



Technical Guide to 2015-16 PPR Local MOSL Ratings

Updated: August 29, 2016

Overview

This guide describes the methodologies used to generate metrics that factor into the 2015-16 Principal Performance Review (PPR) Local Measures of Student Learning (MOSL) ratings.

According to [new regulations](#) from the New York State Education Department (NYSED), some assessments and growth scores are prohibited from use in principal evaluation for a “transition” period running from 2015-16 through 2018-19. Because of these regulations, only principals of high school, transfer high school, and K-2 schools will receive Local MOSL in their 2015-16 PPR Overall Rating.

Local MOSL for elementary, middle, K-8, and District 75 will be made available later in the fall, for advisory purposes only.

For more information, please see the 2015-16 PPR Field Guide.

Definitions

School Type

For purposes of the Principal Performance Review, schools are divided into one or more of seven school types, based on the grade levels and students they serve: (1) early childhood schools (2) elementary schools, (3) K-8 schools, (4) middle schools, (5) District 75 schools, (6) high schools, and (7) transfer high schools. The following table describes the schools that fall into each category:

School Type	Grades and Students Served
Early childhood schools	K-2
Elementary schools	K-3, K-4, K-5, K-6
K-8 schools*	K-7, K-8, and K-12 (minus grades 9-12)

Middle schools	5-8, 6-8, and 6-12 (minus grades 9-12)
District 75 schools	K-8, 9-12, focused on students with disabilities
High schools	9-12, K-12 (minus grades K-8), 6-12 (minus grades 6-8)
Transfer High Schools	9-12, focused on overage and undercredited students

* If a new K-8 school has grade 6 but does not yet have grades 3 or 4, it will be considered a middle school until it adds one of those grades.

Peer Groups

Overview

For all school types (except early childhood schools), each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with student populations that are most similar across every student characteristic used for peering.

For elementary and middle schools, each school has 30-40 peer schools, all of the same school type. For K-8 schools, each school has 25-30 peer K-8 schools. Each high school has up to 40 peer schools. Transfer high schools each have 25-30 peer schools. District 75 schools have up to 10 peer schools.

Peering Methodology

Peer groupings are created using a “nearest neighbor” matching methodology. This methodology examines the mathematical difference between a school and all potential peers on a given set of characteristics. Schools with the smallest difference across *all* the characteristics are peered together. This results in peer schools that have populations that are most similar on every student characteristic used in peering.

The student population characteristics used to create peer groups for each school type are as follows:

Elementary / K-8 Schools

- Economic Need Index
- Percent students with disabilities
- Percent English language learners

A school's Economic Need Index reflects the likelihood that students at the school are in poverty. The metric is calculated as follows:

- If the student is HRA-eligible or lived in temporary housing in the past four years, the student's Economic Need Value is 1.0.
- Otherwise, the student's Economic Need Value is based on the percentage of families (with school-age children) in the student's Census tract whose income is below the poverty level, as estimated by the American Community Survey 5-Year Estimate. The student's Economic Need Value equals this percentage divided by 100.
- The school's Economic Need Index is the average of its students' Economic Need Values.

Middle Schools

- Average 4th grade ELA proficiency
- Average 4th grade math proficiency
- Percent students with disabilities
- Percent students two or more years overage upon entry into 6th grade (13 or older on December 31 of admission year)

High Schools

- Average 8th grade ELA proficiency
- Average 8th grade math proficiency
- Percent students with disabilities
- Percent students with self-contained placements
- Percent over-age students

For purposes of peering, any student with an IEP anytime in the past five school years (2011-12 through 2015-16) is counted in the percentage of students with disabilities. Similarly, any student with a

self-contained placement anytime in the past five school years is included in the percentage of students with self-contained placements.

A student is considered overage/under-credited based on the following criteria (where age is as of December 31 of the entry school year, and the credits and Regents are before the start of the entry school year).

Age	Criteria
16	<ul style="list-style-type: none"> • Under 22 credits and two or fewer Regents passed
17	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and three or fewer Regents passed.
18	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and four or fewer Regents passed. • Under 44 credits and one or fewer Regents passed
19 or older	<ul style="list-style-type: none"> • Under 33 credits; or • Under 44 credits and one or fewer Regents passed

Students who have a history of incarceration are considered overage/under-credited.

Transfer High Schools

- Average 8th grade ELA proficiency
- Average 8th grade math proficiency
- Percent students with disabilities
- Percent students with self-contained placements
- Percent students over-age on admission

For purposes of peering, any student with an IEP anytime in the past seven school years (2009-10 through 2015-16) is counted in the percentage of students with disabilities. Similarly, any student with a self-contained placement anytime in the past seven school years is

included in the percentage of students with self-contained placements.

A student is considered overage/under-credited based on the following criteria (where age is as of December 31 of the entry school year, and the credits and Regents are before the start of the entry school year).

Age	Criteria
16	<ul style="list-style-type: none"> • Under 11 credits; or • Under 22 credits and zero Regents passed.
17	<ul style="list-style-type: none"> • Under 22 credits; or • Under 33 credits and zero Regents passed.
18	<ul style="list-style-type: none"> • Under 33 credits and four or fewer Regents passed.
19 or older	<ul style="list-style-type: none"> • Under 33 credits; or • Under 44 credits and four or fewer Regents passed; or • Two or fewer Regents passed.

