

Final Changes to Early Childhood Progress Reports

Last Updated: September 27, 2010

This fall, Early Childhood schools (schools serving students in only grades K-2 or K-3) will receive official Progress Reports for the first time. This Early Childhood Progress Report will reflect the following policy changes from the pilot. This document also includes answers to frequently asked questions about the changes. If you have additional questions about the changes, please email PR_Support@schools.nyc.gov.

Final Changes

Progress Report Component	2007-08 Pilot Measure	Change for 2009-10	Reasons for Change
1. Student Progress “Beat-the-Odds” measures	<p>The existing measures assign the following weights based on students demographic characteristics:</p> <ul style="list-style-type: none"> Black or Hispanic Students: +1 Free Lunch Students: +1 Special Education Students: +2 English Language Learners: +2 for ELA, +1 for Math 	<p>Differentiate the weights for Special Education students by program recommendation and remove a weight for free-lunch status:</p> <ul style="list-style-type: none"> Black or Hispanic Students: +1 SETSS: +2 CTT: +3 Self-Contained: +4 English Language Learners: +2 for ELA, +1 for Math 	<p>The Progress Report will now further differentiate Special Education students by level of student need to reflect the different outcomes these students have historically achieved.</p> <p>Universal free lunch schools are exempt from collecting lunch forms from students on an annual basis so it is not possible to identify which students are eligible for free lunch at these schools.</p>
2. Additional credit	<p>Exemplary performance on the “Beat-the-Odds” measure in ELA and Math for the following sub-groups (up to 1 point each; minimum of 15 students per group):</p> <ul style="list-style-type: none"> English Language Learners Special Education Students (all IEPs) Hispanic Students Black Students Free Lunch Students. 	<p>Exemplary performance on the “Beat-the-Odds” measure in ELA and Math for the following sub-groups (up to 1.5 point each; minimum of 10 students per group):</p> <ul style="list-style-type: none"> English Language Learners Special Education Students (SETSS, CTT, and SC) Hispanic Students Black Students. 	<p>Free lunch is being excluded for the same reason cited above in #2.</p>
3. Peer groups	<p>Peer groups in the pilot Reports were based on the 2007-08 school year.</p>	<p>Update the peer index for each school based on student demographics in 2009-10 and update peer groups.</p>	<p>Ensure an up-to-date peer comparison.</p>
4. Peer and City horizons	<p>Peer and City horizons for each school were based on the 2005-06, 2006-07, and 2007-08 school years.</p>	<p>Update peer and City horizons based on historical school performance results from 2008-09 and 2009-10.</p>	<p>For the first year of an official Progress Report release, it is important that the Progress Report benchmarks (i.e., horizons) reflect the most up-to-date student data available.</p>
5. Grades and Cut Scores	<p>Grades are not given on Pilot Progress Reports.</p>	<p>We will set the distribution of grades on the Early Childhood Progress report as we did in the first year of the elementary and middle school Progress Reports – giving 25% of schools As, 35% Bs, 25% Cs, 10% Ds, and 5% Fs.</p>	<p>Because this is the first year of the official Early Childhood Progress Report, it is not possible to set meaningful cut scores in advance. So, for the first official release, we will pre-set the distribution of grades, as we did in the first year of the elementary and middle school Progress Reports. In future years we will define cut scores in advance.</p>

Frequently Asked Questions

1. What score do I need to receive on the Early Childhood Progress Report to receive an A?

Cut scores corresponding to each letter grade are yet to be determined. During the first official release of a Progress Report, we pre-set the distribution of grades because we have no prior Progress Report data from which to set meaningful scores.

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 Early Childhood school's peer index will be updated using the following weighted average formula (the same formula that was in place for 2007-08 pilot report).

Peer index =

$$\begin{aligned} & 30\% * \% \text{ of Special Education Students} + \\ & 30\% * \% \text{ of Title I Free Lunch Students} + \\ & 30\% * \% \text{ of Black/Hispanic Students} + \\ & 10\% * \% \text{ of English Language Learners} \end{aligned}$$

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).

3. Are the point values for each category changing since the release of the pilot reports?

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

- School Environment (15 points)
- Student Performance (25 points)
- Student Progress (30 points)

4. Why are students who have IEPs, but only receive Related Services, not given additional weight in the “Beat-the-Odds” progress measures?

Our analysis shows that students with Related Services perform similarly to General Education students. As such, there is no need to differentiate these students in the evaluation.

5. When will a student's Special Education program recommendation be determined?

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

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

Please email PR_support@schools.nyc.gov with any questions or if you would like to request a training presentation.