





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234


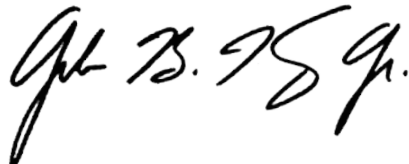
TO: P-12 Education Committee
Higher Education Committee

FROM: Ken Slentz 

John D'Agati 

SUBJECT: Adoption of New Linkage Rules and an Enhanced Growth Model for Annual Professional Performance Reviews (APPRs) Conducted in the 2012-2013 and 2013-14 School Years for Certain Classroom Teachers in Grades 4-8 ELA and Math and Their Principals, and High School Principals (9-12); Adoption of a Value-Added Model for the 2014-2015 School Year and Thereafter and Adoption of the Proposed Amendments Relating to the Definitions of Teacher or Principal Growth Percentile Score and Value-Added Growth Score

DATE: June 10, 2013

AUTHORIZATION(S):  

SUMMARY

Issues for Decision

Should the Board of Regents adopt new linkage rules for the State-provided growth measures and implement an "enhanced" growth model for the 2012-2013 and 2013-2014 school years and a value-added growth measure for the 2014-2015 school year?

Should the Board of Regents amend sections 30-2.2 of the Rules of the Board of Regents relating to the definitions of teacher or principal student growth percentile score and value-added growth score?

Reason(s) for Consideration

Review of policy and required by State statute.

Proposed Handling

A report of the Joint Meeting of the P-12 Education Committee and the Higher Education Committee will be presented to the Full Board for adoption at its June 2013 meeting. At the June meeting, the Committees will be asked to act on recommendations of the Commissioner pertaining to attribution rules that link students' test results to teachers and to use an enhanced student growth model for the 2012-2013 and 2013-2014 school years and a value added model for the 2014-15 school year and thereafter. The Committees will also be asked to recommend to the Board of Regents the adoption of the proposed amendment as an emergency measure to amend the definitions of teacher or principal student growth percentile score and value-added growth score to allow the Commissioner to add factors to the current definitions, subject to the approval of the Board of Regents. A copy of the proposed amendment is included as Attachment A and a Statement of the Facts and Circumstances Justifying the Emergency Action is included as Attachment B. Supporting materials on the proposed amendment are available upon request to the Secretary to the Board of Regents.

Background: State-Provided Growth Measures for the 2011-2012 School Year

Education Law §3012-c requires each classroom teacher and building principal to receive an Annual Professional Performance Review (APPR) resulting in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score is determined as follows:

- 20% is based on student growth on State assessments or other comparable measures of student growth (increased to 25% upon Board of Regents approval of a value-added growth model);
- 20% is based on locally-selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreased to 15% upon Board of Regents approval of a value-added growth model);
- The remaining 60% is based on other measures of teacher/principal effectiveness

This action item only refers to State-provided growth scores on State assessments and not student learning objectives used for the State growth or other comparable measures subcomponent.

Consistent with Education Law §3012-c, the Department first calculated and provided growth scores to teachers in grades 4-8 ELA and Math and their building principals in the 2011-2012 school year. Pursuant to the Commissioner's regulations, the Department used a statistical model to calculate a "student growth percentile" (SGP) score based on State assessment results for each student, comparing their performance between two points in time on the State assessment to the performance of students across the State with similar test score history (up to three prior years).

The Department then calculated the teacher's or principal's student growth percentile score which is defined in the Rules of the Board of Regents as a measure of central tendency of the student growth percentile scores for a teacher's or principal's students after one or more of the following student characteristics are taken into consideration: poverty, students with disabilities (SWD) and English language learners (ELL). The measure of central tendency used by the State to calculate these scores is the mean growth percentile (MGP) - the average of the SGPs attributed to the educator. For a teacher, the MGP is the average of the SGPs of all students assigned to the teacher; for a principal, the MGP is the average of the SGPs of the students enrolled in the school, taking into consideration ELL, SWD and poverty status.