Students who have a history of incarceration are considered overage/under-credited.

District 75 Schools

- Percent of Students in Grades K-5
- Percent of Students in Grades 9-12

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most similar to the school's population, according to the peering characteristics above. Each school has up to 10 peer schools.

Students in a School's Lowest Third

For elementary, middle, and K-8 schools, the school's lowest third in ELA is the third of students at the school in each grade who scored the lowest on the New York State ELA exam in May 2015. Similarly, the school's lowest third in mathematics is the

third of students at the school in each grade who scored the lowest on the New York State math exam in May 2015.

Minimum N (Number of Students)

The minimum number of values used for reported calculations at the school level is 15. Metrics are excluded for a school when student sample size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

Year in High School / Cohort Letter

Most accountability measures for high schools are based on each student’s “year in high school.” This is determined by the amount of time passed since the student’s ninth grade entry year. The ninth grade entry year is the first school year when a student enters ninth grade (or the equivalent) anywhere in the world. That year is referred to as “year one of high school.” The next school year is the second year of high school, and so on. The year in high school often corresponds to the grade level, but not always. For example, a student who is repeating ninth grade is a second-year student. If this student drops out during the second year, the next year is his third year even if he is no longer in school.

A group of students in the same year in high school are referred to as a “cohort” and each cohort is assigned a letter of the alphabet:

<i>Year in high school during 2015-16</i>	<i>Cohort Letter</i>	<i>Ninth Grade Entry School Year</i>	<i>“Class of” designation</i>
First	U	2015-16	Class of 2019
Second	T	2014-15	Class of 2018
Third	S	2013-14	Class of 2017
Fourth	R	2012-13	Class of 2016
Fifth	Q	2011-12	Class of 2015
Sixth	P	2010-11	Class of 2014

Performance Levels

New York State assigns Performance Levels 1, 2, 3, and 4 to scale scores on the State Common Core ELA and math exams. These performance levels reflect the extent to which the student demonstrates the level of understanding expected at his or her grade level.

Level 1

Students performing at this level are well below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards that are considered insufficient for the expectations at this grade.

Level 2

Students performing at this level are below proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards that are considered partial but insufficient for the expectations at this grade.

Level 3

Students performing at this level are proficient in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards that are considered sufficient for the expectations at this grade.

Level 4

Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards that are considered more than sufficient for the expectations at this grade.

Proficiency Ratings

For purposes of the Principal Performance Review, the scale scores awarded on State Common Core math and ELA exams are assigned a Proficiency Rating on a continuum from 1.00 to

4.50. The first digit of the Proficiency Rating corresponds to the Performance Level. The other digits tell you how close the student is to the next level. For example, a 2.90 is a Level 2, but close to a Level 3.

Impact of Math Double Testing Waiver

For school year 2015-16, the United States Department of Education approved a math-testing waiver submitted by the New York State Education Department, which provided that students in grade 7 and 8 who take math Regents examinations are not required to take the Common Core math test for their grade level. After this waiver, the NYCDOE implemented a policy that students in accelerated math courses should not take the grade 7 or 8 Common Core math tests, unless (1) the student's parent decided otherwise, or (2) the school obtained an exception from the Office of Academic Policy and Systems for a course aligned to both grade 7 or 8 standards and high school math standards.

To mitigate the effects of this double testing policy on principals' Local Measures of Student Learning ratings, the NYCDOE incorporated student results on math Regents examinations into the metrics by converting Regents exam scores into imputed proficiency ratings on the grade 7 and 8 Common Core math tests. These imputed proficiency ratings—based on the NYCDOE's analysis of students who took both Regents exams and grade 7 or 8 Common Core math tests—estimate what a student who achieved a certain score on a Regents exam likely would have scored on the grade 7 or 8 Common Core math test. The imputed proficiency ratings will be used in all Local MOSL metrics or calculations based on proficiency ratings (e.g., growth percentiles, average proficiency ratings). To discourage unnecessary double testing, the NYCDOE will consider only the Regents exam score for students who take both a math Regents exam and the grade 7 or 8 Common Core math test. Please refer to Appendixes 1-3 to this guide for conversion tables showing the specific imputed proficiency ratings that correspond to specific scores on the Regents exams.

Metrics for Early Childhood Schools

Attribution of Students to Schools

For early childhood schools, students are attributed to schools based on the October 31, 2015 audited register. We use the enrollment from this register because it is audited for accuracy and it is also used to allocate funds to schools. For a student to be included in Principal Performance Review measures for 2015-16, the student must be on the school's audited register as of October 31, 2015.

Local measures of student learning for principals of early childhood schools are based on the following metrics:

I. Student Performance Measures

To be included in the student-performance measures, a student must:

- Be on the school's October 31, 2015 audited register, and
- Have taken the relevant New York City ELA or Math Performance Assessment post-tests in 2016.

The following performance measure is determined separately for ELA and math based on the 2016 New York City Performance Assessment post-tests.

I. 1-2. Average Performance

This measure represents the average (mean) performance for all students attributed to the school, in ELA and math, on their post-tests.

