

Guide to Interpreting State-Provided Teacher Growth Scores for Grades 4-8 in 2021-22

2022

The Role of Growth Scores in Annual Performance Reviews

New York State teachers of English language arts (ELA) and mathematics in grades 4-8, including teachers of grade 8 students who take the Algebra 1 Regents examination, and their principals will receive State-provided growth scores based on 2021-22 State tests. The growth scores are **for advisory purposes only** pursuant to Chapter 59 of the Laws of 2019, which amended the Student Performance Category requirements of Education Law §3012-d. These growth scores describe how much students are growing academically in ELA and mathematics (as measured by the New York State tests) compared to similar students statewide.

Development of Growth Measures

The Regents Task Force on Teacher and Principal Effectiveness comprising representatives from key stakeholder groups, including **educators, educator unions, and educator professional organizations** provided input into the development of APPR regulations and the design of the current State-provided growth scores. In addition, a technical advisory committee of leading experts in the nation reviewed the technical accuracy and utility of the statistical methodology used to calculate scores.¹

Where and when will data be available?

State-provided growth scores for 2021-22 are expected to be distributed to districts in November 2022.

Where can I get more information?

Additional information is available on the nysed.gov [State-Provided Growth Measures Toolkits](#)

Why Growth?

All students enter their teachers' classrooms at differing levels of academic proficiency or achievement. One way to measure proficiency is student performance on standardized assessments. By measuring the amount of progress, or, academic growth a student makes during a given school year on these assessments, we can begin to understand the influence of that particular school year experience on student learning.² By measuring academic growth in addition to proficiency, we can identify strengths and gaps in student progress and help teachers to better support students who have a wide range of academic needs.

How Does New York State Measure Student Growth?

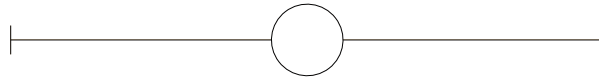
The simplest way to measure growth would be to subtract a student's test score in a prior year from their