State Provided Measures of Growth Based on 2012-13 School Year Test Results

Following the enactment of Education Law §3012-c in 2010, the Department established the Regents Task Force on Teacher and Principal Effectiveness ("Task Force"). The Task Force is comprised of representatives of teachers, principals, superintendents of schools, school boards, school districts and board of cooperative educational services officials, and other interested parties. A workgroup of the Task Force, which is commonly referred to as the "Metrics Workgroup," met periodically about the design of the growth measures used in 2011-2012 and has continued to meet regularly throughout the 2012-13 school year to consider changes to the growth model for 2012-2013. The Full Task Force met on June 3, 2013 to provide input to the Commissioner. Input from the Metrics Workgroup and the attendees of the June 3rd Full Task Force meeting are provided in Attachment C of this item.

The first year of experience with the growth measures used in the 2011-2012 school year has led the Department to propose the following enhancements to the statistical model for the 2012-2013 and 2013-2014 school years and to recommend that the Board of Regents approve a "value-added model" for use in the 2014-15 school year and thereafter.

1. *Modify approach to attributing or "linking" students to teachers and schools for State-provided growth measures.*

In 2012, NYSED issued a field memo about data policies relating to APPR. That memo explained that, for 2011-2012 school year results, growth scores would only be provided for teachers and principals with students in grades 4-8 ELA and/or Mathematics with a minimum of 16 student-level scores on State assessments

attributed to her or him. For a student-level score to count in a teacher’s evaluation, the teacher-student linkage relationship had to meet the “continuous enrollment” requirement, which was defined as 195 calendar days for teachers of grades 4-8 ELA and 203 calendar days for teachers of grades 4-8 mathematics. For a student-level score to count in a principal’s evaluation, the student had to meet the “continuous enrollment” standard used for institutional accountability purposes, which specifies that a student be enrolled in the school on BEDS day and assessment day.

After the 2011-2012 growth scores were calculated, NYSED determined that application of the continuous enrollment linkage policy eliminated approximately 16.8 percent of the students who received student growth scores (i.e., they had test scores from at least the 2010-2011 school year and the 2011-2012 school year, which are both needed to calculate the growth score) from having their results attributed to any teacher.

For the 2012-2013 school year, NYSED has collected additional data on student-teacher linkage and student attendance that it did not have in 2011-2012 that allows us to use a less restrictive continuous enrollment rule. As a result, the Department recommends establishing a minimum enrollment time of 60 percent of the duration of the course in order for a student to count for the teacher’s State-provided growth score for purposes of 2012-2013 test results instead of the 195 calendar days for ELA and 203 calendar days for mathematics used for 2011-12 test results. Had we used the 60 percent minimum enrollment requirement for the 2011-2012 test results, approximately 147,000 additional students would have been included in the measures, dropping the percentage of students whose results are not attributed to any teacher to about 9 percent. The table below illustrates the differences in exclusions between the 2011-2012 methodology and that which the Department will apply to 2012-2013 test results.

	Students w/ two test scores & teacher linkage information	Linkage rules used in 11-12 (“continuous enrollment” 195 / 203 days)		Linkage rules for 12-13 (Minimum 60% enrollment)	
		# excluded	% excluded	# excluded	% excluded
Students in poverty	997,348	199,728	20.0	90,363	9.1
ELL students	107,962	26,052	24.1	11,895	11.0
Students with Disabilities	294,550	70,368	23.9	40,557	13.8
ALL Students	1,948,911	328,061	16.8	181,027	9.3

In response to the Metrics Workgroup and other field feedback, beginning with 2012-2013 evaluations, NYSED also plans to apply a weighting factor to the growth result for each student who meets the minimum enrollment requirement. The weighting factor reflects the percentage of time the student was enrolled in and actually attended the course. For example, a student who was enrolled for 100 percent of the course and attended 90 percent of that time would be weighted in the teacher's growth score at 0.9, and a student who was enrolled for 60 percent of the course with an 80 percent attendance would be weighted at 0.48. This weighting by "attendance duration" reflects feedback from educators calling for recognition of the varying rates of student attendance across our schools.