II. Growth Percentile Measures

To be included in the school's growth-percentile measures, a student must:

- Be on the school's October 31, 2015 audited register;

- Have taken the relevant New York City ELA or Math Performance Assessment post-tests in 2016.

The following performance measure is determined separately for ELA and math based on pre- and post-test scores on the 2016 New York City Performance Assessment.

II. 1-2. Growth in Performance Assessments for Students in School's Lowest Third

This metric is based on a growth model that measures student progress on the New York City Performance Assessment. The growth model defines similar students using multiple student characteristics, including academic history, poverty, students with disabilities status, and English language learner status.

This metric is calculated for students who took a post-test in the school year and who started the year in the lowest third at their school based on pre-test scores.

Metrics for Elementary, Middle, and K-8 Schools

Due to new regulations from the state, principals of elementary, middle, and K-8 schools will not have Local MOSL incorporated into their 2015-16 PPR Overall Rating. Their Local MOSL result will be provided later in the fall for advisory purposes. For more information, see the 2015-16 PPR Field Guide.

Attribution of Students to Schools

For elementary, middle, and K-8 schools, students are attributed to schools based on the October 31, 2015 audited register. We use the enrollment from this register because it is audited for accuracy and it is also used to allocate funds to schools. For a student to be included in Principal Performance Review measures for 2015-16, the student must be on the school's audited register as of October 31, 2015.

Local measures of student learning for principals of elementary, middle, and K-8 schools are based on the following metrics:

I. Student Performance Measures

To be included in the student-performance measures, a student must:

- Be on the school's October 31, 2015 audited register, and
- Have taken the relevant New York State ELA or math exam in 2016.

The following proficiency measure is determined separately for ELA and math based on the 2015 state exams.

I. 1-2. Average Proficiency

This measure represents the average (mean) Proficiency Rating for all students attributed to the school, in ELA and math. As described above, the Average Proficiency Rating is measured on a scale of

1.00 to 4.50, and is based on students' scale scores on the State exams.

II. Growth Percentile Measures

To be included in the school's growth-percentile measures, a student must:

- Be on the school's October 31, 2015 audited register;
- Be in at least 4th grade in 2015-16 (because progress cannot be determined until we have two years of test data for a student); and
- Have taken the New York State test one grade level higher in 2016 than the student did in 2015 (e.g., if the student took the 4th grade test in 2015, she must have taken the 5th grade test in 2016).

The following two growth percentile measures are determined for ELA and math based on the 2015 and 2016 state exams.

II. 1-2. Median Adjusted Growth Percentiles

This measure calculates the median (middle) adjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test.

For example, consider a student who scored 2.82 on the 3rd grade math exam in 2015 and then scored 2.74 on the 4th grade math exam in 2016. In order to find this student's growth percentile, we compare the student's 4th grade result to the group of students in the city who scored 2.82 in the 3rd grade. If, among this group of students, 83% scored 2.74 or lower and 17% of them scored higher than 2.74, then this student's percentile growth would be 83.

These unadjusted growth percentiles are useful for instructional purposes, as they reflect students' true growth from year to year. To evaluate a principal on students' growth percentiles, however, the Principal Performance Review applies adjustments. Growth percentile adjustments are based on students' demographic characteristics, and reflect average differences in growth compared to students with the same starting proficiency level. The adjustments are made to students' ending proficiency rating as follows:

- If a student had a special education program recommendation of self-contained, Integrated Co-Teaching (ICT), or Special Education Teacher Support Services (SETSS), taken from the most restrictive setting in the last four school years, that student will receive an adjustment of +0.15, +0.10, or +0.10, respectively.
- All students at the school will also receive a pro-rated Economic Need Index adjustment up to +0.10. For example, if a school has an Economic Need Index of 0.80 then each student at the school will receive a progress adjustment of .04 ($80\% * 0.05 = .04$).
- The adjustment for students with disabilities and the Economic Need adjustment are cumulative. For example, a student with a self-contained recommendation at a school that has an Economic Need Index of 0.80 will receive an adjustment of $0.15 + 0.04$, or 0.19.

Once the adjustments are applied to a student's ending proficiency, the adjusted growth percentile is determined by identifying the growth percentile associated with the starting and the new ending proficiency.

To generate a school-level result from the adjusted growth percentiles of its students, the Principal Performance Review uses the median adjusted growth percentile, which is the adjusted growth percentile of the middle student when all the students' adjusted growth percentiles are listed from lowest to highest.

Among unadjusted growth percentiles, we would expect the median to be close to 50. Because the demographic adjustments used for the Principal Performance Review raise a student's growth percentile, the typical median adjusted growth percentile for a school is well over 50.

II. 3-4. *Median Adjusted Growth Percentile for Students in School's Lowest Third*

This measure is identical to median adjusted growth percentile except that it includes only the lowest-performing third of students within each grade and subject in the school; it is the adjusted growth percentile of the middle student among the lowest third. The lowest third is defined above and is based on the students' scores on the relevant test in May 2015. Only students who are eligible for inclusion in the growth-percentile measures are counted towards the lowest one-third calculation. The minimum number of students for this metric is 15. If there are fewer than 15 students in the lowest third, then the lowest 15 students are considered in this metric.

