

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

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Teachers

Growth Score Calculations

1. How are student growth scores calculated for students in grades 3-4?

For each student in grades 3-4, 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 history, but 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.

SGPs range 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 grade. An SGP score of 44 for a grade 4 ELA student, for example, would mean that the student scored as high or better than 44 percent of similar students on the grade 4 ELA assessment that year.

For educator evaluation, a teacher’s “mean growth percentile” (MGP) is calculated, which is an aggregate measure of the growth of his or her students. A teacher’s MGP for each grade or subject is calculated using the SGP for each student on the teacher’s roster meeting the minimum enrollment of 60% of the course duration. Each SGP is weighted by the proportion of time the student was enrolled in and attended the course with the teacher, as reported on the staff student course record. SGPs for students who were enrolled in a teacher’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 time. Table 1 below and the following text gives an example of how a teacher’s MGP is calculated.

² 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



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Student	SGP	Enrollment	Include Student in MGP	Attendance	Enrollment x Attendance
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 MGP. Students whose course enrollment is 60 percent or more are included in a teacher's MGP and are weighted based upon the percentage of time the student is enrolled in and attends the course. For 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 0.8×0.9 or 0.72 (see question 1, Table 1: Student A above)

Contingent on meeting the minimum number of 16 SGPs, teachers will receive an MGP for each grade or subject for which they are responsible. If a teacher receives more than one MGP, the teacher's SGPs will be averaged across all grades and subjects into an overall MGP.

3. If we are in a transition period, why did I receive a State provided 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 provide a four-year Annual Professional Performance Review (APPR) (e)9 (hi)tiw 0.003 17 la



4. How was my HEDI score determined?

When assigning State provided growth ratings (HEDI) and scores (1-4), HEDI ratings are first assigned to teachers based on the mean and standard deviation of teacher growth percentiles (MGPs) statewide. Next, using scoring bands determined by Education Law §3012-d, HEDI scores of 1-4 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 Scores- Teachers](#) for more information.

5. How/where can I get statewide statistics for my grade? I am especially interested in knowing the percentage of teachers in my grade, statewide, who got a 1, 2, 3, etc. on NYSED's 4 point scale.

Education Law §3012(10), as applied to APPRs conducted pursuant to Education Law §3012 Education Law §3012(15) and §30.15 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 APPR that includes personally identifying information for any teachers or principals. However, the percentage of educators statewide and by district and school who earned each HEDI rating in terms of their State provided 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 student teacher file, at least one student must be linked to the teacher. To be included in the HEDI results file, at least one student that received an SGP must have been attributed (i.e., met the 60% enrollment duration requirement) to the 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. How do I know if I am included in my State 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 examination. However, consistent with the Department's intent to maintain consistency with the 2010 Stti-1ptm



8. In general, how were results of the State provided 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 large (about 225,000 300,000 student scores per grade in the grades 4-8 model). As a result of having more students in the model, more teachers and principals had sufficient numbers of student scores to receive State provided growth results in 2017-18 than in 2016-17 and 2015-16. About 80 more teachers and 15 more principals serving students in grades 4-8 received scores in 2017-18. In addition, 00 students (rs)2



school principal will only receive a State-provided growth score if the principal is responsible for all of grades 9-12, has a staff assignment record submitted for all of grades 9-12, and has a sufficient number of student scores attributed to him or her to calculate these measures. See questions D17, D18, D24 and D26 of the [Education Law §3012 APPR guidance document](#) for details.

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

To be included in the student principal file, a principal must have at least one student linked to him or her. To be included in the HEDI results file, the principal must have at least one student that received an SGP and was attributed (i.e. was enrolled in the school on BEDS day and on the first day of the State 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 State-provided growth score include 8th grade Algebra scores?

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 Examination. However, this expanded model had not been implemented as part of the State-provided growth model. However, consistent with the Department's intent to maintain stability in the State-provided growth model during the transition period (2016 through 2018-19 school years) as the Department moves to a revised State-provided growth model, the Department decided not to move forward with this expansion of the growth model. Therefore, Algebra I Regents exam data are not included in the growth model for grade 7 or 8 students, and in 2017-18, students who took only the Regents exam and not their grade level math assessment were excluded from the State-provided 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 9-12. The mean growth 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 model to incorporate measures of student performance in advanced coursework aligned with college readiness



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

While the Department cannot yet say with certainty that any exploration will lead to the eventual adoption of an expanded growth model for grades 4-9, plans are in place to begin beta modeling such an expansion. In order to do so, districts must submit results from participation in Advanced Placement (AP), International Baccalaureate (IB), dual enrollment courses and associated final exam scores, and participation in Blue Ribbon Panel endorsed Career and Technical Education (CTE) courses and associated final exam scores beginning in the 2016-17 school year. See the NYSED Office of Information and Reporting [Services](#) for reporting requirements for these alternative college and career readiness aligned assessments.



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

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

State-provided growth scores measure student performance in the current year compared to that of similar students 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 has 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](https://www.nysed.gov/Growth-Measures-Toolkits) page.

9. Some of my educators had large



Accessing Results

13. Are teachers able to see how students on their rosters impacted their site-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



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Test



Additional Resources

Further information about state-provided student growth scores are available on NYSED.gov
[“State Growth Measures Toolkit” page](#) and in the §3012d APPR guidance document.

Growth Resources on NYSED.gov