The Department recommends no change for 2012-13 to the rules used in 2011-12 to attribute students to schools for the purposes of principal growth scores with grades 4-8. The enrollment rules match the requirements for institutional accountability and require students to be enrolled on both BEDS day and assessment day, and do not include consideration of student attendance. This approach also prevents problematic incentive effects that could result from incorporating current year attendance into the evaluation of an administrator responsible for setting a variety of policies – including scheduling, discipline policies, etc. – that can directly affect attendance. Details of the linkage policies that will be applied in constructing 2012-2013 State-provided growth measures will be communicated to the field in an upcoming guidance document from Associate Commissioner Ken Wagner.

2. Add student growth measures for principals of schools with grades 9-12.

Because evaluations conducted in the 2011-2012 school year were only required for classroom teachers in common branch subjects or grades 4-8 ELA and/or mathematics and the principals of schools in which such teachers were employed, no State growth scores were required to be calculated for teachers and principals in high schools based on 2011-2012 State assessment results.

For the 2012-2013 and 2013-2014 school years, NYSED recommends using a "student growth percentile" measure for high school principals, similar to that which was used for 2011-2012 test results for principals of elementary/middle schools. The high school student growth percentile measure will compare the performance of students between 7th or 8th grade State assessments and the Integrated Algebra and Comprehensive English Regents Exams to the performance of similarly achieving students statewide. For each of the two Regents exams, schools must have at least 16 student scores for the MGP to be calculated for that subject.

In addition, NYSED has developed a measure of student growth based on the number of Regents exams passed annually starting in the year of student entry into 9th grade, compared to similar students statewide. Up to 8 Regents exams are counted in this measure and at least 16 students must be enrolled in the school for the measure to be calculated

The high school growth score would apply only in schools that provide instruction to students in grades 9-12. A high school principal's State growth subcomponent rating and evaluation score would be based on the combination of these two high school measures, weighted by the number of students included in each measure. For principals in schools that include grades 9-12 as well as some or all of grades 4-8, the high school growth score and the 4-8 growth score will be weighted based on the number of students included in each measure.

A more detailed explanation of the growth measures for 9-12 schools will be provided to the field in upcoming training materials.

3. Recommendation to use an Enhanced "Growth Model" in 2012-13 and 2013-14 and to Implement the Value-Added Model in 2014-2015 and Thereafter.

After much deliberation and discussion, the Department has decided not to recommend moving forward with a proposal that the Board of Regents consider adoption of a value-added model (VAM) for the 2012-13 school year for teachers and principals in grades 4-8 ELA, Math, and/or principals of schools with grades 9-12. Instead, the Department recommends use of an "enhanced growth model" for the 2012-2013 and 2013-2014 school years.

In considering whether and how to enhance the 2011-12 growth model, SED worked with its vendor American Institutes for Research, its technical advisory board, and the Metrics Workgroup to identify additional factors that should be used in defining "similar students" when comparing a student's growth to others.

The following list was generated based on a statistical analysis that demonstrates that these factors add to the empirical ability of the growth model to measure levels of student growth compared to similarly achieving students, and they support Board of Regents policy goals without creating undesirable incentives. These factors have also been reviewed and approved by the Department's growth model Technical Advisory Committee.

The Department has further divided the list of proposed factors into those that meet the regulatory definition of "growth model" factors (factors related to past academic history and ELL, SWD and poverty status) and those that would require the Board of Regents to approve a "value-added model." A "value-added model" would count for 25 of the 100 points in an educator's APPR, and includes "other student, classroom and teacher characteristics."

