

Educator Guide

The New York City Progress Report Early Childhood Schools 2010-11

Updated: February 22nd, 2012

For citywide results and more information see:
<http://schools.nyc.gov/ProgressReport>

For a list of changes since 2009-10 see:
<http://schools.nyc.gov/ProgressReport/#changes>

Overview

The Progress Report is an important part of the New York City Department of Education's (DOE's) efforts to set expectations for schools Citywide and to promote school empowerment and accountability. The report is designed to encourage principals and teachers to accelerate academic achievement toward the goal of career and college readiness for all students. By tracking student academic progress, identifying steps to improve each student's learning, planning a course of action to achieve that improvement, and revising the course of action as needed to ensure progress, our schools can ensure that every student leaves school prepared for the next step in his or her education.

The report also enables students, parents, and the public to hold the DOE and its schools accountable for student outcomes and improvement. It is a tool that, along with other information, can assist parents and students in choosing a school.

Progress Reports are issued annually near the start of the school year. The exact timing depends upon New York State's announcement of the results of its English Language Arts (ELA) and mathematics examinations. Each Progress Report is intended to be one-year snapshot of a school's performance: the methodology has evolved over time to account for feedback from schools and the community, changes in state policy, and higher standards for New York City schools.

The Progress Report is one of three main accountability reports used to evaluate New York City schools. The others are the New York City Quality Review and the New York State Annual School Report Card.

Progress Report Grade

The Progress Report letter grade (A through F) provides an overall assessment of the school's contribution to student learning in four main areas of measurement: (I) Student Progress, (II) Student Performance, (III) School Environment, and (IV) Closing the Achievement Gap.

The overall Progress Report Grade is designed to reflect each school's contribution to student achievement, no matter where each child begins his or her journey to career and college readiness. The methods are designed to be demographically neutral so that the final score for each school has as little correlation as possible with incoming student characteristics such as poverty, ethnicity, disabilities, and English learner status. To achieve this, the Progress Report emphasizes year-to-year progress, compares schools mostly to peers matched based on incoming student characteristics, and awards additional credit based on exemplary progress with high-need student groups.

Quality Review Score

The Quality Review score is based on an on-site Quality Review of a school by an experienced educator. The score represents the quality of efforts at the school to:

- Implement a coherent strategy to support student learning that aligns curriculum, instruction and organizational decisions.
- Consistently gather, analyze and share information on student learning outcomes to understand school and student progress over time.
- Consistently engage the school community and use data to set and track suitably high goals for accelerating student learning.
- Align its leadership development and structured professional collaboration around meeting the school's goals and student learning and emotional needs.
- Monitor and evaluate progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

The Quality Review Score is evaluated on a four point scale: Well

Developed, Proficient, Developing, and Underdeveloped. The Quality Review Score is not incorporated into the Progress Report Grade, but is treated as a different, equally important indicator.

New York State Annual School Report Card

The New York State School Report Card reports a school's status under the accountability system New York State has adopted as part of the federal No Child Left Behind Act (NCLB). The Progress Report is designed to supplement the State accountability system. A school's NCLB status is an important basis for assessing the number and characteristics of students in a school who have attained the goal of proficiency in literacy and mathematics. State accountability status is not incorporated into the Progress Report Grade.

Definitions

School Type

For purposes of the Progress Report, schools are divided into one or more of eight school types, based on the grade levels and students they serve: (1) Early Childhood schools (2) Elementary schools, (3) K–8 schools, (4) Middle schools, (5) District 75 schools, (6) High schools, (7) High School Transfer schools, (8) Young Adult Borough Center programs. The following table describes the schools that fall into each category:

Progress Report School Type	Grades and Students Served
Early childhood schools	K-2, K-3
Elementary schools	K-4, K-5, K-6
K-8 schools*	K-7, K-8, and K-12 (minus grades 9-12)
Middle schools	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 schools	K-8, focused on students with disabilities
High schools	9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8)
High School Transfer schools	9-12, focused on overage and undercredited students
Young Adult Borough Center (YABC) programs	9-12, focused on overage and undercredited students

* If a new K-8 school has grade 6, but does not have grades 3 or 4 it will be considered a middle school until it adds one of those grades.

A school that serves grades 6-12 (or K-12) will receive two separate Progress Reports with two separate grades: one for high school and one for the middle (or K-8) school. In those cases, the first report is based on the students in grades K-8 only and the high school report is based on the students in grades 9-12 only.

