



**THE ANALYSIS OF THE GROWTH IN PUPIL ACHIEVEMENT AND
OVERALL PERFORMANCE RATINGS OF COMPLETERS OF THE
TOURO GRADUATE SCHOOL OF EDUCATION'S
SCHOOL LEADERSHIP PROGRAM SERVING IN
THE NEW YORK CITY PUBLIC SCHOOLS**

Data for completers from the Classes of 2015 - 2018

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OVERVIEW

In order to improve the quality of the nation’s teachers and school leaders, the public education system has long relied on requirements and rewards for formal teacher education, experience, and other traits—the “characteristics strategy.” However, policymakers and some prominent educators are increasingly embracing a radical overhaul—an “accountability strategy”—that largely ignores these traits and instead rewards educators’ measured contributions to student results (Harris, 2007).¹ Chief among these accountability measures are student-growth scores based on value-added models (VAM), which attempt to measure a teacher’s individual contribution to the growth in their pupil’s standardized achievement test scores, controlling for students’ social, economic, and learning potential characteristics that are beyond the influence of the teachers. This accountability model has been extended to measure the contributions of other educators to pupil growth in achievement, including school administrators and supervisors. The use of VAM measures for assessing the effectiveness of teachers has been controversial. The Harris paper presents evidence pro and con concerning the methodological, statistical, and policy validity of these models for making high-stakes decisions about teacher effectiveness. Nevertheless, the use of VAM has become ubiquitous as accountability measures by state education departments, researchers, and national accreditation agencies. The Council for the Accreditation of Educator Preparation (CAEP) Standard 4 on program impact, requires that “The provider documents, using multiple measures, that program completers contribute to an expected level of student growth.”² Among these measures, the CAEP Handbook lists value-added measures and student growth percentiles.

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 and assistant principals receive State-provided Student Growth Percentile (SGP) scores based on 2017-18 State tests. The SGPs describe how much students are growing academically in mathematics and ELA (as measured by the New York State

¹ Harris, Douglas N (2007). *TQR The Policy Uses and “Policy Validity” of Value-Added and Other Teacher Quality Measures*. Paper prepared for ETS. Downloaded in May 2018 from <http://www.teacherqualityresearch.org>

² CAEP Handbook, *Initial-Level Programs 2018*, March 2018. Downloaded May 2018 from <http://caepnet.org/~media/Files/caep/accreditation-resources/handbook-initiallevelprograms.pdf?la=en>

tests) compared to similar students statewide.³ The growth scores are used to assign HEDI growth ratings to each teacher and certain school leaders, and along with teacher observation reports, an overall APPR rating. The acronym HEDI stands for **H**ighly Effective, **E**ffective, **D**eveloping, and **I**neffective, categories that are used to express each teacher's pupil growth rating, as well as overall APPR effectiveness rating.

This study focuses on the effectiveness scores and ratings of Touro School Leadership program completers from the classes of 2015 - 2018 using Mean Growth Percentile (MGP) and Overall APPR data from the 2017-18 school year. During the 2017-18 school year, the APPR system was in a state of transition. The New York State Education Department (NYSED) instituted a waiver and review system inviting local school districts to propose local modifications to the APPR system. During the transition, the data that the New York City Department of Education (NYCDOE) released to Touro was limited to MGPs, HEDI ratings, and Overall APPR ratings for teachers of ELA and mathematics in grades 4 – 8. Accordingly, the data used in this report are teacher effectiveness data for Touro school leadership completers who were teaching these subjects to pupils in these grades; it does not include pupil growth measures for high school teachers. The report also does not include data that reflect the broader responsibilities of those completers who were working as school leaders in the New York City public schools (NYCPS). The results of this study are intended to be used to inform program decision-making and provide evidence in support of continued program accreditation.

