

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 assessor. 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 [NYS Growth Measures Model for Educator Evaluation 2017/18 Technical Report](#) available on the [NYSED Growth Measures Tool Site](#) for 2018-19. The 2018-19 Technical Report will be available on the NYSED website in the fall of 2019.



The school description table lists the MGP of the school. In the table, on the right, 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 during the 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 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 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 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 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.

Comparative Growth in Regents (CGR) Passes

Another growth measure for principals of grades 9–12 is the Comparative Growth in Regents (CGR) Passes. Because minimum graduation requirements 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 principal, we also can quantify error where we can expect the true score lies. 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're used to seeing results from other student calculations such as political polls reported, in which confidence intervals are reported as plus or minus three percentage points. The width of the confidence interval (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. The growth score for a school or principal of grades 9–12

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



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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