This document details the rules for evaluating one school type: Early

Childhood schools. There are separate Educator's Guides for the other school types.

Peer Index

The peer index is used to sort schools on the basis of students' academic and demographic background, for purposes of creating peer groups. The peer index for Early Childhood schools operates on a scale of 0 to 100, and is based on the following formula:

$$(\% \text{ eligible for free lunch} \times 30) + (\% \text{ students with disabilities} \times 30) + (\% \text{ Black/Hispanic} \times 30) + (\% \text{ English language learners} \times 10) = \text{Peer Index}$$

For Early Childhood schools, a higher peer index indicates a higher need population.

Early Childhood schools are peered with any school that serves third graders with the same approximate demographic make-up. The "peer index" for each peer school is based on the school's K-3 student population.

Peer Group

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like the school's population, according to the peer index. On the early childhood Progress Report, all schools with 3rd grade students are potential peers, but only the test results from the 3rd grade students are included in calculations of the peer comparison range.

For Early Childhood schools, each school has up to 40 peer schools: up to 20 schools with peer index immediately above it and up to 20 schools with peer index immediately below it.

A school's peer index for the 2010-11 school year is determined based upon the students included on its October 31, 2010 audited register.

Minimum N (Number of Students)

The minimum number of values used for all reported calculations at the school level is 15. Elements for which there are fewer than 15 valid observations at a school are not included because of confidentiality considerations and the unreliability of measurements based on small numbers. Elements for which there are fewer than 15 valid observations are represented on the Progress Reports with the symbol “-”.

Attribution of Students to Schools

Students are attributed to schools based on the October 31st audited register. We use the enrollment from this register because it is audited for accuracy and because it is also used to allocate funds to schools. For a student to be included in a school’s Student Performance or Student Progress measures for 2010-11, that student must be on a K-3 school’s audited register as of October 31, 2010; or on a the K-2 school’s audited register as of October 31, 2009. The student must also have taken the 3rd grade Math or ELA exam in May 2011.

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the state ELA and mathematics exams. These performance levels reflect the extent to which the student demonstrates the level of understanding expected at his/her grade level.

Level 1: Below Standard

Student performance does not demonstrate an understanding of the content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the content expected at this grade level.

Proficiency Ratings

For purposes of the Progress Report, the scale scores awarded on state mathematics and ELA exams are assigned a Proficiency Rating on a continuum from 1.00 to 4.50. The first digit of the Proficiency Rating corresponds to the performance level. The other digits tell you how close the student is to the next level. For example a 2.90 is still a level 2, but it is close to a level 3 while a 2.10 is closer to a level 1.

Progress Report Sections

A Progress Report grade of A, B, C, D, or F is assigned to each school based on the sum of scores in three main sections plus any additional credit the school obtains based on exemplary student outcomes. The sections are:

I. Student Progress (30 points): measures how individual students' proficiency on state ELA and math exams exceeds their expected proficiency in third grade. The Student Progress measures track the probability that a student will attain various levels of proficiency based on the student's demographic profile. Points are assigned to students based on the probability of attaining different levels of proficiency in third grade ELA and math.