This is the third report on the effectiveness of completers of the Touro School Leadership program. Reports released during the past two years using data on Touro School Leadership completers from the Classes of 2014 through 2017 teaching in the NYCPS concluded that the completers were well prepared to teach effectively and raise the achievement of their pupils. Their pupils performed above average for similar students statewide in state pupil MGP scores and the vast majority of graduates had MGP HEDI ratings and Overall APPR ratings in the Effective and Highly Effective categories.

³For 2016-17, the State-provided growth scores are to be used for advisory purposes only pursuant to Section 30-3.17 of the Rules of the Board of Regents.

RESEARCH QUESTIONS

Using data from the New York State tests of ELA and mathematics for grades 3-8 and student demographics, NYSED annually calculates and reports MGPs for teachers of these subjects in grades 4 – 8. The MGP is a normative measure that compares the growth in test scores of a teacher’s pupils from one year to the next to that of similar students statewide. In the analysis reported here, growth means the change in scaled scores in ELA, mathematics, or both from 2017 to 2018 and similar students means students with approximately the same baseline (2017) scaled scores, academic history, and similar levels of educational needs. The MGP is similar to a percentile score and shows the relative ranking of the growth of a teacher’s students compared to similar students statewide. For instance, a teacher with an MGP of 50 had students whose growth was equal to the median for similar students statewide; that is their growth was equal to or greater than 50% of similar students and lower than 50%.

The NYSED uses the MGP to assign growth ratings (using the HEDI scale of effectiveness) to teachers using the following classifications: Highly Effective, which means their aggregate pupils’ growth (MGP) is well above the state average for similar students (at least 1.5 standard deviations (SD) above the mean); Effective, pupils’ growth is equal to the state average for similar students (between 1.0 SD below and 1.5 SD above the mean); Developing, pupils’ growth is below the state average for similar students (between 1.5 SD below and 1.0 SD below the mean); and Ineffective, pupils’ growth is well below average for similar students (less than 1.5 SD below the mean.) State MGP measures comprise 20% of the points that are used to determine the teachers’ Overall APPR performance rating, along with locally-selected measures of student achievement (20%) and measures of teaching practice, including rubrics, observations, surveys, etc., which count for (60%).⁴

Using the MGP, HEDI ratings, and the Overall APPR performance ratings, this study is designed to address the following three research questions about Touro School Leadership

⁴ The information on student growth measures and APPRs used in this section is based on the NYSED publication, *A Teacher’s Guide to Interpreting Stats-Provided Growth Scores for Grades 4-8 in 2016-17*, which was downloaded in May 2018 from <https://www.engageny.org/resource/teachers-guide-interpreting-state-provided-growth-scores-grades-4-8-2016-17>

program completers from the classes of 2015 - 2018 who were teaching ELA and/or mathematics in the New York City Public Schools (NYCPS) during the 2017 – 18 school year:

1. What were the MGP scores in ELA and mathematics of the Touro School Leadership completers? How did they vary by the completers' year of completion at Touro, program major, grade levels of the school in which they taught, type of teacher (Regular vs. Special Education), and total years of teaching experience?
2. What were the HEDI pupil growth ratings of the Touro completers? How did they vary by year of completion and program major?
3. What were the Overall APPR ratings of the completers and how did these vary by year of completion and program major?

METHOD

Participants

The analysis focused on Touro GSE School Leadership program completers from the classes of 2015 - 2018 who were teaching ELA and/or mathematics in the NYC public schools during the 2017 – 2018 school year in grades 4 – 8. In order to be included in these analyses, these teachers had to have at least five pupils on a grade with state test data for both 2017 and 2018.

Data

The data included three sets of metrics that were computed by the NYSED for each participant. The first two metrics, adjusted MGPs and HEDI ratings, are based upon the 2017 and 2018 state ELA and mathematics test scores, academic histories, and demographics of the pupils they taught during the 2017 – 2018 school year. The adjusted MGP is the mean of the teachers' (including school leaders') pupils' student growth percentiles (SGP), which are based on the rank of each student's 2018 state ELA or math test scores compared to the scores of similar students throughout the state. Similar students are those with similar academic histories, including 2017 test scores, and demographics, including English language learner status, economic status, and disability status. Based on the teachers' adjusted MGP, they are assigned points ranging from 0 to 20. The assigned points, in turn, are used to give HEDI ratings to the teachers, the second metric used in this study. The third metric is the Overall APPR. The Overall

APPR is scaled from 0 to 100 and is a summary rating based on the number of points each teacher earns in three components: adjusted MGP (0-20), local measures (0-20), and measures of teaching practice (0-60), mainly observations.