Metrics for High Schools

Local measures of student learning for principals of high schools are based on the following metrics:

I. Credit Accumulation Metrics

Attribution of Students for Credit Accumulation Metrics

For high schools, there are separate methods of attributing students to schools for the credit-accumulation metrics and the graduation metrics.

For the credit-accumulation metrics, students in grades 9-12 who are continuously accountable in the NYC DOE from October 31, 2015 through June 30, 2016 are attributed to the last diploma-granting school responsible as of October 31, 2015. That date is used to attribute students because it is tied to funding and there are yearly procedures in place to ensure the accuracy of the register on that date.

A student is considered continuously accountable for the year if he or she is active (i.e. enrolled) in one or more NYC DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the DOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped out. Dropped-out students are accountable in the credit-accumulation metrics through the end of the fourth year of high school. Students in non-diploma granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are also accountable through the end of the fourth year of high school. Dropped-out students and students in non-diploma granting programs become non-accountable in the credit-

accumulation metrics starting in year five of high school.

I.1 Percentage of Students Earning 10+ Credits in Year 1 of H.S.

I.2 Percentage of Students Earning 10+ Credits in Year 2 of H.S.

I.3 Percentage of Students Earning 10+ Credits in Year 3 of H.S.

These measures evaluate the percentage of students at a school in the relevant year who accumulate 10 or more academic credits. Credits earned in the fall and spring terms contribute toward this metric. (Due to the September 1st deadline for ratings to be completed for the prior year, summer outcomes are not included in this calculation.) A particular focus is given to credits earned in the four main subjects: English, math, science, and social studies. A student contributes positively (contributes 1.0 to the numerator) to this metric if he or she meets the following criteria:

- Earns 10 or more credits from Fall 2014 through Spring 2015; and
- At least 6 credits of these credits were earned from the four main subjects (English, math, science, and social studies); and
- At least some credit (greater than zero) was earned in at least three of the four main subjects. Both elective and core courses count toward this requirement.

Eligible students who do not meet the above requirements contribute negatively (contribute 0.0 to the numerator) to this metric. Students who drop out of school or enter non-diploma granting programs remain in this metric for as long as they would have been in the first three years of high school.

Students eligible for the New York State Alternate Assessment (NYSAA) are excluded from this metric.

II. Graduation Metrics

Attribution of Students for Graduation Metrics

Graduation attribution uses a separate system from the credit-accumulation metrics.

For the 4-year graduation rate, students are attributed to the last diploma-granting school as of June 30 of the fourth year of high school. In keeping with state and federal rules for graduation reporting, continuous enrollment is not necessary. Any students enrolled for one or more days (including no-shows) are accountable if their enrollment represents the last diploma-granting school before June 30 of the fourth year of high school.

For the 2015-16 Principal Performance Review, a school's 4-year graduation cohort consists of all students who:

- Entered 9th grade for the first time anywhere in 2012-13, *and*
- Were active in the school as of June 30, 2015, or the school is the last diploma-granting high school that they attended before June 30, 2016, *and*
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2016.

Under limited circumstances, a discharged student can become non-accountable. If the student leaves school for one of the reasons below before June 30 of year four, the student will become non-accountable if all required documentation is collected and stored on file. For more information about discharges, please see the [Transfer Discharge Guidelines](#).

Potentially Cohort-Removing Discharge Codes:

<i>Code</i>	<i>Description</i>
06	Admitted to NYC parochial school with documentation
08	Admitted to NYC private school with documentation
10	Discharged to a court-ordered placement (non-incarceration)
11	Transferred to a school outside of NYC with documentation
15	Deceased
20	Early admission to a four-year university
25	Already received a high-school diploma outside DOE at time of enrollment

For the 2015-16 Principal Performance Review, a school's 6-year graduation cohort consists of all students who were in the school's 4-year graduation cohort in 2013-14. The rules for inclusion and exclusion are the same as for the 4-year cohort. Because attribution is by June 30th of year four, if a student transfers to a new school in year five, he or she remains accountable for graduation to the year-four school.

II.1 Four-Year Graduation Rate

This measure reflects the percentage of students in the school's four-year cohort (defined above) that graduated with a Regents or Local Diploma. (Note that this measure does not include August 2016 graduates.) For the 2015-16 Principal Performance Review, the four-year cohort reflects the 'R' cohort which includes students who first entered high school during the 2012-13 school year. This cohort can be viewed in ATS using the command RGCS.

II.2 Six-Year Graduation Rate

This measure is similar to the four-year graduation rate, except that it evaluates the percentage of students in a school's cohort that graduated with a Regents or Local Diploma within six years of beginning high school. (Again, this measure does not include August 2016 graduates.) For the 2015-16 Principal Performance Review, the six-year cohort reflects the 'P' cohort which includes students who first entered high school during the 2010-11 school year. This cohort can be viewed in ATS using the command RGCS.

Metrics for Transfer High Schools

Local measures of student learning for principals of transfer high schools are based on the following metrics:

I. Credit Accumulation Metrics

Attribution of Students for Credit Accumulation Metrics

For transfer high schools, there are separate methods of attributing students to schools for the metrics on credit accumulation and graduation.