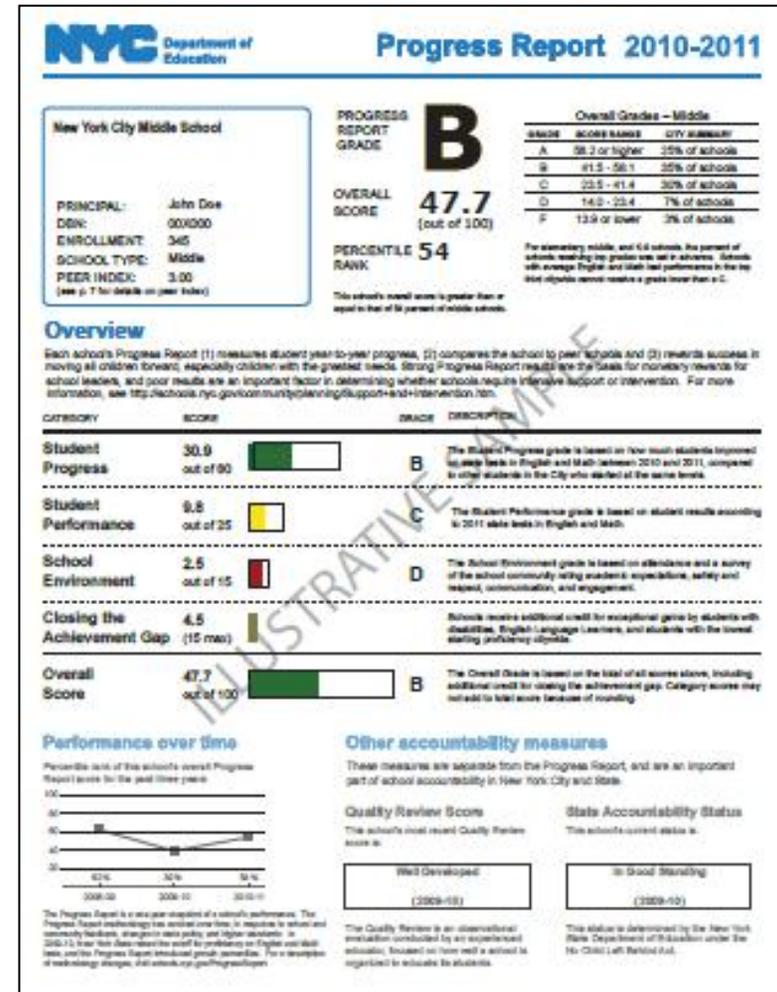
The Student Progress measures focus on the capacities students develop as a result of attending the K-2 or K-3 school, not the capacities they bring with them to school on the first day. In other words, these measures determine the extent to which each school helps students attain higher than expected levels of proficiency on the third grade ELA and math tests.

II. Student Performance (25 points): measures the number of students at a school that have reached proficiency in ELA and mathematics. It also measures the average proficiency rating of all students in grades 3 through 8 at a school in a given year, in both ELA and mathematics. Each of the four metrics counts for 6.25 points.

III. School Environment (15 points): measures pre-conditions for learning: student attendance and other crucial aspects of the school's environment, such as high expectations, engagement, safety, respect, and communication. Attendance is measured directly and the other aspects of school environment are measured by surveys of parents, students, and teachers. Attendance counts for 5 points and the survey metrics count for 10 points (2.5 points for each of the four survey metrics).

IV. Closing the Achievement Gap (up to 14 points): awards credit to schools that achieve exemplary outcomes among high-need students. This component of the score can only improve a school's overall Progress Report Score. It cannot lower a school's score.

The picture below shows the cover page of the Progress Report:



Progress Report Metrics

Progress Reports include the following metrics:

I. Student Progress (30 points)

To be included in the school's Student Progress measures, a student must:

- Be on the school's October 31, 2010 audited register for K-3 schools
- Be on the school's October 31, 2009 audited register for K-2 schools.
- Have taken the New York State third grade ELA and or math test in 2011

The following measure is determined for ELA and Math based on the 2011 tests.

I.1 Early Grade Progress Measure

On a Citywide basis, the likelihood of student proficiency at third grade can be predicted using student demographics. This measure evaluates the extent to which schools help students exceed their "expected" third grade ELA and math performance. This measure is referred to as Early Grade Progress.

This measure is calculated as follows for the 2011 ELA and math tests:

Every student has a demographic profile (ethnicity, English Language Learner status, and Special Education status) that puts her at a certain likelihood of being proficient on the third grade ELA and math State tests.

To establish the probability that each student will be proficient, we identified student groups, based on their demographics, whose

probabilities of passing are similar. We then assign each student to a group based on their demographic characteristics.

To determine a student's group, we assign a weight ranging from 0 to 7 for ELA and 0 to 6 for math. We assign more weight to students with disabilities with the most restrictive program recommendations (for ELA and math) and English Language Learners (ELA only). The weights for each of the demographic characteristic are as follows:

<i>Demographic Characteristic</i>	<i>Weight</i>
Black/Hispanic	+1
Special Education - SETSS	+2
Special Education – CTT	+3
Special Education – SC	+4
English Language Learner	+2 for ELA, +1 for Math

Each student is then assigned a group which is based on the sum of their unique demographic weights. Students who are assigned to a group with a weight of 0 have none of these demographic characteristics. Students with a weight of seven (for ELA) are Black or Hispanic, in a Self-Contained Special Education environment, and are English Language Learners.

The weights are designed to reward schools for success with all students, ensuring equity for those with the lowest historical performance.

