none of the specialized testing high schools (the seven schools in the testing category) received D's or F's. These schools serve a notably lower average proportion of Black and Latino students (30.6 percent), although the high standard deviation indicates that there is a great deal of variation within the group.

**Table 3: Number and Percentage of High Schools within Selection Criteria Type and Mean Percentage Black and Latino by 2007 Progress Report Grade**

Selection Process	% Black/Latino		A		B		C		D		F	
	Mean	SD	N	%	N	%	N	%	N	%	N	%
Testing	30.6	24.9	6	85.7	1	14.3	0	0.0	0	0.0	0	0.0
Screened	75.0	24.9	21	40.4	17	32.7	13	25.0	0	0.0	1	1.9
Audition	79.4	21.2	3	23.1	7	53.9	2	15.4	1	7.7	0	0.0
Limited Unscreened	90.9	10.6	12	36.4	16	48.5	4	12.1	1	3.0	0	0.0
Educational Option	88.0	15.1	7	12.1	22	37.9	20	34.5	5	8.6	4	6.9
Unscreened	81.9	11.0	2	50.0	1	25.0	1	25.0	0	0.0	0	0.0
More than One	72.2	23.6	4	6.9	30	51.7	17	29.3	4	6.9	3	5.2

*Source:* Calculations by the authors using data from the New York City Department of Education  
*Notes:* Figures represent row percentages. More than one refers to schools with several programs in the same school that use different admission criteria for selecting students. Schools that give priority to continuing 8<sup>th</sup> graders in combination are included in the category which they use for selecting new students.

### **3. Do Black and Latino students appear to have access to high quality schools as measured by the Progress Report grading system?**

The third component of our analysis considers whether Black and Latino students have equitable distribution in high-quality schools as measured by their Progress Report grades. This component of the analysis is especially important given the high degree of school and neighborhood segregation in New York City. For 2000, out of the 328 metropolitan areas for which data is available, New York City has the 10<sup>th</sup> highest level of elementary school segregation between Blacks and Whites and the ninth highest for Latinos and Whites, as measured by dissimilarity indexes (Logan 2002).

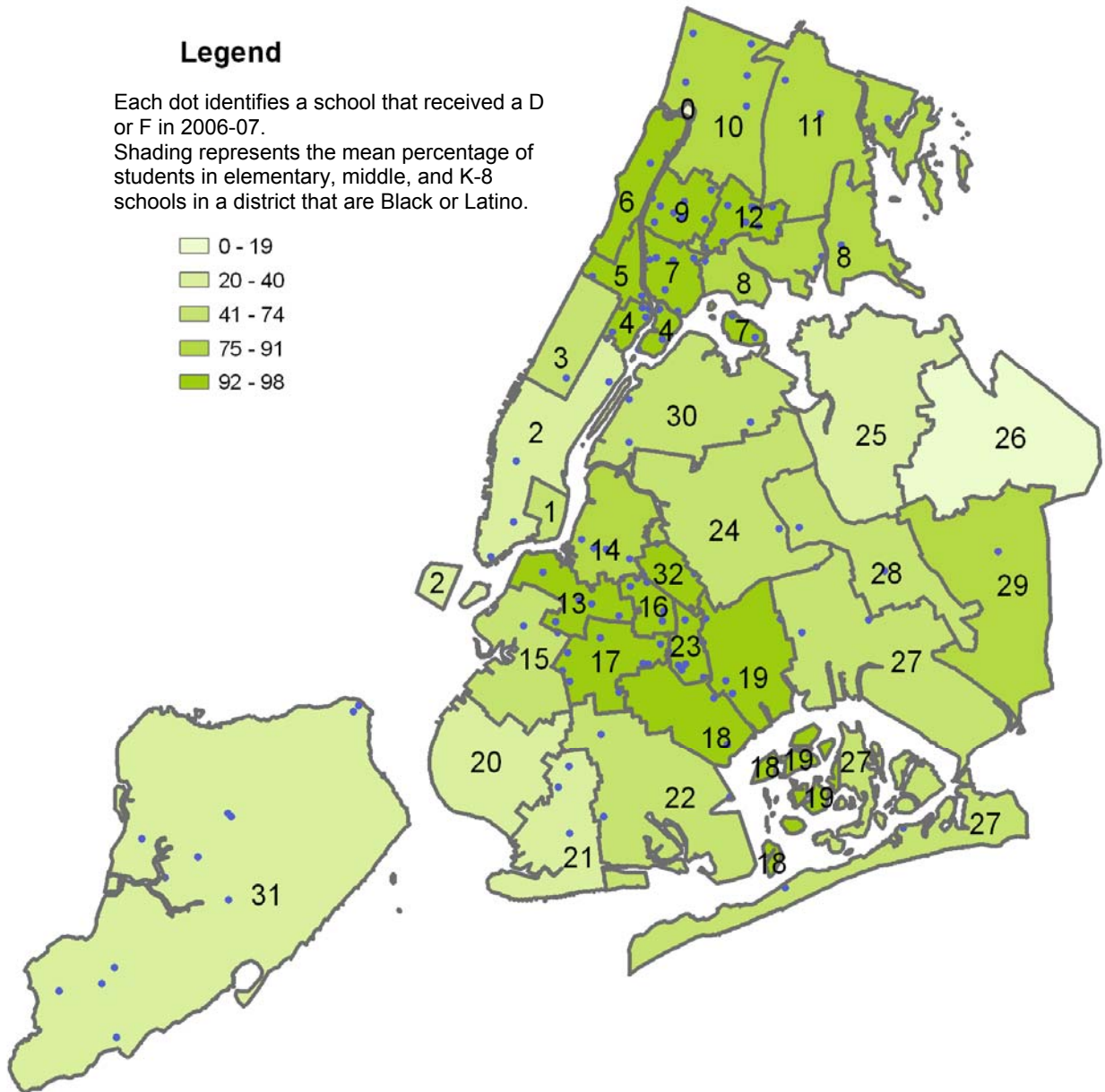
Levels of neighborhood segregation in New York City are more pronounced – with the city placing fourth among metropolitan areas in neighborhood segregation for Blacks and Whites and fifth for Whites and Latinos, again as measured by dissimilarity indexes (Logan 2002). Both school and neighborhood segregation have increased in New York City during the 1990s (Logan 2002).

