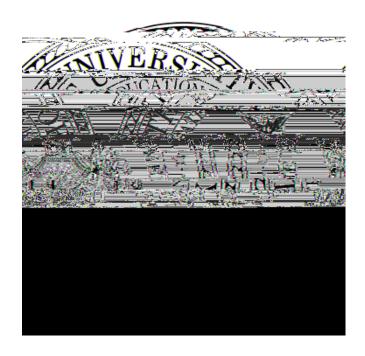
# Explaining Student Growth Scores to Teachers and Principals 2017-18 Frequently Asked Questions

December2018

Prepared for the New York State Education Department by Education Analytics, Inc. under contract022798

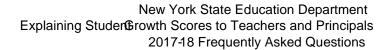


New York State Education Department



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## **Teachers**

#### **Growth Score Calculations**

1. How are student growth scores calculated for students in grades?4-

For each student in grades&4 a"student growth percentile (SGP) is calculated based on his or her ELA and math State assessment results in the current year compared to similar students. The term "similar students" means not only students with the same academic histoby also students with the same English language learner (ELL), economic disadvantage, or disability statuses and the degree to which a student's classmates are members of these groups

SGPsange from 1 to 99, and they always tell you where a student stands in a distribution of similar students (specifically, what share of students he or she performed the same as or better than). SGPs are calculated separately by subject and gradeSGP sace of 44 for a grade 4 ELA student, for example, would mean that the student scored as high or betted than percent of similar students on the grade 4 Elsessment that year.

For educator evaluation, a teacher's "mean growth percentile" (MGP) is takenulated, which is an aggregate measure to growth of his or her students A teacher's MGP for each grade or subject is calculated using the Soft each student on the teacher's roster meeting the minimum enrollment of 60% of the course duration of the student was enrolled in and attended the course with the eacher, as reported on the staff student course record. SGPs for students who were enrighted eacher's course for longer periods of time and who attended the class more regularly count more heavily in a teacher's MGP than those who were enrolled and attended for less tratele1 below and the following text gives an example how a teacher's MGP is calculated

<sup>&</sup>lt;sup>2</sup> This "comparison" is done through a regression modeling approach. For more details, please see the Growth Model for Educator Evaluation 2016/17 Technical Report, which is available on the NYSED Growth Measures Toolkit page. The 2017



Student	SGP	Enrollment	Include Student in MGP ~ H ò ì 9 v Œ } o o	Attendance	Enrollment x Attendance ~ t ] P Z š •
Student A	45	80%	Yes	90%	0.72
Student B	40	100%	Yes	95%	0.95



Students who are enrolled for less than 60 percent of a course's duration are not included in a teacher's MGPStudents whose course enrollment is 60 percent or more are included in a teacher's MGP and areeighted based upon the percentage of time the student is enrolled in and attends the course or example, a student who was enrolled with the teacher for 80% of the course and attended 90% of the time he/she was enrolled would be weighted 0.8 x 0.9 or 0.72 (see question 1, Table 1: Student A above)

Contingent ormeeting the minimum number of 16 SGPs, teachers will receive an MGP for each grade or subjector which they are responsible to a teacher receives nore than one MGP, the teacher's SGPs will be avaged across all grades and subjects into an overall MGP.

3. If we are in a transition period, why did I receive a Stateovided growth rating and score and what do I do with it?

In December 2015, the Board of Regents adopted regulatory amendments to add to the Rules of the Board of Regents, which provious four-year Annual Professional Performance Review (APPR (e)i9 (hi)tiw 0.003 17 la



4. How was my HEDI score determined?

When assigning Staterovided growth ratings (HEDI) and score (10), HEDI ratings are first assigned to teachers based on the mean and standard deviation of teachergrowth percentiles (MGPs) statewide ext, using scoring bands determined by Edwartiaw §3012d, HEDI scores of 200 are assigned to each educator based on his/her MGP within a particular HEDI rating category.

See the 2017-18 Classification Rules for Growth Ratings Scoolines Teacher for more information.

5. How/where can light statewide statistics for my grade? I am especially interested in knowing the percentage of eachers in my grade, statewide, who got a 1, 2, 3, etc. on NYSED's 2point scale.

Education Law §3012(10), as applied to APPRs conducted pursuant to Education Law-§3012 Education Law §3012(15) and §308.15 of the Rules of the Board of Regents, prohibits the Department and school districts/BOCES from releasing to the public APPR data, or any data that are used as a component of APPRst includes personally identifying information for any teachers or principalsHowever, the percentage of educators statewide and by district and schoolwho earned each HEDI rating in terms of their Statewided growth score is available on the NYSED Public Data Site

6. Why am I in the student file but not the teacher results file?

To be included in the studenteacher file, aleast one student must be linked to the acher. To be included in the HEDI results file least one student that received an SGP must have been attributed (i.e., met the 60% enrollment duration requirement) to teacher Teachers with fewer than 16 attributed SGPs (i.e. between 1 and 15 SGPs) will appear in the HEDI files but will not receive an MGP or HEDI result.