Procedures

The researcher transferred an Excel spreadsheet containing the names, social security numbers (last 5 digits), and birth dates of all participants to an NYCDOE data manager over a secure FileZilla client. The data manager matched the participant file to NYCDOE's Human Resources files and merged all data from the state APPR measures for spring 2018 into the participant file. The pinpoint date for data extraction was Dec. 31, 2018. The data were returned to the researcher over the same FileZilla client for downloading and analysis.

RESULTS

Participants in the Study

The participants included Touro GSE School Leadership completers from the classes of 2015 – 2018 who were responsible for teaching ELA and/or math in grades 4 – 8 in NYCPS and had MGP and APPR data for spring 2018. In total, 23 School Leadership completers met the criteria for inclusion in the analysis. At the time of data collection (Dec. 31, 2018), there were a total of 113 School Leadership completers from the Classes of 2015 – 2018 who were serving as teachers in the NYCPS. The 23 with MGP data represent 20.4% of the 113 completers who were teaching.

Tables 1 - 5 present descriptive information on the participants in the study. Table 1 shows the program majors of the participant sample by year of completion. Overall, 15 of the 23 completed the Dual School Building and District Leadership major and six, all in the Class of 2016, completed the School Leadership major. There were only three completers from 2018 who had MGP data.

Table 1. Number of Touro School Leadership completers with 2018 MGPs by program major and completion year

Program major	Completion year				Total
	2015	2016	2017	2018	
Dual School Building & District Leadership	7	0	6	2	15
School Building Leadership	0	0	1	1	2
School Leadership	0	6	0	0	6
Total	7	6	7	3	23

Table 2 shows the positions held by the completers with MGPs in the NYCPS in the 2017-18 school year. The large majority (69.6%) were teaching Special Education classes, with 21.7% teaching Regular Education classes. Only 1 was in a Leadership position as an Assistant Principal.

Table 2. Positions held in NYCPS of Touro Leadership completers with MGPs

Positions held by completers	N with MGP	% with MGP
Leadership	1	4.3%
Teacher-Regular Ed	5	21.7%
Teacher-Special Ed	16	69.6%
Other	1	4.3%
Total	23	100.0%

Table 3 shows the school levels of the schools in which the completers served. Nearly 40% taught in grades K – 8 schools and 40% in schools at the middle-school level. Five (21.1%) taught in elementary schools.

Table 3. Number and percent of Touro School Leadership completers with MGPs by school level (Classes of 2015 - 2018)

School level	N completers	% completers
ELEMENTARY	5	21.7
JUNIOR HIGH-INTERMEDIATE-MIDDLE	9	39.1
K-8	9	39.1
Total	23	100.0

Table 4 shows the total years of teaching experience of the completers as of Dec. 31, 2018. As would be expected of School Leadership program completers, the sample was rather experienced. One-half had 6 – 10 total years of teaching experience, while an additional one-third had more than 10. Only 18.1% had fewer than six years of experience.

Table 4. Total years of teaching experience for Touro School Leadership completers with 2018 MGPs (Classes of 2015 - 2018) **

Total years of teaching experience	N Completers	Percent of completers	Cumulative Percent
2 to 4	1	4.5%	4.5%
4 to 6	3	13.6%	18.1%
6-10	11	50.0%	68.1%
>10	7	31.8%	100.0%
Total *	22	100.0%	

* Data missing for 1 completer

** Years of experience as of Dec. 31, 2018

Last, Table 5 shows the distributions of tests included in the MGPs of the 23 completers with these data. Each teacher's MGP is based on state tests in the subject areas that they are responsible for teaching, ELA, math, or both. More than half (56.5%) had MGPs that were based on both subject tests, with one-quarter (26.1%) based only on Math and four (17.4%) based only on ELA. MGP data will be disaggregated by tests included in the MGP in the presentation of results.