This component of our analysis considers only schools serving students in elementary and middle school, because many students leave their neighborhoods to go to high school. As can be observed in Figures 3 and 4, the analysis reveals a strong relationship

between the density of Black and Latino students in a Community School District (CSD) and the Progress Report grades individual schools in those CSD's received.

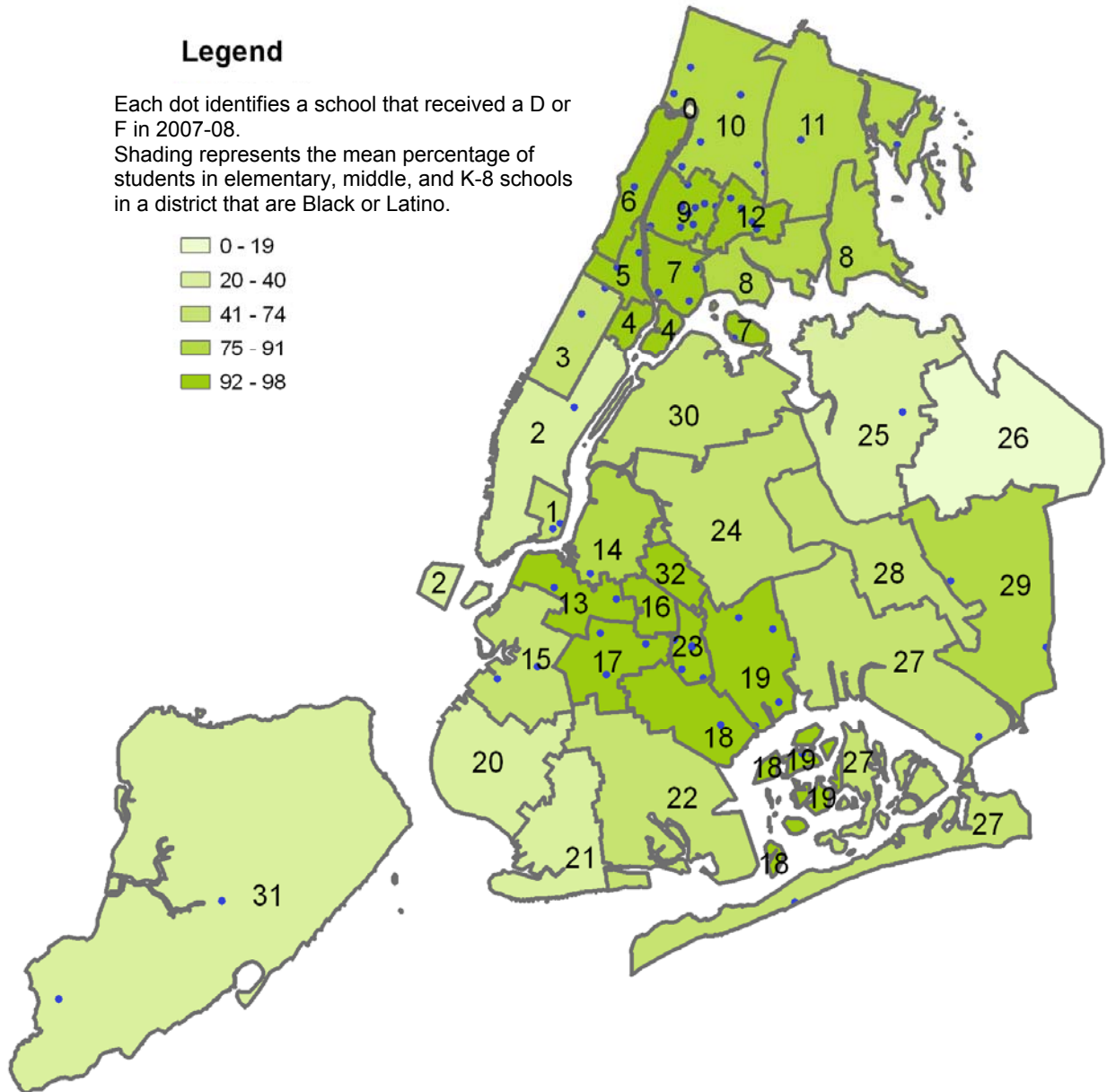
In general, for both 2006-07 (see Figure 2) and 2007-08 (see Figure 3) community school districts that have *higher proportions* of Black and Latino students had *lower percentages of schools* with high (e.g., A or B) grades. Among the CSD's with the highest proportions of Black and Latino students and the highest number of low grade schools, three stand out: CSD 16 in Bedford Stuyvesant; CSD7 in the South Bronx, and CSD 23 in East New York. CSD 23, in fact, had the lowest proportion of high grades and the highest proportion of low grades in both 2007 and 2008. The schools in the CSD's with the lowest proportions of Black and Latino students, on the other hand, had very few low-grade schools.

**Figure 3. Distribution of Elementary, Middle, and K-8 Schools Receiving a D or F in 2006-07**



Notes: One dot was placed within each district for each school that met criteria. The dots do not represent the exact location of individual schools.

**Figure 4. Distribution of Elementary, Middle, and K-8 Schools Receiving a D or F in 2007-08**



Notes: One dot was placed within each district for each school that met criteria. The dots do not represent the exact location of individual schools.

## Conclusion

We find that across school types, low-quality schools—according to the Progress Report grading system—tend to serve higher proportions of Black and Latino students. The relationship between student demographic composition and quality is strongest at the high school level. Low-quality high schools also tend to serve higher proportions of special education students. Our analysis of the distribution of Progress Report grades across high schools with different selection criterion highlights the fact that the sorting of students at the high school level contributes to many Black and Latino students being concentrated in low-performing schools.

Our analysis also highlights the issue of inequitable access to high-quality elementary and middle schools in the neighborhoods with the highest concentrations of Black and Latino students. If the schools within an entire CSD perform poorly, then the market of options available to parents and students is limited, particularly for parents of elementary school children. Although parents have the option to send their children to a school outside of their immediate neighborhood, in neighborhoods like East New York with an extremely high proportion of low-quality schools it is unclear whether parents have suitable access to good schools for their children.

The concentration of low grades in schools and neighborhoods with the highest concentrations of Black and Latino students suggests that the performance-based system is having the strongest impact on the Black and Latino student populations. Prior research suggests that this trend could have positive implications for Black and Latino students, including improved access to remediation and better targeting of that remediation to students with the highest levels of need (Rouse et al. 2007).