For the credit-accumulation metrics, students who are continuously accountable in the NYC DOE from October 31, 2015 through June 30, 2016 are attributed to the last diploma granting school responsible as of June 30, 2016.

A student is considered continuously accountable for the year if he or she is active (i.e. enrolled) in one or more NYC DOE schools or programs on every day from October 31 through June 30. Students who receive a cohort-removing discharge during the period are non-accountable for the year. Students who enter the DOE for the first time or who return from a cohort-removing discharge during the period are also non-accountable.

Students who graduate mid-year remain accountable for the remainder of that school year only. Students who are discharged with anything other than a cohort-removing discharge or graduation are considered dropped out. Dropped-out students remain accountable for one year, or until the end of their sixth year of high school, whichever comes first. Students in non-diploma granting programs such as YABC, GED, home/hospital instruction, or programs for incarcerated students are accountable for the same time period as dropped-out students.

I.1-4 Average Credits Earned Per Year by Credits Accumulated at the Beginning of the School Year

1. 0.00 – 11.00 Credits
2. 11.01 – 22.00 Credits
3. 22.01 – 33.00 Credits
4. 33.01 – 38.00 Credits

These measures evaluate the average credits earned per year for students with different credits at the start of the school year. The point values for these four measures are assigned proportionately based on the number of students in each credit category.

Students who start the year with more than 38 credits are excluded from these measures as the relevant measure for these students is graduation. NYSAA-eligible students are excluded from this measure.

Students who meet the inclusion criteria contribute different values to the denominator based on the proportion of the year they were enrolled. Students who are dropped out as of June 30th have a denominator contribution of 1.0. Students that are still enrolled or graduated will be assigned a denominator contribution based on the proportion of the year the student was enrolled (marked present or absent) at that particular school. For example, if a student transferred from a regular high school to a transfer high school on February 1st, the denominator contribution would be about 0.5. Any student enrolled for 90% or more of the school year has a denominator contribution of 1.0.

In the numerator, only credits earned at the accountable transfer school will be included. The credit cap for each student is 16 times the denominator contribution.

For example, if a school has 50 students enrolled for the whole year that earn 10 credits each, and 8 students enrolled for half the year that earn 5 credits each, the average number of credits per year for

the school is $(50 \times 10 + 8 \times 5) / (50 + 8 \times 0.5) = 540 / 54 = 10$.

II. Graduation Metrics

Attribution of Students for Graduation Metrics

Graduation attribution uses a separate system from the credit-accumulation section. For graduation metrics, students are attributed to the last diploma-granting school as of June 30 of the transfer school graduation deadline year.

The transfer school graduation deadline for a student can be either the end of year six of high school or the end of year seven of high school, depending on whether the student is a most-at-risk overage/under-credited student.

A student is considered most-at-risk based on the following criteria (where age is as of December 31 of the entry school year, and the credits and Regents are before the start of the entry school year).

Age	Criteria
16	<ul style="list-style-type: none"> Under 11 credits and zero Regents passed.
17	<ul style="list-style-type: none"> Under 11 credits; or Under 22 credits and zero Regents passed.
18	<ul style="list-style-type: none"> Under 22 credits and three or fewer Regents passed.
19 or older	<ul style="list-style-type: none"> Under 22 credits; or Under 44 credits and one or fewer Regents passed.

If the student entered the transfer school most-at-risk overage/under-credited in year five or six, then the graduation deadline is the end of year seven. Otherwise, it is the end of year six.

In keeping with state and federal rules for graduation reporting, continuous enrollment is not necessary. Any students enrolled for one or more days (including no-shows) are accountable if their enrollment represents the last diploma-granting school before June 30 of the graduation deadline year.

For the 2015-16 Principal Performance Review, a school's transfer school graduation cohort consists of all students who:

- Has a transfer school graduation deadline of 2016, or had a transfer school graduation deadline before 2016 and graduated during 2016; and
- Were active in the school as of June 30, 2016, or the school is the last diploma-granting high school they attended before June 30, 2016; and
- Did not meet the criteria for a documented cohort removing discharge (see below) before June 30, 2016.

There are circumstances under which a discharged student can become non-accountable. Dropped-out students and non-diploma granting program students still contribute toward the graduation rate denominator when his or her cohort reaches expected graduation. If the student leaves school for one of the reasons below before June 30 of the graduation deadline year then the student will become non-accountable if all required documentation is collected and stored on file. For more information about discharges, please see the [Transfer Discharge Guidelines](#).

Potentially Cohort-Removing Discharge Codes:

Code	Description
06	Admitted to NYC parochial school with documentation
08	Admitted to NYC private school with documentation
10	Discharged to a court-ordered placement (non-incarceration)
11	Transferred to a school outside of NYC with documentation
15	Deceased
20	Early admission to a four-year university
25	Already received a high-school diploma outside DOE at time of enrollment

II.1 Transfer School Graduation Rate

This measure reflects the percentage of students in the school's transfer school graduation cohort (defined above) that graduated with a Regents or Local Diploma. (Due to the September 1st deadline for ratings to be completed for the prior year, August 2016 graduates

are not included in this calculation.)