Table 5. Tests included in computation of 2018 MGPs of Touro School Leadership program completers (Classes of 2015 - 18 combined)

Tests included in MGPs	N completers	Percent
Both ELA & Math	13	56.5
ELA Only	4	17.4
Math Only	6	26.1
Total	23	100.0

RQ1. Adjusted Mean Growth Percentiles (MGP)

Overall Mean Adjusted MGP

Table 6 displays the 2018 adjusted mean MGPs, as well as the mean number of students' SGPs included in the mean MGP calculation, for the 23 completers with scores from the four classes combined. The mean number of students included in the MGP scores was 43.6 with a standard deviation of 21.9, ranging from a low of 16 to a high of 84 students' scores. Overall, the mean adjusted MGP was 49.8 (SD=11.3). The MGPs ranged from a low of 31 to a high of 70. The mean adjusted MGP indicates that the Touro completers' performance was about average (the 50th percentile) for teachers with similar students across New York State public schools.

Table 6. Adjusted mean 2018 MGPs and mean number of Student Growth Percentiles (SGPs) used in calculations for Touro School Leadership completers (Classes of 2015 - 2018)

Statistics	Number of Student Growth Percentiles (SGPs)	Adjusted Mean Growth Percentile (MGP)
Minimum	16	31
Maximum	84	70
Mean	43.6	49.8
SD	21.9	11.3

Adjusted mean MGPs by subjects tested

Each teacher's MGP is based on the subjects, ELA and/or mathematics, that they are responsible for teaching. Table 7 shows the adjusted mean MGPs for the 23 Touro completers with MGP scores disaggregated by type of tests included in the calculation of the scores. As can be seen in Table 7, the completers with scores based on only one or the other test scored higher than those whose scores were based on both. The six completers from the math-only group had the highest adjusted mean MGP, 53.5 (SD=9.6), followed by the four completers from the ELA-only group, M=53.0 (SD=14.2). The 13 completers from the both-tests group had a mean of 47.2 (SD=11.3). This finding may point to the relative success of Touro completers who were

specializing in the subject matter they taught compared to those who were generalists in their teaching.

Table 7. Adjusted Mean MGPs and mean number of SGPs used in calculations for Touro School Leadership completers disaggregated by tests included in calculations (Classes of 2015 - 2018)

Tests included in MGP	N Completers with MGP data	N of SGPs		Adjusted MGP	
		Mean	SD	Mean	SD
Both ELA & Math	13	31.5	16.3	47.2	11.3
ELA Only	4	60.5	23.2	53.0	14.2
Math Only	6	58.3	16.9	53.5	9.6
Total	23	43.6	21.9	49.8	11.3

Adjusted mean MGPs by program major

Table 8 displays the adjusted mean MGPs of the completers disaggregated by program major. The six completers (all from the Class of 2016) in the School Leadership program major had the highest adjusted mean MGP of the three majors, $M=53.3$ ($SD=7.7$), followed by School Building Leadership ($M=51.5$, $SD=19.1$), but the number of completers, $n=2$, is too small to allow reliable inferences. The Dual Leadership program completers had a mean of 48.2 ($SD=12.2$).

Table 8. Adjusted Mean MGPs and mean number of SGPs used in calculations for Touro School Leadership completers disaggregated by program major (Classes of 2015 - 2018)

Program Major	N Completers with MGP data	N of SGPs		Adjusted MGP	
		Mean	SD	Mean	SD
Dual School Building & District Leadership	15	44.3	24.4	48.2	12.2
School Building Leadership	2	53.5	10.6	51.5	19.1
School Leadership	6	38.3	18.8	53.3	7.7
Total	23	43.6	21.9	49.8	11.3

Adjusted mean MGPs by school level, type of teacher, and years of teaching experience

Table 9 displays the adjusted mean MGPs for completers teaching at each school level. The mean for the nine completers in the mixed-level group (K-8 and K-12), 54.0 (SD=6.8), is much higher than those for the other groups. The mean for the elementary-school completers, M=45.6 (SD=11.5), is much lower than for the other two levels.