Included in Existing Growth Measures Model in 2011-2012 For 20 points	Additional Factors for Enhanced Growth Model for the 2012-2013 School Year and 2013-2014 School Year that Are Refinements in the Definition of Current Growth Model (past academic history, ELL, poverty and SWD)	Additional Factors that require Board of Regents approval of a "Value-added" Model at 25 points
<p>Academic history:</p> <ul style="list-style-type: none"> Up to 3 years student state exam scores, same subject 	<p>Academic history:</p> <ul style="list-style-type: none"> Prior year test score, different subject Retained in grade New to school in year other than entry year Average prior achievement and range around average prior score in student's class/course (same subject) 	
<p>Student With Disability (SWD)</p> <ul style="list-style-type: none"> Yes/No 	<ul style="list-style-type: none"> SWD spends less than 40% of time in general education setting Percent SWD in student's class/course 	
<p>English Language Learner</p> <ul style="list-style-type: none"> Yes/No 	<ul style="list-style-type: none"> NYSESLAT scores Percent ELL in student's class/course 	
<p>Poverty</p> <ul style="list-style-type: none"> Yes/No 	<ul style="list-style-type: none"> Percent poverty in student's class/course 	
<p>Other Characteristics</p> <ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Over or under age for grade Class/course size

For principals with grades 9-12, NYSED proposes to use the equivalent list of factors to what is selected for 4-8, which are described below:

Included in Existing Growth Measures Model in 2011-2012 For 20 points	Additional Factors for Enhanced Growth Model for the 2012-2013 School Year and 2013-2014 School Year that Are Refinements in the Definition of Current Growth Model (past academic history, ELL, poverty and SWD)	Additional Factors that require Board of Regents approval of a “Value-added” Model at 25 points
Academic history: <ul style="list-style-type: none"> • 7th and 8th Grade ELA and Math Assessment Scores • Total number of Regents Exams passed to date • Number of years since entering 9th grade (instead of grade level 9-12) 	Academic history: <ul style="list-style-type: none"> • Prior year test score, different subject (for MGP) • Retained in grade • New to school in year other than entry year • Average prior achievement and range around average prior score in student’s school (same subject for MGP; both subjects for Growth in Regents measure) 	
Student With Disability (SWD) <ul style="list-style-type: none"> • Yes/No 	<ul style="list-style-type: none"> • SWD spends less than 40% of time in general education setting • Percent SWD in student’s school 	
English Language Learner <ul style="list-style-type: none"> • Yes/No 	<ul style="list-style-type: none"> • NYSESLAT scores • Percent ELL in student’s school 	
Poverty <ul style="list-style-type: none"> • Yes/No 	<ul style="list-style-type: none"> • Percent poverty in student’s school 	
Other Characteristics <ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Over or under age for grade

Using any of the factors above, we expect that, for the 2012-2013 school year, approximately the same percentage of educators with grades 4-8 ELA/mathematics scores will receive each of the four evaluation rating categories on the State growth subcomponent (Highly Effective, Effective, Developing and Ineffective) as in 2011-2012.

The rationale for moving beyond the factors used in the 2011-12 Growth Model is that the “enhanced growth” model provides educators with results that are even more refined and useful for instructional improvement than those in the 2011-12 Growth Model because they will be even more tightly linked statistically to the educator’s actual influence on student learning (than the already tight linkage established in the existing growth model).

As a result, and in accordance with Education Law §3012-c, 20 points of a teacher/principal’s total composite score shall be attributed to the State growth subcomponent for these teachers/principals and 20 points will be based on other locally-selected measures; the remaining 60 points will be based on the other measures of teacher and principal effectiveness as outlined in each district/BOCES’ approved APPR plan.

4. Impact of Use of Enhanced Growth Model Instead of Value-Added Model on Currently Approved APPR plans.

The Department cautioned districts/BOCES of the possibility that a value-added model might not be approved by the Board of Regents for the 2012-13 school year. As a reminder, each district’s and BOCES’ APPR plan approval letter from the Commissioner included the following statement:

NOTES: If your district/BOCES has provided for value-added measures (15 points vs. 20 points scale and categorization of your district/BOCES’s grade configurations) in your APPR and no value-added measures are approved by the Board of Regents for a grade/subject and/or grade configuration for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly. Conversely, if your district/BOCES has not provided for value-added measures in your district/BOCES’s APPR submission and value-added measures are approved for the 2012-13 school year, your district/BOCES will be required to revise and resubmit its APPR accordingly.