Metrics for District 75 Schools

Due to new regulations from the state, principals of District 75 schools will not have Local MOSL incorporated into their 2015-16 PPR Overall Rating. Their Local MOSL result will be provided later in the fall for advisory purposes. For more information, see the 2015-16 PPR Field Guide.

Attribution of Students to Schools

For District 75 schools, students are attributed to schools based on the October 31, 2015 audited register. We use the enrollment from this register because it is audited for accuracy and it is also used to allocate funds to schools. For a student to be included in Principal Performance Review measures for 2015-16, that student must be on the school's audited register as of October 31, 2015.

Local measures of student learning for principals of District 75 schools are based on the following metrics:

I. Student Proficiency Measures

I(a). Proficiency Measures for Students Taking New York State ELA or Math Exams

To be included in these measures, a student must:

- Be on the school's October 31, 2015 audited register, and
- Have taken the relevant New York State ELA or math exam in 2016.

The following measures are determined separately for ELA and math.

I(a).1-2. Average Proficiency

This measure represents the average (mean) Proficiency Rating for all students attributed to the school. As described above, the Average Proficiency Rating is measured on a scale of 1.00 to 4.50, and is based on students' scale scores on the State exams.

I(b). Proficiency Measures for Students Taking the New York State Alternate Assessment (NYSAA)

To be included in these measures, a student must

- Be on the school's October 31, 2015 audited register
- Have taken the relevant New York State Alternate Assessment for ELA or math in 2016

The following measures are determined separately for ELA and math based on the 2016 NYSAA exams.

I(b).3-4. Percentage of Students Proficient on the New York State Alternate Assessment (NYSAA)

This metric measures the percent of students who are rated proficient (Level 3 or 4) on the Alternate Grade-Level Indicators in ELA and math. NYSAA is a part of the New York State Testing Program. It is a datafolio-style assessment in which students with severe cognitive disabilities demonstrate their understanding of Alternate Grade-Level Indicators based on New York State Learning Standards.

I(c).5 Regents Performance Index

For students with Regents and/or Regents Competency Test (RCT) scores taken in January or June of 2016, each student's best score within each subject (English, Mathematics, Science, U.S. History, and Global History) is used (ignoring distinction between Regents and RCT). Points for each score are assigned as 200 for a Regents score of 65 or above, 100 for a Regents score of 55-64, 0 points for a Regents score below 55; 100 for a passing RCT score, 0 points for a failing RCT score. Regents exams taken by 8th grade students in D75 are included. The school's Regents Performance Index is the

average (mean) of the subject scores for all students attributed to the school.

II. Growth Percentile Measures

To be included in the school's growth-percentile measures, a student must:

- Be on the school's October 31, 2015 audited register;
- Be in at least 4th grade in 2015-16 (because progress cannot be determined until we have two years of test data for a student); and
- Have taken the New York State test one grade level higher in 2016 than the student did in 2015 (e.g., if the student took the 4th grade test in 2015, she must have taken the 5th grade test in 2016).

The following growth-percentile measures are determined separately for ELA and math based on the 2015 and 2016 state exams.

II(a).1-2. *Median Growth Percentiles*

This measure calculates the median (middle) unadjusted growth percentile of a school's eligible students. A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. A student's growth percentile is a number between 0 and 100, which represents the percentage of students with the same score on last year's test who scored the same or lower than the student on this year's test.

For example, consider a student who scored 2.82 on the 3rd grade math exam in 2015 and then scored 2.74 on the 4th grade math exam in 2016. In order to find this student's growth percentile, we compare the student's 4th grade result to the group of students in the city who scored 2.82 in the 3rd grade. If, among this group of students, 83% scored 2.74 or lower and 17% of them scored higher than 2.74, then this student's percentile growth would be 83.

These growth percentiles are useful for instructional purposes, as they reflect students' true growth from year to year.

To generate a school-level result from the growth percentiles of its students, the Principal Performance Review uses the school's median growth percentile, which is the growth percentile of the middle student when all the students' growth percentiles are listed from lowest to highest.

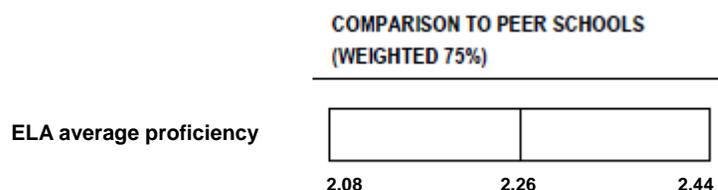
Comparisons for Metric Scores

I. Comparison Ranges

I.1 Peer Comparison Range

As described above, each school (except early childhood schools) has a unique peer group of up to 41 schools (including itself). Each metric result for a school is compared to the historical results of the peer group.

The peer comparison range consists of all possible results within two standard deviations of the average. Below is a graphical display of a peer comparison range:



The number in the middle is the average (mean) metric value for the peer schools over the relevant years. The line near the middle of the bar represents the position of the average.