On the other hand, research also suggests that low Progress Report grades could negatively affect staff morale and lead to higher turnover rates among staff (Clotfelter et al. 2004; Ladd and Zelli 2002). Low grades could also contribute to a narrowing of the curriculum and less attention on broader educational goals (Clotfelter and Ladd 1996; Linn 2003; Ladd and Zelli 2002). It is therefore extremely important to closely observe how schools are responding to the pressures of low grades. Our efforts will help ensure that these schools have the support they need to make meaningful and positive changes for their most vulnerable of students.

## Policy Recommendations

Given these findings, it is extremely important to closely observe the specific practices and procedures New York City schools are implementing in response to the accountability pressures. These responses should best serve the needs of all students, particularly Black and Latino students. The following areas warrant focus, given our findings:

1. **The possible incentive of the accountability system to push out or limit access to certain vulnerable student populations in an effort to boost school grades especially at the high school level, as exemplified by:**

- The concentration of Black and Latino students and special education students in the lowest-performing schools.
  - School selection processes that limit access to vulnerable groups of students.
2. **The limit of school choice through the geographic concentration of poor performing schools in geographic areas with high concentrations of Black and Latino students and families.**
  3. **Understanding the effects of accountability pressure on the practices and procedures of schools receiving low grades.**

This brief serves as a first step in highlighting some of issues that Black and Latino students face in the New York City education system. The **Black and Latino Male Advocacy Coalition** will continue to monitor how the current policy guidelines affect this population.



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## **Appendix A: Description of the Formula for Assigning Progress Report Grades**

As previously stated, Progress Report grades are determined by a combination of factors, although the most emphasis was placed on the change in the achievement levels of students in the schools. In 2007 and 2008, school environment determined 15 percent of the grade. For both years, it was measured by student attendance rates, which made up five percent of the overall score, and results from student, teacher, and parent surveys, which made up the remaining ten percent.

The student, teacher, and parent surveys measured constructs related to the school environment, including perceptions of safety, communication, and academic engagement levels in the school, among others. Items from the “Communication” construct of the Student Survey, for example, included “Most of the adults I see at school every day know my name or who I am” and “On a scale of 1 to 4, how available are teachers and other adults at your school to talk about a problem you are having in a class.” Individual schools administered the surveys in the spring of 2007 and 2008.

Another component of the Progress Report grades is student performance. This component accounted for 30 percent of the Progress Report grade in 2007 and 25 percent in 2008. For schools serving elementary and middle school students, this score was determined by the percentage of students scoring at the “proficiency level” on the New York State English Language Arts (ELA) and math exams and the median school score for both tests, with equal weight given to all four components. For high schools, performance was measured by the percentage of students graduating with Regents or Local Diplomas: a weighted four-year diploma rate gave the largest weight to students graduating with a Regents Advanced Diploma and the least to a GED, the six-year graduation and weighted diploma rate, and the percentage of 11<sup>th</sup> and 12<sup>th</sup> grade students taking the PSAT, SAT, and ACT, respectively. Note that as of the writing of this report, August 2009, the high school Progress Report grades have yet to be released.

The final and largest component of the grades is student progress, which accounted for 55 percent of the grade in 2007 and 60 percent in 2008. As the name infers, this component of the grade measured how students progressed from year to year. Similar to the student performance component, student progress focused on outcomes on the state ELA and math exams for grades 3 through 8.

Outcomes were analyzed for students with the following criteria: enrolled in a school in October of the most recent school year and the previous school year; were in at least the 4<sup>th</sup> grade in the most recent school year; and if the most recent ELA and math tests they took were one grade higher than in the previous year. For example, for the 2008 Progress Report grade, a fourth grade student progress on the ELA test would only be included in a school’s score if they took the third grade ELA test in the same school in the previous year.

For determining progress, if a student scored at level 2, 3, or 4 two years in a row they were counted as having made one year of progress. If a student scored at level 1 two years in a row, however, they were not. To determine the score, progress was measured for all students for each test, as well as additional weight for students who scored in a school’s lowest third.

Progress in 2007 For high schools was determined by the percentage of students earning ten or more credits in the first, second, and third years of high school. Also included in the high school progress score was the Regents pass rate, calculated by dividing the number of Regents Tests passed by 9<sup>th</sup> and 10<sup>th</sup> grade students at the end of the school year by the number of tests that students were eligible to pass at the beginning of the school.

