

This document describes proposed 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](#). Through meetings with principals and community members, we will collect feedback about these proposed changes through March 30th. After considering feedback, we will release the final methodology for 2011-12 in April. To provide feedback or to ask questions, please email PR_Support@schools.nyc.gov.

Proposed Changes

Progress Report Component	2010-11 Measure	Proposed Change for 2011-12	Reason for Proposed 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 benchmark that represents the relative difficulty of the metric (see frequently asked questions for an example).	The proposed 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 NYSESLAT progress	n/a	We will add a new metric to the Closing the Achievement Gap section based on the percentage of English language learners who have made progress on the NYSESLAT exam in the past year. A student will be counted as making progress if his 2012 overall performance level is higher than in 2011. Students taking the test for the first time in 2012 are excluded.	This new measure would recognize schools that are especially successful in moving their students toward English language proficiency.

Progress Report Component	2010-11 Measure	Proposed Change for 2011-12	Reason for Proposed Change
3. Early Grade Progress	Students were assigned indicator values for Early Grade Progress based on the following factors <ul style="list-style-type: none"> • Black/Hispanic - +1 • SETSS placement - +2 • CTT placement - +3 • Self-contained - +4 • English Language Learner - +2 ELA, +1 Math 	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.	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.

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:

$$2 * \text{Percent Temporary Housing} + \text{Percent HRA-eligible} + 0.5 * \text{Percent Free Lunch Eligible}$$

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.

- *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.

Frequently Asked Questions

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

The percentage of schools eligible for each letter grade will be announced in the final methodology document in April 2012.

2. *How will the proposed 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 $1.65 \times 0.2 \times 0.02 \times 100 = 0.66$ 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 with any questions or feedback.