Students are then 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). Given each student's demographic make-up we calculate the probability that each student will meet each of the proficiency thresholds for ELA and math. Based on these probabilities students earn points that correspond to the proficiency threshold they reach. For example a student who is Black has a weight of one for ELA and math. Students who have a weight of one for ELA have a 18.5% chance of reaching a proficiency level of 3.5. If this student earned a proficiency rating of 3.7 in ELA he would be awarded 5.4 points (this value is derived from the inverse of the probability of reaching the 3.5 threshold, in this case, 1/18.5%). So,

in this example, the student would contribute a value of 5.4 points to his school's ELA Early Grade Progress measure.

The tables below show the point values a school can earn in the Early Grade Progress measures depending on the level of achievement that their students attain. As described above, the "student weight" is determined based on the demographic profile of the students.

ELA points for each possible student weight:

Student weight	Points for \geq Level 2.5	Points for \geq Level 3	Points for \geq Level 3.5
0	1.1	1.3	2.3
1	1.4	2.0	5.4
2	1.4	1.9	8.2
3	1.9	3.2	11.0
4	3.0	5.5	17.5
5	5.2	10.5	20.0
6	3.8	13.1	22.5
7	8.1	15.8	25.0

Math points for each possible student weight:

Student weight	Points for \geq Level 3.0	Points for \geq Level 3.5	Points for \geq Level 4.0
0	1.2	1.7	2.7
1	1.8	3.5	6.5
2	2.4	5.9	12.0
3	2.8	7.2	15.3
4	3.5	9.8	20.8
5	5.6	16.9	22.5
6	7.2	22.5	25.0

II. Student Performance (25 points)

To be included in the Student Performance measures, a student must be on the school's October 31, (2010 for K-3 schools; 2009 for K-2 schools) audited register and must have a valid score for the 2011 New York state Math or ELA exam. The following two

measures are determined for ELA and Math based on the 2011 tests.

II.1 Percentage of Students at Proficiency (Level 3/4)

This measure indicates the percentage of students attributed to the school who are performing at or above proficiency as defined by New York State on ELA and mathematics in the current year. This indicator shows the percentage of students at either Level 3 (proficient) or Level 4 (advanced).

II.2 Average Student Proficiency

This measure represents the average (mean) Proficiency Rating for all students attributed to the school, in ELA and mathematics. As described above, the Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the state exams in ELA and mathematics.

For K-2 schools the 2010-11 Student Performance measures are based on the second grade students attending the school in 2009-10.

III. School Environment (15 points)

Four measures in the School Environment section come from the results of the NYC School Survey. These measures count for 10 of the 15 School Environment points on the Progress Report. The NYC School Survey is administered yearly to parents, teachers, and students in 6th grade and older. The survey gathers information on how well each school creates an environment conducive to student learning from these key members of school communities. Each survey question informs school results in one of four categories.

III.1 Academic Expectations

This survey domain measures the degree to which a school encourages students to do their best and develop rigorous and

meaningful academic goals. Expectations are communicated in direct and subtle ways, and are powerful motivators of student behaviors and performance. Schools with high expectations provide a learning environment in which students believe they are capable of academic success.

III.2 Communication

This survey domain measures the degree to which a school effectively communicates its educational goals and requirements, listens to community members, and provides appropriate feedback on each student's learning outcomes. Access to this information can be used to establish a greater degree of agency and responsibility for student learning by all community members.

III.3 Engagement

This survey domain measures the degree to which a school involves students, parents and educators in a partnership to promote student learning. Schools with a broad range of curricular offerings, activities, and opportunities for parents, teachers and students to influence the direction of the school are better able to meet the learning needs of children.

III.4 Safety and Respect

This survey domain measures the degree to which a school provides a physically and emotionally secure environment for learning. Students who feel safe are more able to engage in academic work and less likely to behave in ways that interfere with academic performance.

Each school receives a score for each question on the parent, teacher, and student surveys. Each question is linked to one of the four domains. Question scores are combined to form domain scores on a 0 to 10 scale, which appear on the Progress Report. Domain scores by respondent groups question scores, and percentage of respondents selecting each answer choice is reported separately on the Survey Report. Survey Reports are available at each school's website. For additional information about the survey and its scoring

methodology, please visit <http://schools.nyc.gov/surveys> or email surveys@schools.nyc.gov.