Table 9. Adjusted Mean MGPs and mean number of SGPs used in calculations for Touro School Leadership completers disaggregated by school level taught (Classes of 2015 - 2018)

School level	N Completers with MGP data	Adjusted MGP		N of SGPs	
		Mean	SD	Mean	SD
Elementary	5	45.6	13.6	29.0	11.5
Middle	9	48.0	9.3	47.4	20.7
Multi-level	9	54.0	11.7	47.8	25.6
Total	23	49.8	11.3	43.6	21.9

Table 10 compares the mean adjusted MGPs for completers teaching Regular Education versus Special Education classes. Those teaching the former had a mean adjusted MGP that was nearly 2.5 percentile points higher than the latter, 52.2 (SD=12.5) versus 49.7 (SD=11.7), respectively.

Table 10. Adjusted Mean MGP) and mean number of SGPs used in calculations for Touro School Leadership completers disaggregated by type of classes taught (Classes of 2015 - 2018)

School level	N Completers with MGP data	Adjusted MGP		N of SGPs	
		Mean	SD	Mean	SD
TEACHER-REGULAR EDUCATION	5	52.2	12.5	66.0	21.1
TEACHER-SPECIAL EDUCATION	16	49.7	11.7	35.8	18.4
Total *	23	49.8	11.3	43.6	21.9

Note. Type of teacher missing for 2 completers with MGPs

* Totals include data for all completers with MGPs

Figure 1 displays the adjusted mean MGPs of the completers disaggregated by total years of teaching experience. Table 11 presents the same metric in table format, along with numbers

of SGPs used in the calculations and standard deviations. The trend of the three data points in Figure 1 is a U-curvilinear function, with adjusted mean MGPs rising for completers with moderate experience from those with less experience before leveling off for those with more than ten years of experience. As can be seen in Table 11, the 11 completers with 6-10 years of teaching experience had an adjusted MGP of 53.3 (SD=9.6), compared to 42.0 (SD=13.5) for the four completers with less than 6 years of experience, and 48.9 (SD=13.8) for the seven with more than 10 years. This is not an unusual function for plots of performance measures on teaching experience.

