A Principal's Guide to Interpreting State-Provided Growth Scores for Grades 9–12 in 2013–14

Understanding the Growth Subcomponent of 2013–14 Annual Professional Performance Reviews: New York State-Provided Growth Scores

The Role of Growth Scores in Annual Performance Reviews

As part of the Annual Professional Performance Review (APPR) process, New York State teachers of mathematics and English language arts (ELA) in Grades 4 through 8 and their principals and Grades 9–12 principals will receive State-provided growth scores based on 2013–14 State tests. These growth scores describe how much students in their classrooms and schools are growing academically in mathematics and ELA (as measured by the New York State tests) compared to similar students statewide. Development of the growth measures for principals of Grades 9–12 was informed by the development of the growth model for principals of Grades 4–8. Where possible, we utilized the same definitions of similar students and the same rules about student attribution as were used for the Grades 4–8 principal measures. State-provided growth scores are just **one** of the **multiple** measures that make up the annual performance reviews and will count for 20 percent of an evaluation score for the 2013–14 school year (see box at right).

Multiple Measures for Performance Reviews

Growth is one of three components of the State's comprehensive approach to measuring educator effectiveness.

Student Growth or Other Comparable Growth Measures (20%)	▪ Student growth on Algebra and ELA Regents Exams and Comparative Growth in Regents Exams Passed (State-provided) ▪ Student learning objectives
Locally Selected Measures of Student Achievement (20%)	▪ Student growth or achievement ▪ Options selected through collective bargaining
Other Measures (60%)	▪ Rubrics ▪ Sources of evidence: observations, visits, surveys, etc. ▪ Options selected through collective bargaining

Based on these multiple measures, **educators receive an overall performance rating from one of four rating categories**: Highly Effective, Effective, Developing, and Ineffective (HEDI), and will receive a single composite effectiveness score of up to 100 points for use in their evaluation. The State-provided growth subcomponent reports include a growth rating and a growth score of up to 20 points for school year 2013–14.

New York State law requires that APPRs play a significant factor in employment decisions as well as in the provision of targeted professional development.

Development of Growth Measures

The Regents Task Force on Teacher and Principal Effectiveness, comprised of representatives from key stakeholder groups, including **educators, educator unions,** and **educator professional organizations**, has given input into the development of APPR regulations and the design of the State-provided growth scores over the course of the last several years. 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.

Measures for Grades 9–12 include the mean growth percentile (MGP) measure based on Algebra and ELA Regents Exams and the Comparative Growth in Regents Exams Passed measure. Between 2012–13 and 2013–14, New York State Education Department updated all Grades 9–12 measures to include one additional factor defining similar students (whether or not a student was new to a Grades 9–12 school in a year other than Grade 9).

WHERE AND WHEN WILL DATA BE AVAILABLE?

State-provided growth scores for 2013–2014 were distributed to districts in August 2014 and are available to authorized users using the secure online Growth Reporting System (GRS) in September 2014. (http://www.engageny.org/resource/secure-online-growth-reporting-system)

WHERE CAN I GET MORE INFORMATION?

Visit http://www.engageny.org for additional information on the State's teacher and leader effectiveness reform agenda and detailed information on State-provided growth scores.

Visit http://www.engageny.org/resource/appr-planning for additional information on APPR and a detailed guidance document located here: http://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations/

Principals should contact their superintendent or their network team trainers for additional information about APPR or the calculation of State-provided growth scores.

For a list of task force members and technical advisory committee members, visit **http://www.engageny.org/resource/resources-about-state-growth-measures**

Background

Also in 2014, additional MGP computations were developed in order to use the new Common Core State Standards–aligned versions of Algebra I and ELA Regents Exams. For students with scores from both versions of these assessments in the same subject (Algebra I Common Core and Integrated Algebra, or ELA Common Core and Comprehensive ELA), two student growth percentiles (SGPs) were computed and the higher of the SGPs was used for educator growth measures.

