

This document describes proposed changes to the methodology for the 2010-11 early childhood Progress Reports, discusses additional changes under consideration for the 2011-12 Progress Reports, and provides answers to frequently asked questions. In March 2011, we will collect feedback about these proposed changes. After considering feedback, we will release the final changes in April 2011. To comment or to ask questions, please contact [PR\\_Support@schools.nyc.gov](mailto:PR_Support@schools.nyc.gov).

## Proposed Changes

Progress Report Component	2009-10 Measure	Proposed Change for 2010-11	Reasons for Proposed Change
<b>1. Former special education placement and former English language learners (ELLs)</b>	Special education status for the beat the odds metric and inclusion in the additional credit measures related to ELLs and students with disabilities were based on current-year status only.	Any student identified as an English Language Learner (ELL) for any of the last four school years will be considered ELL on the Progress Report.  A student's special education status for the Progress Report will be the most restrictive setting to which the student was assigned in the last four school years.	An important measure of success with students with disabilities and ELLs is movement to less restrictive settings and English language proficiency, respectively.  Taking into account previous ELL and special education status will allow schools to make these transitions without impact to Progress Report adjustments. The proposed rule recognizes that students who do make these gains still have significant needs.
<b>2. Additional credit for exemplary progress with Black and Hispanic males</b>	There was no metric that specifically recognized the academic progress of this high-need group.	Two new additional credit measures will be added: <ul style="list-style-type: none"> <li>• Beat the odds for Black and Hispanic males in ELA</li> <li>• Beat the odds for Black and Hispanic males in Math</li> </ul> These metrics replace the separate Black and Hispanic metrics used in 2009-10.	To close the achievement gap among high needs populations, schools need to make exemplary gains with these students. Providing additional credit for exemplary progress among high needs populations provides an additional incentive for schools to focus on the most struggling students and rewards schools when they are successful. In line with the City's Young Male Initiative, and as part of our continuing effort to focus schools on closing the achievement gap through the additional credit measures, we are adding a metric focused on the learning growth of this high-need group.

Progress Report Component	2009-10 Measure	Proposed Change for 2010-11	Reasons for Proposed Change
<p><b>3. Additional credit for movement of students with disabilities to less restrictive environments</b></p>	<p>There was no metric relating to movement to less restrictive environments.</p>	<p>An additional credit measure focusing on moving students with disabilities to less restrictive environments will be added.  (See FAQs for details.)</p>	<p>Educating students with disabilities in the least restrictive environment is an important goal of the DOE's special education reforms.</p> <p>This metric also provides a countervailing incentive to the additional weight given to the progress of students in more restrictive settings.</p> <p>In combination with the additional credit metrics focused on the performance and progress of students with disabilities, the proposed less restrictive environment metric will reward schools that are exceptionally successful in promoting the learning growth of their students with disabilities in inclusive settings.</p>
<p><b>4. Peer groups and horizons</b></p>	<p>The peer index formula for early childhood schools was a weighted average of the percentage of students eligible for free lunch (30%), the percentage of Black/Hispanic students (30%), the percentage of the students with Individual Education Plans (IEPs) (30%), and the percentage of the student population who were English Language Learners (10%).</p> <p>The horizons were calculated based on two school years: 2008-09 and 2009-10.</p>	<p>Peer groups will be recalculated based on the demographics of schools' 2010-11 student population. We will use the same peer index formulas.</p> <p>Horizons will be based on the same years: 2008-09 and 2009-10.</p>	<p>By updating peer groups using the same formula as in 2010, we are maintaining consistency in methodology while taking into account schools' current demographics.</p> <p>By holding horizons constant this year, we are maintaining high expectations, particularly in the Student Performance section.</p>
<p><b>5. Progress Report Grades</b></p>	<p>Because 2009-10 was the first year of the early childhood Progress Reports, we employed a set grade distribution.</p>	<p>We will retain a set grade distribution for 2010-11. The distribution will be the same as the elementary/middle school distribution in 2009-10.</p>	<p>As the State tests in English and Math continue to evolve, we will continue to set the grade distribution in advance.</p>

