



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

TO: The Honorable the Members of the Board of Regents

FROM: Beth Berlin *Elogeth B Berlin*
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SUBJECT: Postponement of the Use of a Value-Added Model for the State-Provided Growth Scores for Annual Professional Performance Reviews (APPR) Until, at the Earliest, the 2015-2016 School Year for Classroom Teachers in Grades 4-8 and Their Building Principals and High School Principals

DATE: July 2, 2014

AUTHORIZATION(S): *J. B. 759.*

SUMMARY

Issues for Decision (Consent Agenda)

Should the Board of Regents postpone the use of a value-added model for the State-provided student growth scores in APPRs until, at the earliest, the 2015-2016 school year for classroom teachers in grades 4-8 ELA and math and their principals and high school principals?

Reason(s) for Consideration

Review of policy.

Proposed Handling

This item is submitted to the Full Board for approval at its July 2014 meeting.

Procedural History

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); and
- The remaining 60% is based on other measures of teacher/principal effectiveness.

Consistent with Education Law §3012-c, the Department first calculated and provided growth scores to teachers in grades 4-8 English Language Arts (ELA) and Mathematics 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 the student’s 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, 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 weighted average of the SGPs of the students assigned to the teacher, including consideration of student enrollment and attendance; for a principal, the MGP is the average of the SGPs of the students enrolled in the school.

At its June 2013 Board of Regents meeting, the Board approved the use of an enhanced growth model for APPRs conducted in the 2012-2013 and 2013-2014 school years as described in the center column of the table below, and approved a “value-added model” for use in the 2014-2015 school year as described in the rightmost column in the table below. The Department 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, students with disabilities, and poverty status) and those

that would require the Board of Regents to approve a “value-added model.” Beginning in the 2014-2015 school year, the, “value-added model” would count for 25 of the 100 points in an educator’s APPR and include “other student, classroom, and teacher characteristics.” A similar table was provided for the variables used in the State growth model for principals of grades 9-12.

	Factors Used for Enhanced Growth Model for the 2012-2013 School Year and 2013-2014 School Year at 20 points	Additional Factors that Require Board of Regents approval of a “Value-Added” Model at 25 points
Academic History Variables	<ul style="list-style-type: none"> • Up to 3 years student state exam scores, same subject • Prior year test score, different subject • Retained in grade • Average prior achievement and range around average prior score in student’s class/course (same subject) 	
Student With Disability (SWD) Variables	<ul style="list-style-type: none"> • Yes/No • SWD spends less than 40% of time in general education setting • Percent SWD in student’s course 	
English Language Learner Variables	<ul style="list-style-type: none"> • Yes/No • NYSESLAT scores • Percent ELL in student’s course 	
Poverty Variables	<ul style="list-style-type: none"> • Yes/No • Percent poverty in student’s course 	
Other Characteristics	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Over or under age for grade • Class/course size

Subsequent to the Regents action in June 2013 to adopt a value-added model for the 2014-15 school year, the Board of Regents took a number of actions in the 2013-14 school year to adjust the implementation of the Regent Reform Agenda to ensure that students, teachers, and principals were not subject to any unfair negative consequences as a result of a school district’s failure to provide adequate professional development, guidance on curriculum, or other necessary supports in order to timely implement the Common Core.

Building upon the actions and recommendations of the Board of Regents, the Governor and Legislature also recently enacted legislation as part of the budget to modify the timeline under which students, teachers, and principals will be held accountable for grade 3-8 ELA and mathematics Common Core assessment results. As part of these efforts, the Governor also introduced Program Bill #56, which has passed both the Senate and Assembly and is expected to be signed by the Governor. This bill allows educators who are rated as ineffective or developing in the 2013-14 or 2014-15

school years and who have all or part of their State growth or other comparable measures subcomponent or their locally selected measures subcomponent that relies on the grades 3-8 ELA/Math State assessments aligned to the Common Core to be provided with a “safety net calculation,” which excludes the portion of such subcomponent scores that relies on such assessments. If the safety net calculation is higher than the individual’s rating under Education Law §3012-c, no termination, tenure or retention decisions or expedited hearings may be based on the individual’s rating pursuant to Education Law §3012-c.

Consistent with these recent actions taken by the Board of Regents, the Legislature, and the Governor, the Department recommends that the Board of Regents postpone the use of the value-added model until at the earliest the 2015-2016 school year and continue to use the enhanced growth model for the 2014-2015 school year. This maintains the weighting of State-provided growth scores at 20 percent, instead of increasing the weight to 25 percent. The Department will continue to conduct empirical analyses and recommend to the Board of Regents adoption of a value-added model when it is demonstrated that inclusion of additional variables improves the validity and reliability of the model.

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That the Board of Regents postpone the use of a value-added model for use in the State-provided student growth measures in APPRs until, at the earliest, the 2015-2016 school year for classroom teachers in grades 4-8 ELA and math and their principals and high school principals.

Timetable for Implementation

If this recommendation is adopted at the July Regents meeting, analysis on possible variables for inclusion in a value-added model will be conducted, and if the Department determines that sufficient empirical evidence is available to recommend the use of a value-added model in the 2015-2016 or later school years, the Department will make a subsequent recommendations to the Board of Regents at that time.