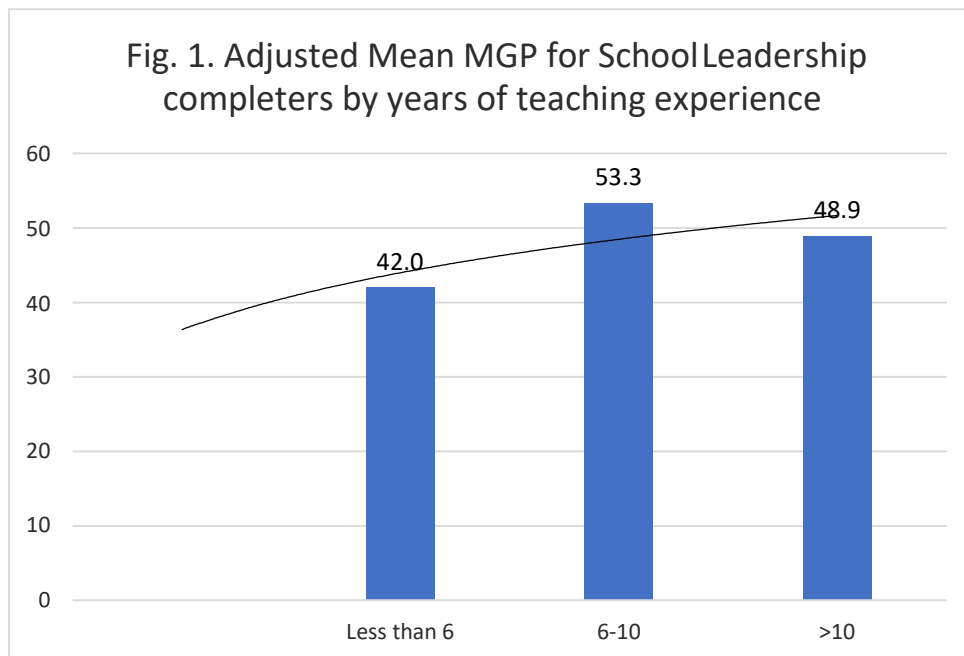


Table 11. Adjusted Mean MGPs and mean number of SGPs used in MGP calculations for Touro School Leadership completers disaggregated by total years of teaching experience (Classes of 2015 - 2018)

Years of experience	N Completers with MGP data	Adjusted MGP		N of student SGPs	
		Mean	SD	Mean	SD
Less than 6	4	42.0	13.5	27.3	15.0
6-10	11	53.3	9.6	40.7	22.3
>10	7	48.9	13.8	55.1	21.1
Total	22	49.8	11.6	42.9	22.2

Note 1 case missing data on years of experience

RQ2. State MGP HEDI Ratings

Table 12 shows the frequency distributions of HEDI ratings and mean HEDI points based on the MGP scores for each class of completers and the totals across the four classes of the study. For the four classes combined, 16 (69.6%) of the completers were rated as Effective with one (4.3%) rated as Highly Effective for a total of 73.9% Effective or Highly Effective. Six (26.1%) were rated as Developing and none were rated as Ineffective. The mean number of points earned was 15.6 (SD = 1.5) out of 20.

Table 12. HEDI ratings and mean HEDI score points for 2017-18 state pupil growth measure for Touro School Leadership completers disaggregated by year of completion

Year of completion	Statistics	HEDI Rating			Total	Points (0 - 20)	
		Developing (MGP 13 - 14)	Effective (MGP 15 - 17)	Highly Effective (MGP 18 - 20)		Mean	SD
2015	N completers	2	4	1	7	15.7	1.8
	% within Year	28.6%	57.1%	14.3%	100.0%		
2016	N completers	0	6	0	6	16.2	1.0
	% within Year	0.0%	100.0%	0.0%	100.0%		
2017	N completers	2	5	0	7	15.8	1.4
	% within Year	28.6%	71.4%	0.0%	100.0%		
2018	N completers	2	1	0	3	14.7	2.1
	% within Year	66.7%	33.3%	0.0%	100.0%		
Total	N completers	6	16	1	23	15.6	1.5
	% within Year	26.1%	69.6%	4.3%	100.0%		

RQ3. Overall APPR Ratings

Table 13 shows frequency distributions of Overall APPR ratings for each of the four classes of completers and the combined totals for all four. For the four years combined, 100% of the 21 completers with these data were rated Effective or Highly Effective, 14 (66.7%) received the former rating and seven (33.3%) the latter.

Table 13. Overall APPR ratings for 2017-18 for Touro School Leadership completers employed in NYC public school by year of completion

Year of completion	Statistic	APPR Rating		Total
		Effective (MGP 46-58)	Highly Effective (MGP >58)	
2015	N completers	3	3	6
	% within Year	50.0%	50.0%	100.0%
2016	N completers	4	1	5
	% within Year	80.0%	20.0%	100.0%
2017	N completers	4	3	7
	% within Year	57.1%	42.9%	100.0%
2018	N completers	3	0	3
	% within Year	100.0%	0.0%	100.0%
Total	N completers	14	7	21
	% within Year	66.7%	33.3%	100.0%

Note. APPR ratings missing for 2 completers

Table 14 displays the frequency distributions of the Overall APPR ratings for the three program majors. Completers in the Dual major program received six out of the seven Highly Effective ratings. These six comprised 42.9% of the 14 Dual major completers. Interestingly, the Dual major completers received higher Overall APPR ratings than the other majors, while the School Leadership completers fared better on the MGP metrics.

