

This document describes final changes to the methodology for the 2011-12 Early Childhood Progress Reports, and provides answers to frequently asked questions. These changes build on the methodology described in the [Educator’s Guide to the 2010-11 Early Childhood Progress Report](#). If you have any additional questions, please email [PR\\_Support@schools.nyc.gov](mailto:PR_Support@schools.nyc.gov). **Bold text reflects a revision since the initial proposal from February, based on feedback from approximately 1,200 principals, network staff, and school staff.**

## Final Changes

Progress Report Component	2010-11 Measure	Change for 2011-12	Reason for Change
1. Scoring for the Closing the Achievement Gap Section	Additional credit for closing the achievement gap was awarded only to schools with metric values in the top 20% (full credit) or top 40% (half credit) for each metric. The percentage of high-need students in the school population did not factor into the determination of additional credit.	Additional credit will be awarded based on <i>both</i> the percentage of high-need students achieving an exemplary outcome <i>and</i> the percentage of students in that high-need group. These will be multiplied together then multiplied by a fixed point value that represents the relative difficulty of the metric to determine the additional credit earned (see frequently asked questions for an example).	The scoring system will award some points for each high-need student that reaches the target for a metric. Schools with more high-need students have the opportunity to earn more points, but only if students meet the high standard for the outcome.  More schools will be able to earn additional credit for their success with high-need students, and those schools that are succeeding with more high-need students will earn more points. At the same time, the standards for demonstrating success with those students remain high.
2. Additional credit for English Language Learner progress	n/a	We will add a new metric to the Closing the Achievement Gap section that measures the progress of English Language Learners. Students will contribute positively if they meet one of <b>two criteria</b> : <ul style="list-style-type: none"> <li>• They took the 2011 NYSESLAT exam and their 2012 overall performance level is higher, or</li> <li>• <b>They did not take the 2011 NYSESLAT and their 2012 overall level is intermediate or higher.</b></li> </ul>	This new measure would recognize schools that are especially successful in moving their students toward English language proficiency.  <b>In response to feedback, we have expanded this metric to give credit for English Language Learners who demonstrate language acquisition in their first year.</b>

Progress Report Component	2010-11 Measure	Change for 2011-12	Reason for Change
3. Early Grade Progress	<p>Students were assigned indicator values for Early Grade Progress based on the following factors</p> <ul style="list-style-type: none"> <li>• Black/Hispanic - +1</li> <li>• SETSS placement - +2</li> <li>• CTT placement - +3</li> <li>• Self-contained - +4</li> <li>• English Language Learner - +2 ELA, +1 Math</li> </ul> <p>Students were assigned points based on their probability of attaining different levels of proficiency in ELA (2.5, 3.0, and 3.5) and math (3.0, 3.5, and 4.0).</p>	<p>In addition to those factors, students that were in temporary housing in any of the last four years or who are currently HRA eligible will be assigned an indicator value of +1. The total values will now range from 0 to 8 in ELA and 0 to 7 in math.</p> <p><b>A fourth tier will be added for both math and ELA. The new math tier will begin at 2.5 and the new ELA tier will begin at 2.0.</b></p>	<p>Principals indicated, and research confirmed that students in these groups have historically attained lower proficiency levels than their peers. Adding indicator values for these students will recognize schools for success with high-need students.</p>

## Technical Changes

- *Replace “Percent Free Lunch Eligible” with “Economic Need Index” in the peer index:* In order to more accurately capture the level of socioeconomic challenges at a school we are replacing the free lunch percentage with a composite index that is equal to:

$$\text{Percent Temporary Housing} + 0.5 * \text{Percent HRA-eligible} + 0.5 * \text{Percent Free Lunch Eligible}$$

For universal lunch schools, the percent free lunch eligible comes from the last year the school collected lunch forms. HRA-eligible will be based on current year data. Students in temporary housing will be identified based on a temporary housing indicator anytime in the last four years.

Students identified in temporary housing who are also HRA eligible count toward both percentages. Students who are HRA eligible also count toward Percent Free Lunch Eligible.

- *Minor change to the calculation of the peer and city range:* If the mean minus two standard deviations is lower than the theoretical minimum for a metric, then “100% of range” will be adjusted downward so that the mean stays in the middle of the range. If the mean plus two standard deviations is greater than the theoretical maximum, it will still be possible for a school scoring the mean to get more than half of the available points. The purpose of this change is to ensure that a school that achieves the peer or city average will have a “percent of range” of at least 50%, which corresponds to half the available points.
- ***Additional credit minimum n: We will lower the minimum for all additional credit metrics to 5 students. We cannot report results for groups smaller than this for privacy reasons.***

## Frequently Asked Questions

1. *How will grades be determined for 2011-12?*

**The percentage of schools eligible for each letter grade will be the same as the 2010-11 Progress Report; 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.**

2. *How will the additional credit scoring work?*

For each high need student that meets the success criteria for a metric in the Closing the Achievement Gap section, the school will earn a certain number of points. The number of points will depend on the percentage of the school’s population that is in the high-need group, the percentage of that group that is successful, and a “fixed point value” based on how difficult it is to achieve the success criteria.

Example:

A school has 100 students. Of those, 20 are English Language Learners (ELLs). Within those 20, the Early Grade Progress average is 1.65 for the English exam. On their Progress Report, the Early Grade Progress - English metric would look like this:

	THIS SCHOOL'S RESULTS	POPULATION PERCENTAGE	FIXED POINT VALUE	MAXIMUM POINTS	POINTS EARNED
Early Grade Progress - English English Language Learners (n=20)	1.65	20.0%	0.02	1.00	0.66

- This “school’s result” on the metric is 1.65 because that is the average Early Grade Progress for all 20 ELL students.
- The “population percentage” is 20.0% because there are 20 high need students out of 100 total in the cohort.
- The “fixed point value” is set at 0.02 (this is an example). This number will be the same for all early childhood schools, but will vary from metric to metric. It will be determined based on the achievement results by the group under consideration. In this example, it would be based on the average Early Grade Progress by ELL students.
- The “maximum points” is 1.00 for all additional credit metrics.
- The “points earned” is equal to the school’s result x the population percentage x the fixed point value x 100, up to a maximum of 1.00 points. In this example, the result would be 1.65 x 0.2 x 0.02 x 100 = 0.66 points.
- For the early grade progress metrics, the total number in the population will be based on the total number of students with early grade progress scores. For the Least Restrictive Environment (LRE) metric, the total population is all students as of audited register and the relevant high-need group is students with disabilities that meet the inclusion criteria for the LRE metric.

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

Please contact your network accountability liaison or email [PR\\_support@schools.nyc.gov](mailto:PR_support@schools.nyc.gov) with any questions.