High school progress was also measured by giving additional weight to students that passed the Regents test, but entered high school with lower achievement levels as measured by 8<sup>th</sup> grade New York State Tests, as well as weighting the Regents pass rate for students in a school's lowest performing third. For 2007-08, the average change in PSAT scores between students' second and third high school year will also be included for those students that took the test in both years.

In 2007 and 2008, elementary and middle schools received extra credit on their final score based on the achievement gains made by students identified as Black, Latino, and English Language Learners (ELL), or for having a special education program with students who were in the lowest third of student achievement citywide. High schools receive additional credit for the percentage of high-need students (ELL, special education, and Black, Latino, and "Other" students that enter high school in the lowest performing third citywide, according to state ELA and math results) that earn 11 or more credits in each of their first, second, and third years of high school.

For 2007 and 2008, percentile scores for elementary and middle schools for each of the components were determined by how schools compared to all of the schools in the city (the "city horizon") and the 40 schools in the peer group that served similar populations of students (the "peer horizon"). The largest portion of the scores, 75 percent in 2008 and 67 percent in 2007, were determined by relative performance on the peer horizon, with the remaining portion on the city horizon.

For 2008, peer groups were determined by the following weights: Percent Free and Reduced Lunch – 40 percent, percent Special Education – 30 percent, percent Black/Latino – 30 percent, and percent ELL – 10 percent. In 2007, less weight was given to percent special education (10 percent instead of 30 percent) and more weight was given to percent free lunch and percent Black/Latino (40 percent instead of 30 percent for both).

For high schools, peer groups were made up of the 40 schools serving students with the most similar levels of pre-high school achievement as measured by proficiency levels on 8<sup>th</sup> grade State ELA and math tests. Schools with less than 20 students with 8<sup>th</sup> grade scores were given a proxy peer index calculated by averaging the peer indices of the 20 schools above it and the 20 schools below it on a ranked list of percentage of students eligible for Free and Reduced Lunch. Specialized high schools served as their own peer group for the grades.

To compute the score on which the grade was determined, weighted averages were calculated for each of the grade components (school environment, student performance, and student progress) and these were summed to create a score ranging from 0 to 100.

The final grades were determined by each school's position in a distribution of scores of all schools serving similar grade levels citywide, after providing additional credit. Schools at or above the cutoff for the 85<sup>th</sup> percentile after adding extra credit, for example, received an A.

**Appendix B: Findings from OLS Regression Analysis predicting 2007 or 2008 Progress Report Scores**

Notes: Figures represent coefficients from Ordinary Least Squares regressions predicting schools' scores on the 2007 or 2008 Progress Reports with standard errors in parentheses. Schools are categorized by level according to the Progress Report grading system. Schools serving multiple levels (6-12, K-12, etc.) are included multiple times – once for each type served. School-level demographic data was taken from the 2006-07 Learning Environment Survey data.

**Elementary School (N=569)**

<b>2006-07 (N=569)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	56.49**	(1.36)	61.24**	(2.25)	52.87**	(9.55)
% Students Black	-0.08*	(0.02)	-0.05	(0.03)	-0.04	(0.03)
% Students Latino	-0.03	(0.02)	-0.02	(0.03)	-0.02	(0.03)
% Students Free Lunch			-0.02	(0.04)	-0.02	(0.04)
% Students ELL			0.08	(0.07)	0.06	(0.08)
% Students Special Education				(0.11)		(0.11)
Ln(Enrollment)			-0.41**		-0.38**	
Adjusted R <sup>2</sup>	0.02		0.05		0.05	
<b>2007-08 (N=568)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	62.27**	(1.44)	60.16**	(2.4)	54.92**	(10.22)
% Students Black	-0.09**	(0.02)	-0.13**	(0.03)	-0.13**	(0.03)
% Students Latino	-0.03	(0.02)	-0.09**	(0.04)	-0.08**	(0.04)
% Students Free Lunch			0.09*	(0.05)	0.09*	(0.05)
% Students ELL			0.01	(0.08)	0.00	(0.08)
% Students Special Education				(0.11)		(0.12)
Education			-0.05		-0.03	
Ln(Enrollment)					0.79	(1.5)
Adjusted R <sup>2</sup>	0.03		0.04		0.03	