7. t Z Ç Œ u Ç P Œ ô o P Œ /dents}nuotuin) olude) dDin my Staple provided growth score?

During the 2014-15 school year, the Department and its student growth vendor developed an expansion of the student growth model to calculate SGPs for eighth grade students who take the Algebra I Regents xamination However, onsistent with the Department's intent to maintain s>8 <018iih ei the 0 (th) 10 Stti-1ptm



8. In general, how were results of the Staterovided growth model impacted by student opt-out in 2017-18?

In the 2017-18, there were slightly more students included in growth results than there were in 2015-16 and 2016-17. Overall the number of students included in the analysis remains very (1 (wan)6 (1 (wan)6) (aly8)6 (aly8)6



school principal will only receive a Stateovided growth score if the principal is responsible for all of grades 912, has a staff assignment record submitted for all of grades, 9and has a sufficient number of student scores attributed him or her to calculate these measures. See questionsD17,D18, D24and D26 of the Education Law §301@ APPR guidance cument for details.

4. Why am I in the student file but not the principatesults file?

To be included in the studentrincipal file, aprincipal must have at least one student linked to him or her. To be included in the HEDI results, file principal must have at least one student that received an SGP and was attributed (increase enrolled in the school on BEDS day and on the first day of the Sate assessment period) to him or her. Principals with fewer than 16 attributed SGPs (i.e. between 1 and 15 SGPs) will appear in the HEDI files but will not receive an MGP or HEDI result.

5. Does my principal's Staterovided growth score include to grade Algebra scores?

During the 201415 school year, the Department and its student growth vertibereloped an expansion of the student growth model to calculate SGPs for eighth grade students who take the Algebra I Regents Examination. However, this expanded rhadebt been implemented as part of the State rovided growth model. However, onsistent with the Department's intent to maintain stability in the State rovided growth model during the transition period (2016 through 201819 school years) as the Department vesto a revised State rovided growth model, the Department decided not to move forward with this expansion of the growth model. Therefore, Algebra I Regents am data are not included in the growth model for grade or 8 students, and in 2071-18, students who took only the Regents am and not their grade level math assessment were xcluded from the State rovided growth model.

6. My high school students completed an alternative pathway to graduation. How are their results captured in the Growth in Regents Examinations results?

There are currently two different measures of student growth used in the Growth Model for principals of grades-\$2. The meangrowth percentile (MGP) is based on student growth on the Regents Exams in ELA (Common Core) and Algebra I (Common Core). The Comparative Growth in Regents Exams Passed (GRE) measure is based on student progress from one year to the next towards passing up to eight Regents exams. Both measures currently consider only the performance of students on Regents examinations.

The Department plans to explore the possibility of expanding the mtodecorporate measures of student performance in advanced coursework aligned with corbaginess



standards in order to recognize efforts to encourage student participation and success in college preparation courses.

While the Department cannot yet sawith certainty that any exploration will lead to the eventual adoption of an expanded growth model for grades plans are in place to begin beta modeling such an expansion. In order to do so, districts must submit results from participation in Advance Placement (P), International Baccalaureate (B), dualenrollment courses and associated as exam scores, and participation in Blue Ribbon Panel endorsed Career and Technical Education (Courses and associated as exam scores beginning in the 2016-17 school year. See the NYSED Office of Information and Reporting Services for reporting requirements fothese alternative college and career eadiness aligned ssessments.



important to keep these results in context with the other evidence of educator effectiveness from your district's evaluation system.

Stateprovided growth scores measure change in learning between two points in time, not just a singlepoint level of achievement. While the characteristics of students who enter the schools and classrooms educators are not subject to their control educatorscan, and they do, influence the learning that happens over the course of the year. This is what the New York Statevided growth scores measure.

Stateprovided growth scores measure student performance in the current year compared to that of similar stdents statewide. By similar students, we mean students with similar prior academic history and student demographic characteristics. This ensures that all educators have a chance to do well regardless of the composition of their schools or classrooms.

NYSED as developed an animated video and a professional development turnkey kit for administrators to use as they explain how New York State calculates student growth based on State tests. These and other resources are available at the NYSED gov Growth Measures Toolkits age.

9. Some of my educators had large

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### **Accessing Results**

13. Are teachers able to see how students on their rosters impacted that e-provided growth scores by logging in to the site where they verify their rosters? Are there directions for how they might do that?

Typically, the district data coordinator will pull down files from the Portal and distribute to personnel within the district. Department staff



Test



## **Additional Resources**

Further information about **Sate-provided** student growth scores are available NYSED.gov <u>"State Growth Measures Toolkitpage</u> and in the \$3012d APPR guidance document.

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