

A Teacher's Guide to Interpreting State-Provided

The Role of Growth Scores in Annual Performance Reviews

As part of the Annual Professional Performance Review (APPR) process pursuant to Education Law § 3012-d, New York State teachers of mathematics and English language arts (ELA) in grades 4–8 and their principals will receive State-provided growth scores based on 2016-17 State tests **for advisory purposes only** pursuant to Section 30-3.17 of the Rules of the Board of Regents. These growth scores describe how much students are growing academically in mathematics and ELA (as measured by the New York State tests) compared to similar students statewide.

During the 2016-17 through 2018-19 school years, teachers and principals who receive a State-provided growth score (i.e., grades 4–8 ELA and mathematics teachers and principals of schools that include grades 4–8 or all of grades 9–12) will receive two sets of scores and ratings: original scores and ratings and transition scores and ratings. The State-provided growth score shall be excluded from the scores and ratings used to calculate the overall transition rating. Only the transition score and rating will be used for purposes of employment decisions, including tenure determinations and for purposes of proceedings under Education Laws §§3020-a and 3020-b and teacher and principal improvement plans and the individual's employment record. During the 2016-17 through 2018-19 school years, such teachers' original overall rating will be used for advisory purposes only.

State-provided growth scores are just **one** of the **multiple** measures that make up the annual performance reviews. For APPRs completed pursuant to Education Law §3012-d, an educator's overall composite rating is determined using a matrix that combines a rating based on one or more measures of student growth as well as a rating based on teacher observations.

Where and when will data be available?

State-provided growth scores for 2016-17 (State Section 30-3.17) will be distributed to districts during the last week of August 2017.

Where can I get more information?

- x Detailed information on State

Why Growth?

All students enter their teachers' classrooms at differing levels of academic proficiency or achievement. One way to measure

Figure 1. Measuring Student Growth Compared to Similar Students

Factors Used to Define ³ 6 L P L 6 W X G H i n e Growth Model for 2016-17

For educator evaluation, we

x **Step 1:**

We use a teacher's overall adjusted