For the Comparative Growth in Regents Exams Passed measure, students classified as dropouts in the prior year (for 2014, those classified as dropouts in 2012–13) are now included in the measure until four years after their Grade 9 entry.

Staff assignment data that are submitted by districts are now used to link principals to specific grade levels within a school. In schools where two (or more) principals are assigned to different grade levels, these principals will have growth scores that only include the grade levels of their assignment.

Why Growth?

Students enter schools at differing levels of proficiency or academic achievement. By measuring academic growth rather than only proficiency, we can measure how well principals are helping students progress and identify strengths and gaps in student progress. This information can help principals to better support students with varying academic needs. As described in the previous section, growth measures are only one part of a multiple-measure evaluation system for principals.

Student Growth Percentile (SGP):

A measure of a student's academic growth compared to similar students

The goal of growth measures for principals of Grades 9–12 are to measure student growth toward graduation and college and career readiness, using available Regents Exam data. To achieve this goal, two different growth measures are reported. These two measures are intended to acknowledge progress in passing Regents Exams required for graduation, as well as to account for high-level performance on Regents Exams and passing Regents Exams beyond the minimum of five exams required. Using these two measures allows us to capture two different but important aspects of student progress toward graduation and college and career readiness and to include most students in a principal's high school in at least one measure. Each measure is described in detail in the sections that follow.

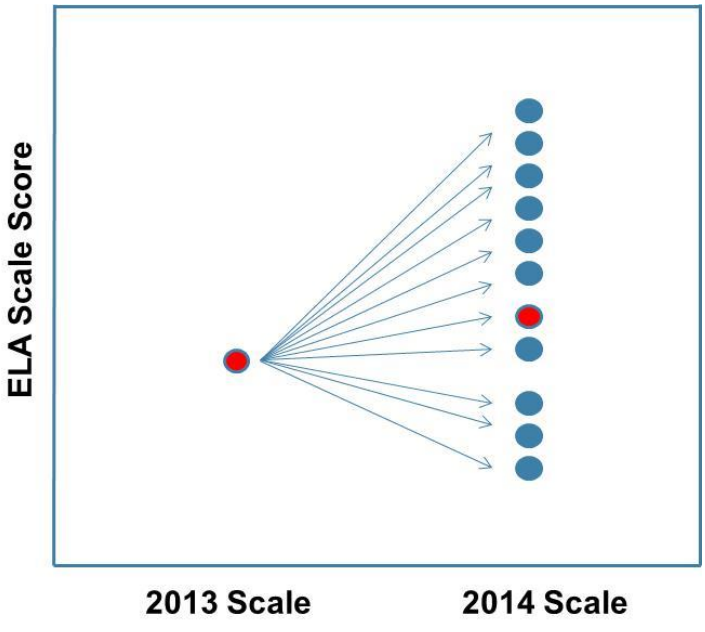
How Is Student Growth Measured?

One growth measure for Grades 9–12 principals is the calculation of an MGP for a principal, based on student growth on Integrated Algebra, Algebra 1 Common Core, ELA Common Core, and Comprehensive ELA Regents Exams compared to similar students. These Regents Exams are the most commonly taken exams in high school.

The approach New York State uses compares the current-year Regents Exam scores of *similar* students—that is, students who had the same prior test scores and other characteristics (see Figure 4)—in order to measure growth while accounting for students' starting levels of achievement. This method of measuring growth is illustrated in Figure 1, which follows, and is the same as that used for Grades 4–8 teachers and principals. In Figure 1, Student A had an eighth grade ELA score of 340 in 2013.[1] Compared to other students who also had a score of 340 in 2013, Student A's 2014 ELA Regents Exam test score was somewhere in the middle. We can describe Student A's growth in relative terms as an SGP. In this example, because Student A's SGP is 58, it means that this student performed the same as or better than 58 percent of similar students who took the ELA Regents exam. 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). In New York State's evaluation system, SGPs are calculated separately for each version of the ELA and Algebra Regents Exams.

