

The Role of Growth Scores in Annual Performance Reviews

New York State teachers of mathematics and English Language Arts (ELA) grades 4–8 and the principals will receive State-provided growth scores based on 2018-19 State tests for teacher purposes only pursuant to Chapter 59 of the Laws of 2019, which amended the Student Performance Center requirements of Education Law §3012-d. These

Why Growth?

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Factors Used to Define “Similar Students” in the Growth Model for 2018-19

For educator evaluation, we further refine the definition of students to include additional factors known to impact student performance in order to better isolate the impact of a student’s teacher on his or her performance. In the growth model, the term “similar students” means not only students with the same demographic history, but also students with the same English Language Learner (ELL), economic disadvantage, or disability status both the student and classroom levels. Table 1 displays specific factors for each of these categories. We account for whether a student is an ELL. For example, we also account for the percentage of ELL students in a student’s ELA or mathematics course. This type of adjustment is intended to address peer effects, acknowledging that it may be a different experience for a student to be in a class or course with many ELL students (and different job for an educator with many ELL students) than it is to be in a class or course with fewer ELL students.

Table 1. Factors Used to define “Similar Students” in 2018-19*

Categories	Factors
Academic History	<ul style="list-style-type: none"> Up to three years of student State exam scores, same subject Prerequisite test score, different subject Retention rate Average percentage of students in student’s course (same subject) New to school in non-cultural center (e.g., entered middle school in elementary)
English Language Learners	<ul style="list-style-type: none"> New York State English as a Second Language Achievement Test (NYSESLAT) scores Percentage of ELLs in student’s course ELL Status (yes or no)
Economic Disadvantage	<ul style="list-style-type: none"> Percentage of economically disadvantaged students in student’s course Student economic disadvantage status (yes or no)
Students with Disabilities	<ul style="list-style-type: none"> Student with disabilities spending less than 40 percent of time in general education setting Percentage of students with disabilities in student’s course Student with disabilities status (yes or no)

* In the future, additional characteristics may be added, or other changes may be made to the growth model, as approved by the Board of Regents.

How is Student Growth Used for 4-8 Principal Evaluation?

A school’s or principal’s State-provided growth return (the HEDI return) and growth score (0–20) are based on the growth percentile for



Table 2. Example of Students Who Count in a School's or Principal's MGP: Sample Data

Student	SGP	BEDS - Assessment Day Enrollment	Include Student in D'W	Grade
Student Q	45	Yes	Yes	4
Student R	40	Yes	Yes	5
Student S	70	Yes	Yes	6
Student T	60	No	No	7
Student U	41	Yes	Yes	8

To determine school's MGP, we find the average of the SGPs for all students who were enrolled on BEDS day of State assessments. In this case, the calculations would be as follows:

Step 1: Sum SGPs for all students to be included in the calculation

Table 2 example: $45 + 40 + 70 + 41 = 196$

Step 2: Divide Step 1 result by the total number of students

Table 2 example: $196 / 4 = 49$

The school description has an MGP of 49, meaning that, on average, students who are 3D or 4D are 49% of the total.

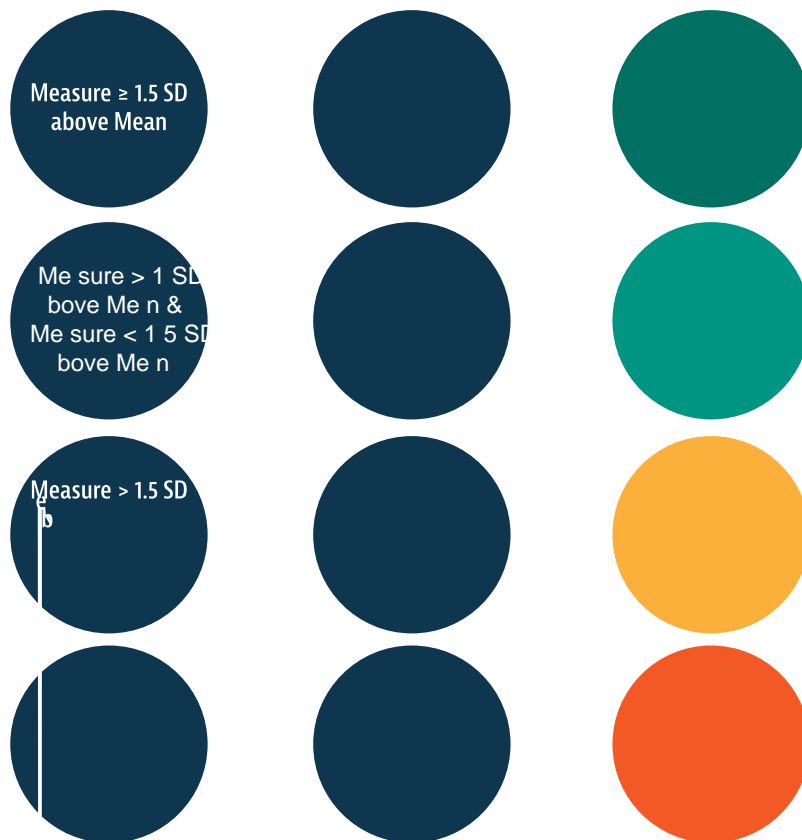


All statistical calculations contain some uncertainty. Although the reported MGP is the best estimate for the teacher or principal, we can also quantify where we can expect that the true answer lies. The upper- and lower-limit MGP define a set of scores where an educator's true MGP lies 95 percent of the time. Reported upper- and lower-MGPs similar to the other statistical calculations, such as political polls, are reported (e.g., candidate can be elected in the polls by 6 points, plus or minus 3 points). The width of the confidence range (that is, the distance between the upper and lower limits) is affected by such factors as the number of students included in generating the score, spread of student scores, and characteristics of the tests students take.