III.5 Attendance

The final measure in School Environment is attendance. Attendance counts for 5 points in the School Environment category. The attendance rate includes the attendance for all students on an Early Childhood school's register at any point during the school year (September through June). The attendance rate is calculated by adding together the total number of days attended by all students and dividing it by the total number of days on register for all students. School attendance rates can be reviewed using the RGAR screen in ATS. Pre-K attendance is excluded for any school that has a Pre-K grade.

IV. Closing the Achievement Gap

Schools receive additional credit if the progress of high need students is greater than or equal to the cut scores for each metric. Specifically, a school earns 2 points for each measure in which the school's result places it in the top 20% of all schools of the same school type, and a school earns 1 point for each measure in which the school's result places it in the top 40% but not the top 20%. The school's result in each category is indicated on the Progress Report along with the cut-offs for the top 20% and top 40% and the number of points earned. Categories in which the school has fewer than 10 students are represented with the symbol "--".

IV.1 Early Grade Progress in Math and ELA among English Language Learners

IV.2 Early Grade Progress in Math and ELA among students with SETSS, CTT, and self-contained placements

IV.3 Early Grade Progress in Math and ELA for Black and Hispanic males

Qualification for additional credit in these categories is determined by the Early Grade Progress results of the focus population in Math and ELA. The student groups whose gains can result in additional credit are: (1) English language learners, (2) Students with disabilities in

CTT, SETSS, or self-contained placements, and (3) Black and Hispanic males. It is possible that students may belong to more than one of these groups. If so, any student-level increases are double- or triple-counted in crediting the school with additional credit towards its overall grade. In this way, schools with exemplary instruction and progress are encouraged to enroll students most in need of improvement and to enable those students to make exceptional gains.

IV.4 Credit for Moving Students with Disabilities to Less Restrictive Environments

This measure rewards schools that are successful in promoting the learning growth of their students with disabilities by moving them to more-inclusive settings. Students with an IEP during any of the last four school years are sorted into four tiers based on primary program recommendations and the amount of time spent with general education peers, as of the end of September of each year (see below). The denominator for this measure includes all K-8 students with tier two or higher in any of the years 2009-10, 2008-09, or 2007-08. Students who are newly certified in 2010-11 are excluded. The numerator contribution of each student is the highest tier number from the last four school years minus the tier number for 2010-11. 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). Negative numbers are not possible which means that students who move to a more restrictive environment count the same as if they had always been in that setting.

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 80-100% of instructional periods with general education peers

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

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

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

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

The number of periods in self-contained placements comes from the SEIS survey that school staff fills out each fall. Because the metric is based on fall data, students who start a less restrictive program at the beginning of 2010-11 count immediately, but if they start the less restrictive program mid-year, they won't contribute to the metric until the next year of the Progress Report.

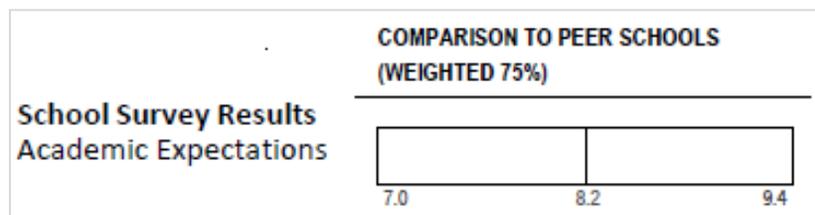
Progress Report Scores and Grades

I. Comparison Ranges

1.1 Peer Comparison Range

As described above on pages 2 and 3, each school has a unique peer group of up to 41 schools (including itself). Each metric result for a school is compared to the historical results of the peer group from 2008-09 and 2009-10 (up to 82 values total).

On the Progress Report, the peer comparison range consists of all possible results within two standard deviations of the average. It is displayed like this:



The number below the bar in the middle is the historical average (mean) metric value for the peer schools. The line near the middle of the bar represents the position of the average.

The highest value in the comparison range, referred to as 100% of the range, is calculated:

$$(\text{peer average}) + 2 \times \left(\frac{\text{peer standard deviation}}{\text{peer standard deviation}} \right) = 100\% \text{ of range}$$

In the example above:

$$8.2 + 2 \times 0.6 = 9.4$$

The lowest value in the comparison range, referred to as 0% of the range, is calculated:

$$(\text{peer average}) - 2 \times \left(\frac{\text{peer standard deviation}}{\text{peer standard deviation}} \right) = 0\% \text{ of range}$$

In the example:

$$8.2 - 2 \times 0.6 = 7.0$$

If the calculated peer range extends beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average attendance for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

1.2 City Comparison Range

The city-wide comparison range is similar to the peer comparison range but instead of including peer schools only, all Early Childhood schools are included. The data used is from the same two years (2008-09 and 2009-10). The range includes all possible values within two standard deviations of the average.