\*Statistically different from 0 at the 5 – percent confidence level

\*\*Statistically different from 0 at the 1 – percent confidence level

## Middle School

<b>2006-07 (N=287)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	65.88**	(2.69)	62.53**	(3.25)	97.43**	(10.21)
% Students Black	-0.14**	(0.03)	-0.17**	(0.04)	-0.24**	(0.05)
% Students Latino	-0.06	(0.04)	-0.14	(0.06)	-0.20	(0.06)
% Students Free Lunch			0.08	(0.06)	0.10	(0.06)
% Students ELL			0.04	(0.08)	0.06	(0.08)
% Students Special Ed.			0.12*	(0.12)	0.16*	(0.12)
Ln(Enrollment)					-4.99**	(1.39)
Adjusted R <sup>2</sup>	0.05		0.05		0.09	

<b>2007-08 (N=303)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	65.88**	(2.69)	62.53**	(3.25)	97.43**	(10.21)
% Students Black	-0.14**	(0.03)	-0.17**	(0.04)	-0.24**	(0.05)
% Students Latino	-0.06	(0.04)	-0.14**	(0.06)	-0.20**	(0.06)
% Students Free Lunch			0.08	(0.06)	0.10	(0.06)
% Students ELL			0.04	(0.08)	0.06	(0.08)
% Students Special Ed.			0.12	(0.12)	0.16	(0.12)
Ln(Enrollment)					-4.99**	(1.39)
Adjusted R <sup>2</sup>	0.05		0.05		0.09	

## K-8

<b>2006-07 (N=116)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	60.13**	(3.84)	71.45**	(4.79)	81.01**	(22.36)
% Students Black	-0.13	(0.05)	0.03	(0.07)	0.03	(0.07)
% Students Latino	-0.01	(0.06)	0.19**	(0.08)	0.19	(0.09)
% Students Free Lunch			-0.33**	(0.09)	-0.33**	(0.09)
% Students ELL			0.07	(0.17)	0.07	(0.17)
% Students Special Ed.			-0.18	(0.23)	-0.20	(0.24)
Ln(Enrollment)					-1.42	(3.24)
Adjusted R <sup>2</sup>	0.06		0.16		0.15	

<b>2007-08 (N=125)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	60.73**	(3.47)	60.08**	(4.65)	71.47**	(20.97)
% Students Black	-0.15**	(0.05)	-0.17**	(0.07)	-0.18**	(0.07)
% Students Latino	0.04	(0.06)	-0.02	(0.08)	-0.03	(0.08)
% Students Free Lunch			0.07	(0.09)	0.08	(0.09)
% Students ELL			0.10	(0.17)	0.10	(0.17)
% Students Special Ed.			-0.15	(0.22)	-0.17	(0.22)
Ln(Enrollment)					-1.71	(3.08)
Adjusted R <sup>2</sup>	0.11		0.10		0.10	

\*Statistically different from 0 at the 5 – percent confidence level

\*\*Statistically different from 0 at the 1 – percent confidence level

## High School

<b>2006-07 (N=223)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	71.01**	(3.41)	73.68**	(3.28)	118.00**	(3.98)
% Students Black	-0.28**	(0.05)	-0.26**	(0.06)	-0.27**	(0.06)
% Students Latino	-0.13**	(0.05)	-0.11	(0.08)	-0.14	(0.07)
% Students Free Lunch			0.13	(0.08)	0.03	(0.08)
% Students ELL			-0.07	(0.08)	-0.02	(0.07)
% Students Special Ed.			-1.06**	(0.17)	-0.91**	(0.17)
Ln(Enrollment)					-5.76**	(1.25)
Adjusted R <sup>2</sup>	0.11		0.24		0.29	

<b>2007-08 (N=230)</b>	$\beta$	(SE)	$\beta$	(SE)	$\beta$	(SE)
Constant	70.18**	(3.79)	71.56**	(3.67)	138.78**	(10.3)
% Students Black	-0.22**	(0.05)	-0.15**	(0.07)	-0.24**	(0.06)
% Students Latino	-0.07	(0.05)	-0.03	(0.08)	-0.11	(0.07)
% Students Free Lunch			0.12	(0.08)	-0.05	(0.08)
% Students ELL			0.01	(0.07)	0.08	(0.07)
% Students Special Ed.			-1.23**	(0.22)	-0.78**	(0.21)
Ln(Enrollment)					-8.49**	(1.23)
Adjusted R <sup>2</sup>	0.06		0.21		0.34	

\*Statistically different from 0 at the 5 – percent confidence level

\*\*Statistically different from 0 at the 1 – percent confidence level