State Growth subcomponent

The directions in Review Room for the State growth subcomponent contemplated the possibility that a value-added model may not be approved by the Board of Regents for the 2012-13 school year and that, in that case, NYSED would provide a State growth subcomponent rating from 0-20 points for Task 2 and Task 7. A caution was also included in the task related to Growth on State Assessments subcomponent which states: “Please note that if the Board of Regents does not approve a value-added measure for these grades/subjects for 2012-13, the State-provided growth measure will be used for 20 points in this subcomponent.” Additionally, one of the assurances in section 2.1 states: “Assure that the State-provided growth measure will be used if a value-added measure has not been approved for 2012-13.”

Districts/BOCES are not required to take any further action to modify their currently approved APPR plans for the State Growth subcomponent. A 0-20 HEDI score will be provided by the Department to all applicable teachers and principals.

Locally-selected measures subcomponent

Based on the possibility that the Board of Regents might approve a value-added model for the 2012-2013 school year, all districts with teachers of grades 4-8 ELA and Math and principals in buildings with grades 4-8 ELA, Math, and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) were required to submit a process for assigning points based on a 0-15 scoring range for their locally-selected measures subcomponent (Tasks 3.1, 3.2, and 8.1, respectively, in the APPR submission). Therefore, all approved APPR plans currently have HEDI charts included in these subtasks that reflect the district/BOCES' negotiated process for the assignment of 0-15 points for this subcomponent. In all of the other subtasks of Tasks 3 and 8, for teachers and principals in grades for which there is not an approved VAM, district/BOCES negotiated a process for the assignment of 0-20 points.

Based on the approved APPR plans on file with the Department, we reported at the April Regents meeting that a high percentage of school districts (approximately 70 percent or greater) did not appear to have negotiated a 20-point chart necessary to assign points in the APPR in the event a value-added model was not approved for 2012-2013. It is our understanding based on assurances made by NYSUT that every school district has also negotiated and agreed upon a 20-point chart for the assignment of points for all teachers where no value-added model applies in the locally-selected measures subcomponent for teachers and principals – and that this chart may be the chart used in the subtasks of Tasks 3 and 8 referenced above, or may be in addition to these charts. Further, it is our understanding from NYSUT that these 20 point charts may or may not have been included in the approved APPR plan submitted to the Department for every district; however, it is our understanding from NYSUT that these charts have been negotiated and that all districts are ready to implement these 20 point charts for the 2012-13 school year. Accordingly, it is the Department's understanding that there is local agreement on the 20 point charts in the locally-selected measures subcomponent and that each district can easily use those charts to calculate scores and fully implement their APPR plans in accordance with the certification provided in their APPR plans without the need to reopen collective negotiations.

If a district or BOCES has **not** specifically negotiated and agreed upon a 20 point chart for the 2012-13 school year for any of the teachers and principals listed in Tasks 3.1, 3.2, and/or 8.1, the district or BOCES must implement a 20 point chart for the locally-selected measures subcomponent by multiplying each point on its 15 point chart by a factor of 4/3 (1.33). Every such district or BOCES has collectively negotiated the allocation of points using its 15 point chart, and this methodology converts the agreed upon allocation to the 20 point chart required by law.

This approach is consistent with NYSUT's position, as expressed in its May 14, 2013 letter to the Department that "if there is no VAM approved by the Board of Regents for the 2012-13 school year, there is no need for any further action because the local measures have already been selected and, absent an approved VAM, by operation of law such local measures must comprise 20% of the overall APPR score.... [S]chool districts and local unions agreed upon local measures of student achievement. These agreements bind the parties, and nothing more needs to be done with regard to these agreements whether there is an approved VAM or not" (emphasis in original).