We report the upper- and lower-limit MGPs because we want to be transparent about the data. We also use upper- and lower-limit MGPs to assess educator ratings in which different levels of uncertainty in MGPs into account. We use the overall adjusted MGP (that is, the MGP that combines information across all applicable grade levels and subjects) and upper- and lower-limit MGPs to determine growth ratings, as shown in Figure 3. The rules assess annual growth ratings that are used for schools, principals, and teachers of grades 4–8 students.

A growth score of 0-20 points is then assessed with the annual growth rating category (HEDI) using the scoring bands prescribed in Subpart 30-3 of the Rules of the Board of Regents (e.g., the results that govern evaluations pursuant to Education Law §3012-d). Higher MGPs with annual growth rating category receive more points. Schools or principals selected for a combination of grades 4-8 and grades 9-12 will have additional growth results factored into the final growth subcomponent rating. The next section provides details on how State-provided growth scores and ratings are determined for schools and principals.

Figure 3. Determining School & Principal Growth Ratings



Growth Ratings for Schools or Principals Serving Grades 4-8 & 9-12

To determine final State-provided growth rating for schools or principals who serve grades 4–8 and grades 9–12, growth ratings and scores are determined for grades 4–8 and grades 9–12 separately and then combined. The grades 4–8 measure growth ratings are determined using the process shown in Figure 3. Because multiple grades 9–12 measures exist, growth scores for each grade 9–12 measure are averaged to either and then weighted by the number of students in each measure to determine an overall grades 9–12 growth rating and score. An overall growth subcomponent rating that includes results for both grades 4–8 and grades 9–12 students is then computed in the same manner as for grades 4–8 and grades 9–12 growth scores by the number of students in each measure and found in the **Figure 4** shows an example of this process.

Figure 4. Determining Growth Ratings for Schools & Principals with Grades 4-8 & 9-12 Growth Measures

Sample School	Growth Z-Score	Growth Score	Number of Students or Student Scores in Measure	Percentage of Students (Measure Weight)	Score X Measure Weight	Weighted Score (Rounded)
4-8 Growth Subcomponent	Effective	16	435	18%	16 x 0.18	2.9
9-12 Growth Subcomponent	Effective	15	1,970	82%	15 x 0.82	12.3
Overall Growth Subcomponent (4-8 & 9-12)	Effective		2,405	100%		15 (Rounded from 10.4 (total))



Adjusted MGP (Principal or School) The mean of the SGPs for students included to principal (or school) based on demographic characteristics as well as ELL, students with disabilities, and economically disadvantaged student characteristics. These MGPs are used to determine principal's (or school's) State-provided growth score and growth rating.

Adjusted MGP (Teacher) The weighted mean of the SGPs for students attributed to the teacher that are based on all factors used to define "similar students" (see Table 1).

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State-provided growth score and growth rating

Upper Limit and Lower Limit Highest and lowest MGP for 95-percent confidence range

Growth Rating Growth rating describes the educator's HEDI performance on the State-provided growth subcomponent

Growth Score is a score on a scale from 0 to 20, with a score of 0 to 20 points assigned to each educator based on his or her overall MGP with the growth rating category.

MGPs are derived by subject region provided Districts region provided with student roster files. These show which students were included in an educator's MGP along with information about each student. These rosters provide information about students who were included in educator's MGPs but were not included in the calculation of the educator's MGP. Students who do not meet the minimum enrollment requirements will have a default exclusion reason, and those who do not meet the minimum enrollment requirements to be included in educator's MGPs will have an exclusion reason of "students who were included in an educator's growth score (exclusion reason of "NA"), the following information will be provided:

- Year, which indicates the end of the school year to which the information applies
- District, school, and educator (teacher or principal) name and ID
- Student name and ID
- Assessment subject and grade ("Item Description")
- Student background characteristics
 - Disability Students identified as having disabilities, based on district, BOCES, or charter school-provided information
 - ELL Students who have been identified as English Language Learners in accordance with Part 154 of the Commissioner's Regulations, based on district, BOCES, or charter school-provided information
 - Economically disadvantaged Students whose families participate in economic assistance programs such as free or reduced-price lunch programs, Social Security Insurance, food stamps, foster care, refugee assistance, earned income tax credit, the Home Energy Assistance Program, Supplemental Assistance, the Bureau of Indian Affairs, or Temporary Assistance for Needy Families, based on district, BOCES, or charter school-provided information
 - Students with disabilities spend no less than 40 percent of time in general education settings
 - NYSESLAT form and score
 - New to school
 - Retired grade
- 2019 State test score and prior year(s) State test score(s)
- SGP (unadjusted and adjusted)

⁹ See Part 154 of the Commissioner's Regulations



Questions for Consideration

Following are some questions to consider as you review our State-provided growth score information:

How much did my students grow, on average, compared to similar students? Is this higher, lower, or about what you would have expected? Why?

How does this information about student growth align with information about leadership practice received through observations or other measures? Why might this be?

How do my MGPs in these subjects compare? Why might they be similar or different?

How do my MGPs compare across grade levels? Why might they be similar or different?

Information or Additional Questions

If you have questions about our data, what the scores are used for, or what you received the score that you did, please contact our school!

