



Final Changes to Early Childhood Progress Reports for 2012-13
Last updated: June 7th, 2013

This document describes final changes to the methodology for the 2012-13 Early Childhood Progress Reports, and provides answers to frequently asked questions. **Changes to the Proposed Changes document published in April are reflected in bold underlined text.** These changes build on the methodology described in the [Educator's Guide to the 2011-12 Early Childhood Progress Report](#). Through meetings with principals and community members conducted throughout April and May, we collected feedback about the proposed changes published in April. The final changes below take this feedback into account. If you have questions, please email PR_Support@schools.nyc.gov.

Peering Methodology

The change is a new peering methodology that better groups schools with those that are more demographically similar to each other.

Current Methodology:

- Peer schools have populations with the most similar *combination* of the student characteristics included in the peer index formula.
- Student population characteristics are combined into a single number using a linear formula:
 Peer Index = (Economic Need Index * 30) + (Percent students with disabilities * 30) + (Percent Black/Hispanic students * 30) + (Percent English language learners * 10)

New Methodology:

- Peer schools have populations that are most similar across *every* student characteristic used for peering.
- For each student population characteristic, the mathematical difference between a given school's result and that of all other potential peers is calculated separately. These differences are combined to create peer groups consisting of schools with the smallest difference on all characteristics.

Example:

	Current Peering			New Peering		
	School A	School B [Old Peer]	Difference	School A	School C [New Peer]	Difference
Economic Need Index	0.91	0.86	-0.05	0.91	0.93	0.02
% IEP	21.7%	13.9%	-7.8%	21.7%	22.4%	0.7%
% ELL	13.9%	46.1%	32.2%	13.9%	13.7%	-0.2%
% Black or Hispanic	95.7%	99.2%	3.5%	95.7%	96.6%	0.9%

School Environment

The NYC School Survey score contributes 10 points to the School Environment section grade. The change is that the weightings of responses in the survey scoring methodology will be adjusted. The new scoring methodology will change the point values of the responses so that "disagree" and "strongly disagree" will be treated more

similarly than “disagree” and “agree.” The following table shows the former and new weight for each survey response option:

Response	Current Weight	New Weight
Strongly Agree	10	10
Agree	6.7	7.5
Disagree	3.3	2.5
Strongly Disagree	0	0

The Progress Report will also report results broken out by constituent group on the Additional Information page (unscored).

We will analyze this year’s survey results to determine if new survey domains should be used going forward.. New survey domains, including a college and career readiness domain, may be introduced next year based on an analysis of this year’s results.

Frequently Asked Questions

1. How will grades be determined for 2012-13?

The percentage of schools eligible for each letter grade will continue to be based on a set grade distribution resulting in 25% of early childhood schools receiving As, 35% Bs, 30% Cs, 7% Ds and 3% receiving Fs.

2. How will the new state tests impact the Progress Report?

As curriculum and assessments align to the Common Core, accountability measures are also evolving to align to the Common Core. To ensure that no school is penalized solely for the changes to the state tests, the Progress Report will continue to control for changes in the state tests in two ways:

- Each school’s performance is compared to that of other schools. Schools whose test scores are lower than in past years can continue to perform well on the Progress Report if their students’ performance and progress are higher relative schools serving similar students.
- The distribution of early childhood schools’ grades will remain fixed—there will not be an increase in the percentage of schools that receive low grades.

3. How will the attendance metric on the Progress Report be impacted by Hurricane Sandy and/or the bus strike?

To ensure that no school is penalized for events outside their control, adjustments may be made to all schools and/or schools that were impacted uniquely by these circumstances. An example of an adjustment under consideration is removing November attendance data from schools’ attendance rate metric values. Final adjustments will be based on an evaluation of attendance results and will be described in the email accompanying the Preliminary Workbook, as well as in the 2012-13 Educator Guide.

4. How will the Student Work Pilot be incorporated into the Early Childhood Progress Report?

Schools will receive recognition on the Additional Information page for their participation in the Student Work Pilot. The Student Work Pilot was open to all early childhood schools in the 2012-13 school year. Culminating assignments or assessments, rubrics, and corresponding graded student work submitted by participating schools each are being evaluated based on alignment to the expectations of the Common Core and then will be assigned a composite score. The DOE will use findings from the pilot to determine how DOE accountability measures can incorporate evidence of student performance directly from classrooms.

5. *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.