**Technical Changes**

We also propose several technical changes affecting certain calculations:

- Previously, horizon scores were allowed to go below zero or above 100%. Now, the lowest possible peer or city horizon score is 0%. The highest possible horizon score is 100%. This will ensure that each metric stands on its own, and results on one metric do not overshadow other metrics in the same section.
- The metrics in the performance section based on median proficiency rating will now be based on average (mean) proficiency rating. While the median provides a good indication of the performance of the typical student, the mean provides a better estimate of the performance of all students including those who are near the top or bottom of the performance scale.
- As there are now a total of 7 additional credit metrics, they will be worth up to two points each. For each metric, the top 20% of schools will earn 2.0 points and the next 20% of schools will earn 1.0 points. The maximum possible additional credit points is now 14.

## Changes under Consideration for 2011-12

Over the course of the next year, we also plan to consider the following additional methodology changes for the 2011-12 Progress Report (these metrics will not appear in the 2010-11 Progress Report):

- We expect to revise the peer index formula for 2011-12 based on an analysis of the relationship between student characteristics and academic achievement.
- We are working to develop a system for tracking standardized data on courses and grades in early childhood courses, and exploring the range of local assessments used by early childhood schools, in an effort to develop metrics based on those outcomes.
- As part of the DOE's system-wide reform of special education policies, we will re-evaluate the way special education placement is defined and considered on the Progress Report.

## Frequently Asked Questions

### 1. How will grades be determined for 2010-2011?

As State tests continue to evolve, we will continue to assign grades based on a set distribution.

### 2. By basing horizons on the 2008-09 and 2009-10 school years, does this mean that schools will still be held to the same high benchmarks in the Student Performance section as they were last year?

Yes. We propose to keep the same high standards we had last year with the expectation that schools and students will rise to the challenge of the higher proficiency standards.

### 3. How will the less restrictive environment additional credit metric be calculated?

The denominator for this metric will be the number of students with an IEP with a primary recommendation of SETSS, CTT, or self-contained during the past four school years (2007-08 through 2010-11) – students with

an IEP recommendation of related services only are not included. The numerator will be based on a calculation using the following tiers:

Tier One – general education:

- No IEP
- IEP with a recommendation of related services only

Tier Two – 80-100% of time with general education peers:

- Primary recommendation of SETSS or CTT
- Primary recommendation of self-contained, spend 80% to 100% of instructional periods with general education peers

Tier Three – 40-79% of time with general education peers:

- Primary recommendation of self-contained, spend 40% to 79% of instructional periods with general education peers

Tier Four – 0-39% of time with general education peers:

- Primary recommendation of self-contained, spend 0% to 39% of instructional periods with general education peers

Each student's numerator contribution will be highest tier number from the four year period minus the tier number for 2010-2011. This number can range from zero (for students who are in their highest tier in 2010-11) to three (for students who were previously in Tier Four and are in Tier One in 2010-11).

A school's metric value will be the total number of tiers students have moved divided by the number of students who contribute to the metric.

The primary program recommendation will be taken from the end of September of each year. For self-contained students, their percent of time with general education peers will be taken from the Special Education Integration Survey (SEIS).

#### **4. Will I be able to use a modeler to estimate my letter grade?**

Principals provided two points of feedback on modelers in previous years:

- They are available too late in the school year to be useful for goal-setting.
- They are subject to change so do not accurately predict Progress Report results.

In light of these considerations, we are discontinuing the modeler. Instead, we are exploring alternate ways to provide more timely guidance for school goal-setting based on the Progress Report.

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

Please email [PR\\_support@schools.nyc.gov](mailto:PR_support@schools.nyc.gov) with any questions or comments.