Recommendation

VOTED: That the Board of Regents approve the linkage rules, the addition of student growth measures for principals in schools with grades 9-12 and an enhanced growth model for APPRs conducted in the 2012-2013 and 2013-2014 school years, all as described herein;

VOTED: That the Board of Regents approve a value-added measure for the 2014-2015 school year as described herein; and

VOTED: That the Board of Regents amend section 30-2.2 of the Rules of the Board of Regents as submitted, effective July 1, 2013, as an emergency measure to preserve the public welfare to ensure that school districts and BOCES are notified immediately of the change to the definitions of student growth percentile score for APPRs conducted in the 2012-2013 school year.

Timetable for Implementation

If adopted at the June Regents meeting, the new linkage and weighting rules will apply to the State-provided growth score in the 2012-2013 school year and thereafter and an enhanced growth model will be used for the 2012-2013 and 2013-2014 school years for teachers in 4-8 ELA and mathematics, their principals and high school principals (9-12) and a value-added model will be adopted in the 2014-2015 school year for teachers in grades 4-8 ELA and mathematics, their principals and high school principals (9-12).

AMENDMENT TO THE RULES OF THE BOARD OF REGENTS

Pursuant to sections 101, 207, 215, 305, 3012-c of the Education Law.

1. Subdivision (r) of section 30-2.2 of the Rules of the Board of Regents shall be amended, effective July 1, 2013, to read as follows:

(r) Teacher or principal student growth percentile score shall mean a measure of central tendency of the student growth percentile scores for a teacher's or principal's students after one or more of the following student characteristics are taken into consideration: poverty, students with disabilities and English language learners.

Additional factors related to poverty, students with disabilities and English language learners may be added by the Commissioner, subject to approval by the Board of Regents.

2. Subdivision (v) of section 30-2.2 of the Rules of the Board of Regents shall be amended, effective July 1, 2013, to read as follows:

(v) Value-added growth score shall mean the result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics and/or teacher characteristics determined by the Commissioner to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. Any other student demographics or characteristics, other classroom or school characteristics and/or teacher characteristics to be used in the value-added growth score, other than those used in the teacher or principal student growth percentile score, shall be determined by the Commissioner, subject to approval by the Board of Regents. The

characteristics included may be different for teachers and principals, based on empirical evidence and policy determinations.

STATEMENT OF FACTS AND CIRCUMSTANCES WHICH NECESSITATE
EMERGENCY ACTION

The proposed amendment to the Rules of the Board of Regents is necessary to implement Education Law §3012-c to implement a growth model for the 2012-2013 and 2013-2014 school years and a value-added model for the 2014-2015 school year and thereafter.

The proposed amendments were adopted as an emergency measure at the June 2013 meeting of the Board of Regents. Because the Board of Regents meets at fixed intervals, the earliest the proposed amendment can be presented for adoption on a non-emergency basis, after expiration of the 45-day public comment period provided for in State Administrative Procedure Act (SAPA) section 202(1) and (5), is the September 2013 Regents meeting. Furthermore, pursuant to SAPA, the earliest effective date of the proposed amendment, if adopted at the September meeting, would be October 2, 2013.

Emergency action is necessary at the June 2013 Regents meeting for the preservation of the general welfare in order to ensure that districts are notified of any additional factors using ELL, SWD and poverty status, that will be used in the enhanced growth model for APPRs conducted in the 2012-2013 school year.

The Commissioner received the following input from members of the “Metrics” group (based on numerous meetings during the 2012-13 school year) and the Task Force based on a June 3, 2013 meeting

New Linkage Rules for 2012-13 and beyond

Metrics Group

Consensus was reached by all but one member of the workgroup that student attendance should be weighted in the attribution of students to teachers in 2012-2013.

The group’s preference was to keep continuous enrollment rule as used in 2011-2012, but also to weight each student’s SGP by the proportion of the student’s enrollment when they were in attendance. SED staff members explained that this was not an option that SED is willing to consider because this option would continue to exclude too many disadvantaged students and further lower the importance of their results in an educator’s score. After further discussion, the most popular of the remaining options was the one proposed in the Board of Regents item that would not maintain the continuous enrollment rules (195 calendar days for ELA/203 calendar days for Math) and attribute to teachers the results from students who were enrolled in a teacher’s class or course for 60% or more of the class or course.

