

R G A P R

New York State teachers of mathematics and English Language Arts (ELA) in grades 4-8 and the principal and principal build-ups that include all of grades 9-12 will receive State-provided growth scores based on 2018-19 State test advisor purposes only pursuant to Chapter 59 of the Laws of 2019, which amended the Student Performance Center requirements of Education Law §3012-d. These growth scores describe how much students reached or exceeded minimum mathematics and ELA (as measured by the New York State tests) compared to similar students statewide. Development of the growth measures for principals of grades 9-12 was informed by the growth model for principals of grades 4-8. Where possible, New York State Education Department used the same definitions of similar students and the same rules about student attrition as those that were used for the grades 4-8 principal measures.

For the 2018-19 school year, teachers and principals who are eligible to receive a State-provided growth score (grades 4-8 ELA and mathematics teachers and principals of schools that include grades 4-8 or all of grades 9-12) will only receive a single set of scores and ratings based on one or more Alternative SLOs that are used in place of the State-provided scores for purposes of calculating the overall transition rating. Only the transition rating will be used for purposes of employment decisions, including tenure determinations and for purposes of proceedings under Education Law §3020-b and teacher and principal improvement plans and the individual's employment record.

Student performance measures are a portion of the multiple measures that make up the annual performance review. For APPRs completed pursuant to Education Law §3012-d, an educator's overall composite rating is determined using a combination of ratings based on one or more measures of student growth as well as ratings based on principal surveys.

What are the 12-13?

State-provided growth scores for 2018-19 are expected to be distributed October 2019.

What are the 1-1-1?

- [Addition Information available on the NYSED Growth Measures Tools](#)
- [Addition Information on APPR Plans under Education Law §3012-d](#)
- [Detailed Guidance Documents on New York's Law and Regulations](#)

Principals should contact the regional/Board of Cooperative Educational Services (BOCES) leaders for additional information about APPR or the calculation of State-provided growth scores.

D G M

The Regents' Force of Teacher and Principal Effectiveness—comprised of representatives from each stakeholder group including educators, educator unions, and



In Regents Exams Passed measure, students who dropped out were counted in the school from which they dropped out until they would have reached the fourth grade since entering grade 9 or until they enrolled in another school. In contrast with those who dropped out in the 2015-16 school year, students who dropped out prior to the 2015-16 school year were not counted.

Staff assessment data submitted by districts, BOCES, and charter schools to principals to specify grade levels within a school. In schools where two (or more) principals tested different grade levels, those principals will have growth scores that include only the grade levels of the classes. However, scores are produced only for

⁴Education Law §3012-d(2)(c) defines “student growth” as “the change in student achievement for an individual student between two or more points in time.”

⁵This “comparison” is done through regression modeling approach. For more details, please see the [NYSED Growth Measures Tool](#) for *Educator Evaluation 2017/18 Technical Report* available on the NYSED website in the fall of 2019.



The school description table lists the MGP of the school. In the table, on average, students who were enrolled in the school on BEDS D performed as well or better than about 57 percent of similar students.

To determine principal's MGP, we find the average of the SGPs for all students who were enrolled on BEDS D and during June Regents exams and who were in the grade levels to which that principal was assigned, using data submitted to the district, BOCES, or charter school. In this example, there is just one principal for the school (grades 9–12), and therefore the principal's MGP is also 57. If, however, two principals were assigned to the school (for example, one to oversee grades 9 and one to oversee grades 10–12), neither principal would receive MGP data, but the principal responsible for all of grades 9–12, although school-level MGP would be reported.

Because Regents Exams are offered multiple times each year and students take Regents Exams at different points in the school year, we include students and test scores using the following rules:

- Students who take Algebra I or ELA Regents Exams in high school are NOT included in the MGP of principal of grades 9–12.
- Students must have a valid prior score from grades 7 or 8 ELA or mathematics (the score must be from ELA used in the ELA MGP model and from mathematics to be used for the Algebra MGP model).
- Regents Exam scores are counted from the following administration (except for ninth graders), January, and June.
- If a student takes Regents Exam more than once during the year, we use the highest test score.
- Student scores are used until the student passes the Regents Exam (after students pass, we do not want to encourage additional test-taking, which may not be necessary).
- Students are included for up to eight years after first enrollment in ninth grade.

CUMULATIVE GROWTH IN REENTS (CGRIP)

Another growth measure for principals of grades 9–12 is the Cumulative Growth in Regents (CGRIP). Because a major graduation requirement is for students to pass five Regents Exams (more for advanced Regents diploma), this measure compares how much progress school's students remain from one year to the next toward passing up to eight Regents Exams (the five required Regents Exams plus up to three more). A principal's score on this measure reflects whether his or her students exceeded the average change in number of Regents Exams passed each





will change in the future. Other factors, such as student's English language proficiency, disability, or economic disadvantage status, also could play a role in the student's performance. We include these characteristics in our definition of similar students. We do this to ensure that principals whose schools serve students with different characteristics are advantaged or disadvantaged by the composition of the schools.

Table 2 provides details about how each of these characteristics is defined in the grade 9–12 principal growth measure for 2018–19. Both student- and school-level characteristics are included. We account for whether students are

All student calculations contain some uncertainty. Although the reported MGP or GRE score is the best estimate for a school or program, we also can quantify the range where we can expect the true score to fall. The upper- and lower-limit MGP or GRE scores define a set of scores where an educator's true MGP or GRE score lies 95 percent of the time. Reporting upper- and lower-limit MGPs is similar to the way we are used to seeing results from other student calculations such as political polls reported, in which a candidate can be headed in the polls by six points plus or minus three percent. The width of the confidence range (that is, the distance between the upper and lower limits) is affected by such factors as the number of students included in determining the score, the spread of student scores, and characteristics of the students themselves.

We report the upper- and lower-limit MGPs because we want to be transparent about the data. We also use upper- and lower limits to



Then we average the growth scores together, we weight them by the number of students included in the score. Figure 5 provides an example. The resulting score determines the State-provided growth subcomponent HEDI rating growth score for school or principal of grades 9–12.

F, 5.D, G, R, & P, G, 4-8 & 9-12 G, M, L

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For students who were included in an educator's growth score (exclusion reason of "NA"), the following information is provided:

Year, which indicates the end of the school year to which the information applies

District, school, and educator (teacher or principal) name and ID

Student name and ID

Assessment subject and grade ("Item Description")

Student background characteristics

Disability: Students identified as Reen-USYpjITetent 705037tr0 -1ed-(Student lun 6t)>BD6s m

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