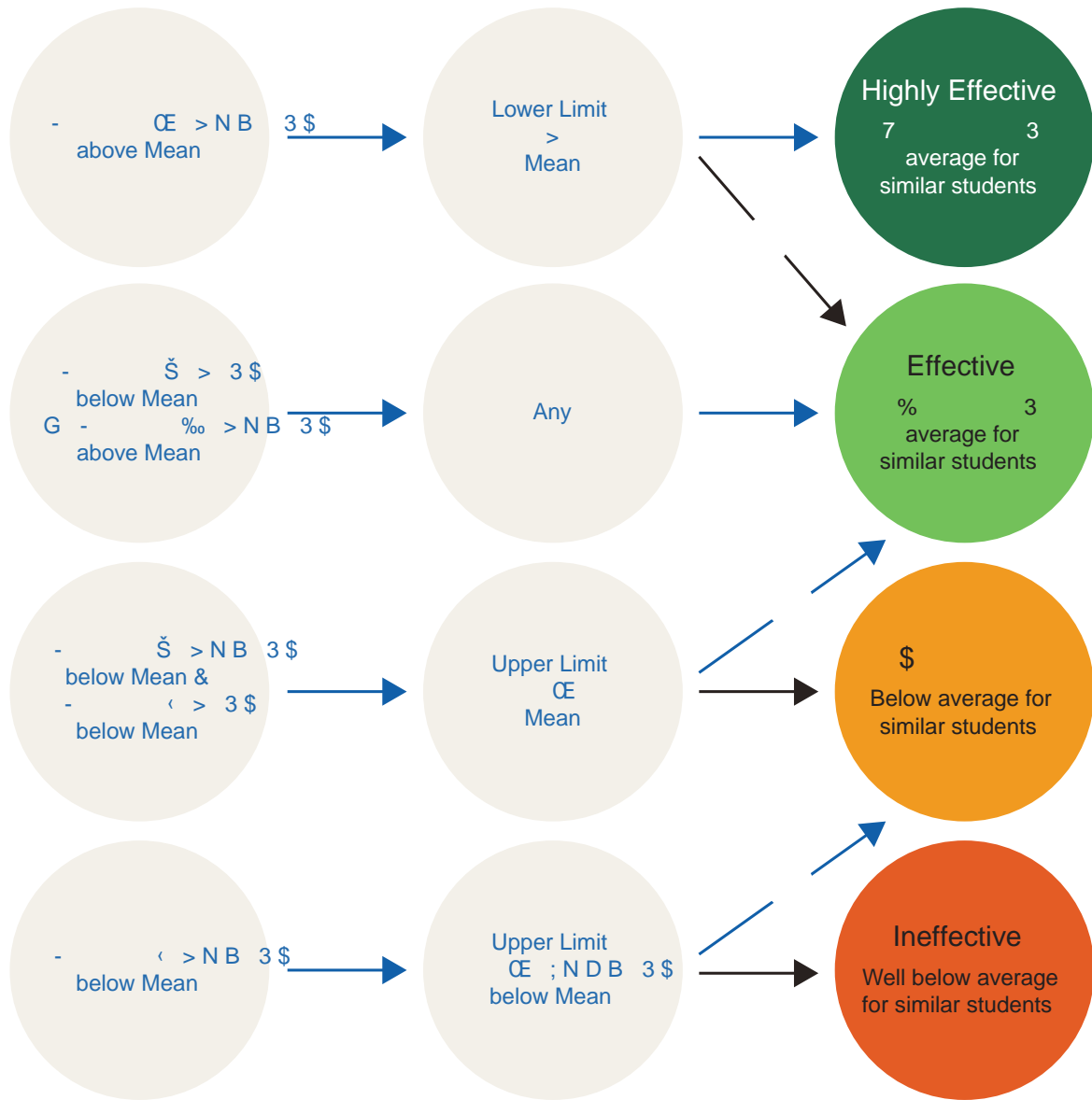


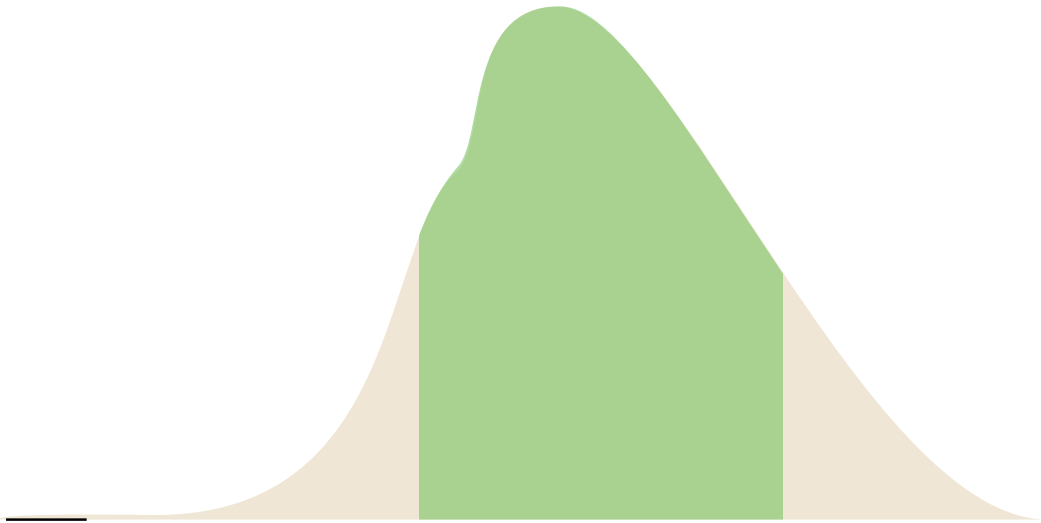
Confidence Range

In addition, MGPs also are reported with an upper limit and a lower limit that represents a 95-percent confidence range.

All statistical calculations contain some uncertainty. Although the reported MGP is the best estimate for any teacher, we can also quantify a range wherein we can expect that the true answer lies. The upper- and lower-limit MGPs define a set of scores wherein an educator's true MGP lies 95 percent of the time as shown in **Figure 2**. Reporting upper- and lower-limit MGPs is similar to the way other statistical calculations, such as political polls, are reported (e.g., a candidate can be ahead 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, the spread of student scores, and characteristics of the tests students take.







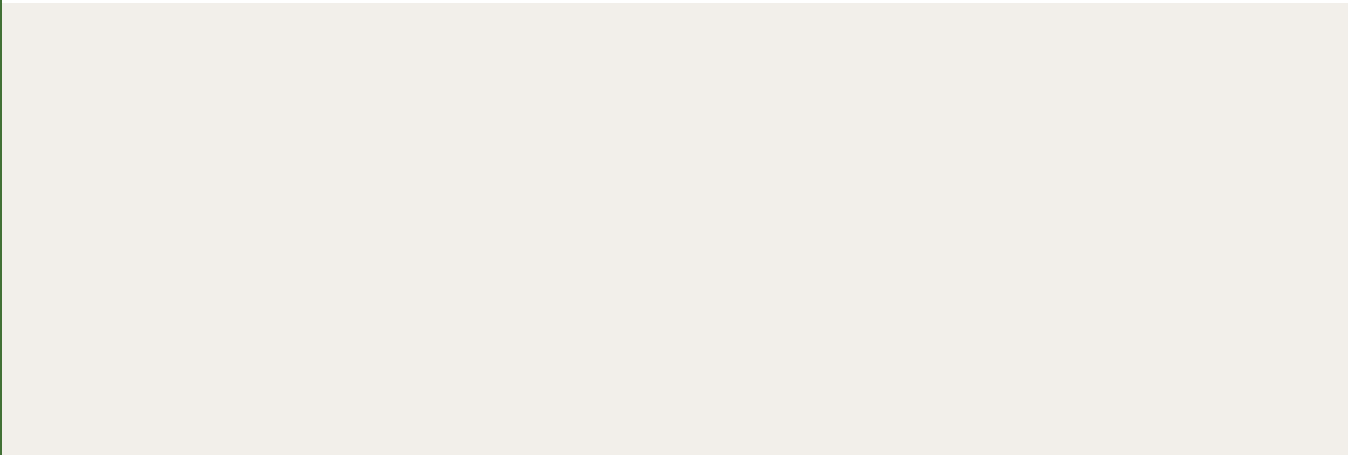
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Information Available in District Files

State-provided growth scores are made available to districts by September each school year. These files contain the following information:

- **Number of Student Scores:** The number of SGPs included in a teacher's MGP.
- **Percent of Students Above the State Median:** Percentage of students above the State median SGP in the relevant subject and grade, using adjusted student SGPs.
- **Unadjusted MGP:**





Questions for Consideration

The following are questions for teachers to consider in reviewing State-provided growth score information:

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

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

- For teachers with MGPs in both ELA and mathematics