In the example shown above, the average ELA average proficiency for a school's peer group was 2.26, with a standard deviation of 0.9. The highest value in the comparison range, referred to as 100% of the range, is calculated:

$$(\text{peer average}) + 2 \times \left(\frac{\text{peer standard deviation}}{\text{deviation}} \right) = 100\% \text{ of range}$$

In the example above:

$$2.26 + 2 \times 0.9 = 2.44$$

The lowest value in the comparison range, referred to as 0% of

the range, is calculated:

$$(\text{peer average}) - 2 \times \left(\frac{\text{peer standard deviation}}{\text{deviation}} \right) = 0\% \text{ of range}$$

In the example:

$$2.26 - 2 \times 0.9 = 2.08$$

If the calculated peer range extends beyond what is theoretically possible, the range is cut off so that only the possible values are used. For example, if the average credit accumulation for a peer group was 96% and the standard deviation was 3%, the peer range might extend up to 102%, which is impossible for a school to achieve. In that case, we would use 100% as the highest value in the range instead.

If the calculated lowest value in the range ("0% of range") is lower than the theoretical minimum for a metric, then "100% of range" will be adjusted downward so that the peer average stays in the middle of the range. This ensures that a school that achieves the peer average will have a "percent of range" of at least 50%, and will thus earn at least half of the available points.

I.2 City Comparison Range

For all schools other than District 75 schools, each metric result for a school is also compared to citywide results. The citywide comparison range is similar to the peer comparison range but, instead of including peer schools only, all schools of the same school type citywide are included. The data used is from the same years and the formulas to calculate the range ends are similar.

II. Metric Scores

II.1 Percent of Peer / City Range

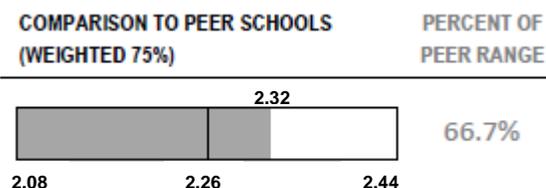
The percent of range indicates the portion of the comparison range that is covered by the schools' result. The percent of range reflects

how far above or below the average a school's 2015-16 result is, as follows:

Percent of Range	Interpretation
0%	Two or more standard deviations below average
25%	One standard deviation below average
50%	Equal to the average
75%	One standard deviation above average
100%	Two or more standard deviations above average

In general, the percent of range across the city for any metric forms a bell curve centered around 50%.

Below is a graphical display of a percent of peer range:



In this example, the school's result is 2.32, and the percent of peer range is 66.7%. The bar is 66.7% shaded, which is determined by the following formula:

$$\frac{(\text{school's result}) - (0\% \text{ of range})}{(100\% \text{ of range}) - (0\% \text{ of range})} = \text{percent of range}$$

In this example:

$$\frac{2.32 - 2.08}{2.44 - 2.08} = 66.7\%$$

II.2 Missing Metrics

If a school is missing a metric due to having fewer than 15 students

contributing to that metric, the possible points for that metric are redistributed to the other remaining metrics.

II.3 Metric Score

For all schools other than District 75 schools, the score for each metric is based on a weighted average of the percent of the city and peer ranges. The peer comparison is weighted 75% for each metric and the city comparison is weighted 25%. The score for each metric is:

$$\left[\left(\frac{\text{percent of}}{\text{peer range}} \right) \times 0.75 + \left(\frac{\text{percent of}}{\text{city range}} \right) \times 0.25 \right]$$

For District 75 schools, 100% of the score is based on the percent of peer range. The percent of city range does not factor into their scores.

II.4 Local MOSL HEDI Score and Rating

To determine the final Local MOSL HEDI score, the calculated metrics are weighted per the Measures of Student Learning section of the PPR Field Guide, and then added together.

For example, consider a high school that receives the following scores:

Metric	Metric Weight	Metric Score
4-year and 6-year graduation rate	65%	0.82
Credit Accumulation Rate	35%	0.13

In this example,

$$\text{Local MOSL HEDI Score} = 65\% \times 0.82 + 35\% \times 0.13 = 0.5785$$

This score is then compared with the scores of other schools of the same school type to determine the principal's percentile rank. The percentile rank is then converted to a final HEDI rating using the

conversion charts in Appendix D of the PPR Field Guide, which are also included in Appendix 6(a)-(c) of this guide.

Appendix 1. Conversion Table for Common Core Algebra Regents and Grade 8 Common Core Math Test

Common Core Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
0	1.36
8	1.39
11	1.41
15	1.44
21	1.44
25	1.46
28	1.52
30	1.52
33	1.57
36	1.62
38	1.62
41	1.67
43	1.74
45	1.79
47	1.83
49	1.89
51	1.92
53	1.94
54	1.96
55	1.96
56	1.96
57	2.00
58	2.06
60	2.14
61	2.26

Common Core Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
62	2.34
63	2.34
64	2.40
65	2.46
66	2.51
67	2.54
68	2.60
69	2.66
70	2.71
71	2.74
72	2.80
73	2.89
74	2.94
75	3.00
76	3.04
77	3.19
78	3.33
79	3.44
80	3.59
81	3.70
82	3.85
83	4.01
84	4.05
85	4.07
86	4.10

Appendix 1 (cont.). Conversion Table for Common Core Algebra Regents and Grade 8 Common Core Math Test