II. Metric Scores

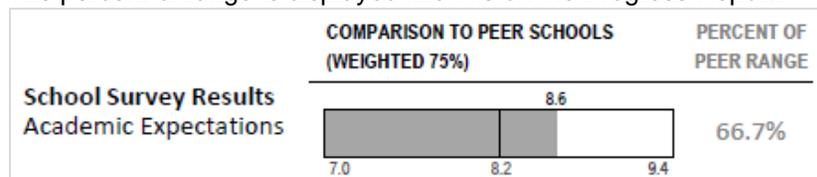
II.1 Percent of Peer/City Range

The percent of range indicates the share of the comparison range that is shaded, and can be used to determine how far above or below the historical average a school's 2010-11 result is, as follows:

Percent of Range	Interpretation
0%	Two or more standard deviations below average
25%	One standard deviation below average
50%	Equal to the average
75%	One standard deviation above average
100%	Two or more standard deviations above average

In general, the percent of range across the city for any metric forms a bell curve centered around 50%. However, this may not be true if (for example) the current year values are greater in general than the historical values or if the range is cut off by a theoretical maximum.

The percent of range is displayed like this on the Progress Report:



In this example, the school's result of 8.6 is over the historical average of 8.2. The bar is 66.7% shaded, which is determined by the following formula:

$$\frac{(\text{school's result}) - (0\% \text{ of range})}{(100\% \text{ of range}) - (0\% \text{ of range})} = \text{percent of range}$$

In this example:

$$\frac{8.6 - 7.0}{9.4 - 7.0} = 66.7\%$$

II.2 Number of Points Possible

For most schools, the possible number of points for each metric is:

Metric	Points Possible
Student Progress	30.00
ELA – Early Grade Progress Measure	15.00
Math – Early Grade Progress Measure	15.00
Student Performance	25.00
ELA – Percentage of Students at Proficiency	6.25
ELA – Average Student Proficiency	6.25
Math – Percentage of Students at Proficiency	6.25
Math – Average Student Proficiency	6.25
School Environment	15.00
Academic Expectations	2.50
Communication	2.50
Engagement	2.50
Safety and Respect	2.50
Attendance	5.00

If a school is missing a particular metric due to having less than 15 students contributing, the possible points for the metric are redistributed evenly to the remaining metrics in the section. For example, if a school that served mostly English Language learners had less than 15 students with ELA growth percentiles, the two math growth percentile metrics would be worth 30 each instead of 15 each.

There are three cases where schools get no scores or grades on the Progress Report:

- Schools in their first year of operation
- Schools with less than 25 students contributing to the Student Progress section
- Schools designated for phase-out

II.3 Number of Points Earned

The points earned for each metric is a based on a weighted average

of the percent of the city and peer ranges shaded, multiplied by the total possible points for the metric. On the Progress Report, the values are displayed like this:

PERCENT OF PEER RANGE	PERCENT OF CITY RANGE	POINTS POSSIBLE	POINTS EARNED
61.6%	55.6%	15.00	9.02

The *points earned* for each metric is:

$$\left[\left(\frac{\text{percent of}}{\text{peer range}} \right) \times 0.75 + \left(\frac{\text{percent of}}{\text{city range}} \right) \times 0.25 \right] \times \left(\frac{\text{points}}{\text{possible}} \right)$$

So in this example:

$$[0.616 \times 0.75 + 0.556 \times 0.25] \times 15 = 9.02$$

The points earned for each metric in a category are added together to get the category scores: Student Progress, Student Performance, and School Environment. The category scores, plus any additional credit are added together to get the overall score.

III. Grades

Grades are assigned based on the cut score tables displayed next to each grade on the Progress Report. Due to ongoing changes in state exams, the overall cut scores were determined for 2010-11 based on a set grade distribution: 25% As, 35% Bs, 30% Cs, 7% Ds, and 3% Fs.

The category grade cut scores are derived from the overall cut scores. For example, the cut-off for an A in the School Environment section is roughly 15% of the cut-off for an overall A; and the cut-off for a B in Student Performance is roughly 25% of the cut-off for an overall B.