Task Force

Most members attending the June 3 meeting favored the linkage rules for teachers proposed by NYSED as described in the Board of Regents item compared to the rules used in 2011-12.

Some said that student attendance should be weighted when computing principal scores as well.

Growth Measures for Principals with grades 9-12

Metrics Group

The group provided input over several meetings about a number of possible growth measures for principals with grades 9-12 and helped shape the detailed business rules for each option.

The group remained divided over whether or not NYSED should adopt growth measures for high school principals at all for the 2012-13 school year.

Of the workgroup members willing to consider any of the measures presented for consideration, most preferred the use of the Comparative Growth in Regents Passed measure and the MGP on Integrated Algebra and ELA Regents measure. This is the recommendation NYSED made to the Task Force and subsequently to the Board of Regents. Those who favored these measures used as their rationale that:

- The MGP measure is similar to and provides continuity with the growth measure used for principals (and teachers) in grades 4-8. In addition, these two Regents exams fulfill graduation requirements in English language arts and mathematics.
- The Growth in Regents Passed measure is based upon Regents results in four core subjects and includes a high percentage of students in a school each year.

Task Force

The task force asked many clarifying questions and SED answered the majority of questions on June 3 and will further clarify in training materials.

Topics discussed included the following:

- NYSED explained that the measures are relevant to principals in a variety of contexts (e.g., schools in which most students enter proficient versus those in which most students do not).
- Schools are not advantaged or disadvantaged if many students enter 9th grade having already passed one or more Regents exams because student results in High School are compared to similar students, and middle school Regents taking is part of that history. Specifically, for Integrated Algebra, students taking the test in grade 9 are compared to students with similar academic history, not including students who took the exam in middle school.
- NYSED will analyze the data, some of it newly collected in 2012-13 and therefore not able to be used in 2012-13, about AP, early College and CTE course taking and determine how to ensure the 9-12 measures do not give principals an incentive to discourage students from taking these courses if they are instructionally appropriate.
- NYSED explained why certain business rules were adopted about which scores count for each measure, partly to ensure that principals did not encourage students to take (or retake) more Regents exams than the student needed or wanted, just because of the growth measures.

Defining “Similar Students”

Metrics Group

After discussion, the metrics workgroup members came to consensus that all the additional factors on SED's recommended list should be included in any value-added model recommended to the Board. (The Metrics group was not asked to consider an “enhanced growth model,” so they commented on the factors that are listed in this item as “enhanced growth” and “value-added.”)

In addition to these factors, the workgroup members also preferred to see *gender* included as a student-level factor in a value-added model because it had some statistical impact according to AIR's analysis. The Department does not recommend including gender for the same policy reasons NYSED does not recommend including ethnicity; these factors are fixed and are not temporary circumstances that may change over time.

Although this was not a question specifically posed to the Metrics workgroup, it is important to note that the Metrics workgroup generally **did not support** moving to a value-added model in 2012-2013. Among the reasons for this is that most districts did not implement APPR in 2011-2012, which would have been a chance to gain experience with the growth measures. In addition, the general pace of the change to Common Core and APPR causes the group to prefer not to change the growth model for 2012-2013.

Task Force

The Task Force members were given the option of "enhanced growth" to consider for 2012-13 in addition to moving to value-added or staying with the 2011-12 growth model, and they differed widely on their preferences for 2012-13.

The "enhanced growth" model appealed to those who would like to see more factors included but do not want the scores to count for 25 points in 2012-13.

However, some members commented that it is desirable to have stability in the model design from year to year, arguing either to keep the 2011-2012 growth model for another year or to move to value-added in 2012-13 rather than change to enhanced growth in 2012-13 and then change again to value-added in 2013-14 (or 2014-15).