Common Core Algebra Regents score	Imputed proficiency rating for Grade 8 Common Core math test
87	4.13
88	4.17
89	4.21
90	4.26
91	4.28
92	4.32
93	4.36
94	4.43
95	4.43
96	4.43
97	4.43
98	4.50
99	4.50
100	4.50

Appendix 2. Conversion Table for Common Core Algebra Regents and Grade 7 Common Core Math Test

Common Core Algebra Regents score	Imputed proficiency rating for Grade 7 Common Core math test
25	1.38
45	1.73
55	1.92
57	1.96
58	1.97
61	2.10
63	2.21
65	2.34
66	2.41
67	2.45
68	2.52
69	2.59
70	2.66
71	2.69
72	2.76
73	2.86
74	2.93
75	3.00
76	3.04
77	3.19
78	3.35
79	3.46
80	3.62
81	3.73

Common Core Algebra Regents score	Imputed proficiency rating for Grade 7 Common Core math test
82	3.88
86	4.11
87	4.13
88	4.17
89	4.20
90	4.25
91	4.27
92	4.31
93	4.35
94	4.42
95	4.42
98	4.48
99	4.50
100	4.50

Appendix 3. Conversion Table for Common Core Geometry Regents and Grade 8 Common Core Math Test

Common Core Geometry Regents score	Imputed proficiency rating for Grade 8 Common Core math test
19	1.70
39	1.97
45	2.23
47	2.34
48	2.40
50	2.51
51	2.57
53	2.71
54	2.77
57	2.94
58	3.00
59	3.07
60	3.15
61	3.22
62	3.30
63	3.41
64	3.48
65	3.56
66	3.63
67	3.70
68	3.78
69	3.85
70	3.93
71	4.00

Common Core Geometry Regents score	Imputed proficiency rating for Grade 8 Common Core math test
72	4.02
73	4.04
74	4.06
75	4.08
76	4.09
77	4.11
78	4.13
79	4.15
80	4.16
81	4.18
82	4.20
83	4.22
84	4.24
85	4.26
86	4.28
87	4.29
88	4.31
89	4.33
90	4.34
91	4.36
92	4.38
93	4.40
94	4.42
95	4.44

Common Core Geometry Regents score	Imputed proficiency rating for Grade 8 Common Core math test
96	4.46
98	4.49
100	4.50

Appendix 4. Conversion Table for Common Core
Geometry Regents and Grade 7 Common Core Math
Test

Common Core Geometry Regents score	Imputed proficiency rating for Grade 7 Common Core math test
83	4.21
85	4.25
86	4.27
87	4.29

Appendix 5. Conversion Table for Common Core Trigonometry Regents and Grade 8 Common Core Math Test

Common Core Trigonometry Regents score	Imputed proficiency rating for Grade 8 Common Core math test
69	3.85
75	4.08
76	4.09
78	4.13
79	4.15
83	4.22
85	4.26
86	4.28
88	4.31
89	4.33
93	4.40
94	4.42
95	4.44
96	4.46
97	4.47
99	4.50

Appendix 6(a). Local Measures of Student Learning
HEDI Conversion Table

EC / ES / MS / K-8 / D75

Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.4		1
0.5 to 0.6		2
0.7 to 0.8		3
0.9 to 1.1		4
1.2 to 1.3		5
1.4 to 1.5		6
1.6 to 1.7		7
1.8 to 2.0		8
2.1 to 2.2		9
2.3 to 2.4		10
2.5 to 2.7		11
2.8 to 2.9	12	
3.0 to 6.4	Developing	13
6.5 to 9.9		14
10.0 to 27.6	Effective	15
27.7 to 45.2		16
45.3 to 62.9		17
63.0 to 75.2	Highly Effective	18
75.3 to 87.6		19
87.7 to 100.0		20

Appendix 6(b). Local Measures of Student Learning
HEDI Conversion Table

High Schools

Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.4		1
0.5 to 0.6		2
0.7 to 0.8		3
0.9 to 1.1		4
1.2 to 1.3		5
1.4 to 1.5		6
1.6 to 1.7		7
1.8 to 2.0		8
2.1 to 2.2		9
2.3 to 2.4		10
2.5 to 2.7		11
2.8 to 2.9	12	
3.0 to 5.4	Developing	13
5.5 to 7.9		14
8.0 to 22.9	Effective	15
23.0 to 37.9		16
38.0 to 52.9		17
53.0 to 68.6	Highly Effective	18
68.7 to 84.2		19
84.3 to 100.0		20

Appendix 6(c). Local Measures of Student Learning
HEDI Conversion Table

Transfer High Schools

Percentile Rank	HEDI Rating	HEDI Points
0.0 to 0.1	Ineffective	0
0.2 to 0.2		1
0.3 to 0.4		2
0.5 to 0.5		3
0.6 to 0.7		4
0.8 to 0.8		5
0.9 to 1.0		6
1.1 to 1.1		7
1.2 to 1.3		8
1.4 to 1.4		9
1.5 to 1.6		10
1.7 to 1.7		11
1.8 to 1.9		12
2.0 to 4.4	Developing	13
4.5 to 6.9		14
7.0 to 24.9	Effective	15
25.0 to 42.9		16
43.0 to 60.9		17
61.0 to 73.9	Highly Effective	18
74.0 to 86.9		19
87.0 to 100.0		20