Table 14. Overall APPR ratings for 2017-18 for Touro School Leadership completers employed in NYC public schools disaggregated by program major (Classes of 2015 - 2018 combined)

Program Major	Statistic	APPR Rating		Total
		Effective (MGP 46-58)	Highly Effective (MGP >58)	
Dual School Building & District Leadership	N completers	8	6	14
	% within major	57.1%	42.9%	100.0%
School Building Leadership	N completers	2	0	2
	% within major	100.0%	0.0%	100.0%
School Leadership	N completers	4	1	5
	% within major	80.0%	20.0%	100.0%
Total	N completers	14	7	21
	% within major	66.7%	33.3%	100.0%

Note. APPR ratings missing for 2 cases.

SUMMARY AND CONCLUSIONS

This is the third report issued by Touro on the effectiveness of its School Leadership program completers teaching in New York City public schools (NYCPS) using New York State Education Department Student Growth Percentiles (SGP), a value-added metric, and Annual Professional Performance Review (APPR) data.⁵ This report expands on the previous reports by presenting data for a new class, program completers from the 2017-18 academic year, in addition to new data for the classes of 2015, 2016, and 2017, based on 2018 measures. The findings are summarized as follows:

- **The adjusted mean MGP for the full four-year sample of completers was 49.8 (SD=11.3), about average (the 50th percentile) for teachers with similar students across New York State public schools.**
- **The completers with scores based on only one or the other test scored higher than those whose scores were based on both.** The six completers from the math-only group test had the highest adjusted mean MGP, 53.5 (SD=9.6), followed by the four completers from the ELA-only group, M=53.0 (SD=14.2). The 13 completers from the both-tests group had a mean of 47.2 (SD=11.3). This finding may point to the relative success of Touro completers who were specializing in the subject matter they taught compared to those who were generalists in their teaching.
- **Completers in the School Leadership program major had the highest adjusted mean MGP of the three majors, M=53.3 (SD=7.7), followed by School Building Leadership (M=51.5, SD=19.1).** The Dual Leadership program completers had a mean of 48.2 (SD=12.2). It should be kept in mind that all of the School Leadership major completers graduated from the Class of 2016.
- **Completers teaching Regular Education classes and those teaching in mixed-level schools had higher adjusted mean MGPs than their respective counterparts, who were teaching Special Education classes, and in elementary schools.**
- **The trend of the relationship between adjusted MGP and years of teaching experience was a curvilinear function, with adjusted mean MGPs rising for**

⁵ Although NYSED computed and compiled the data, they were provided to Touro's GSE Dean's Office by the NYC Department of Education's Research Group.

completers with moderate experience from those with less experience, before leveling off for those with more than ten years of experience.

- **Sixteen (69.6%) of the completers received HEDI ratings of Effective with one (4.3%) rated as Highly Effective, for a total of 73.9% Effective or Highly Effective. Six (26.1%) were rated as Developing and none were rated as Ineffective.**
- **100% of the completers received Overall APPR ratings of Effective or Highly Effective. One-third were rated as Highly Effective.** APPR ratings, which were based on state standardized test data and observations, tended to be higher than the HEDI ratings, which were based solely on state standardized tests.

The analysis of 2017-18 MGP and Overall APPR data for Touro School Leadership completers from the classes of 2015 – 2018 teaching in the NYCPS confirms the conclusion drawn from similar analyses of this research, reported in previous years, that the program's completers are well prepared to teach effectively and raise the achievement of their pupils. Their pupils performed around average for similar students statewide in state SGP scores and the vast majority of graduates had HEDI ratings and Overall APPR ratings in the Effective and Highly Effective categories. Accordingly, with the caveat concerning small sample size, the results provide continued evidence that graduates of Touro's School Leadership program are able to meet the challenges of teaching and learning in the largely inner-city schools of New York City.