[1] Note that the sample scaled scores are illustrative only.

Figure 1. Measuring Student Growth Compared to Similar Students



Once we have computed SGPs for students, we average them to compute a school- or principal-level MGP. Figure 2 illustrates how an MGP is calculated for a school or principal. Students who do not meet the continuous enrollment requirement (i.e., who were not enrolled on BEDS day and during the June Regents test administration) are not included in a school or principal's MGP. **The minimum sample size required to report an MGP is 16** (note that for purposes of illustration only, Figure 2 displays a score based on fewer than 16 students) and only schools and principals with all of Grades 9 through 12 will receive MGPs. An ELA, Algebra, and combined MGP will be reported for schools and principals if they have the minimum of 16 for each MGP.[2] To combine Algebra and ELA MGPs into an overall MGP, we take the average of all SGPs linked to the school.

Figure 2. Example of Students Who Count in a School's or Principal's MGP

Principal Forrest's School				
	Algebra SGP	ELA SGP	BEDS Day-Regents Exam Enrollment	Grade
Student Q	--	75	Yes	11
Student R	40	50	Yes	9
Student S	70	80	Yes	10
Student T	60	55	No	12
Student U	40	43	Yes	11

[2] A principal receives an **MGP in each subject area** if he or she has a minimum of 16 SGPs attributed to him or her for each subject (e.g., eight SGPs for Algebra I Common Core and eight SGPs for Integrated Algebra would be adequate for calculating an Algebra MGP). A principal receives **a combined MGP** as long as he or she has a total of 16 SGPs across the two subjects (e.g., eight SGPs each in ELA and Algebra would be adequate to calculate a combined MGP, as would four SGPs from ELA Common Core, four SGPs from Comprehensive ELA, four SGPs from Algebra I Common Core, and four SGPs from Integrated Algebra). In both of these cases if a student takes both the Integrated Algebra and the Algebra I Common Core Regents Exams (or the Comprehensive ELA and the ELA Common Core Regents Exams) only one SGP from that content area is counted and included in the calculation of the principal's MGP.

To determine a school's MGP, we find the average of the SGPs for Integrated Algebra, Algebra I Common Core, Comprehensive ELA, or ELA Common Core Regents Exams for students who were linked to the school (i.e., those who were enrolled on BEDS and during the June Regents Exam administration). In this case, the computations would be as follows:

Step 1: 40 + 70 + 60 + 40 + 75 + 50 + 80 + 55 + 43 = 513

Step 2: 513/9 = 57.

The school's mean growth percentile (MGP) is 57.[3]

To determine Principal Forrest's MGP, we find the average of the SGPs for all students who were enrolled on BEDS and assessment day and who were in the grade levels to which Principal Forrest is assigned. In this example, Principal Forrest is the principal of the entire school (Grades 9 through 12). If, however, two principals were assigned to this school (for example, one to oversee Grade 9 and one to oversee Grades 10–12), neither principal would receive a principal-level MGP because neither was responsible for all of Grades 9 through 12, although a school-level MGP would be reported.

Because Regents Exams are offered multiple times each year and students take Regents Exams at different points in their schooling, we include students and test scores using the following rules:

- Students who take the Integrated Algebra or ELA Regents Exams prior to high school are NOT included in the MGP of a principal of Grades 9–12.
- We count Regents Exam scores from the following administrations: August of prior year (except for ninth graders), January, and June.
- If a student takes a Regents Exam more than once during the year, we use the higher test score. If a student takes both versions of a Regents Exam (e.g., Algebra I Common Core and Integrated Algebra), we compute two SGPs and use the higher SGP for educator growth measures.
- Student scores are used until they pass (after students pass, we do not want the measure alone to encourage additional test taking, which may not be necessary).
- Students are included for up to eight years after first entering ninth grade.

Comparative Growth in Regents Exams Passed

Another growth measure for principals of Grades 9–12 is the Comparative Growth in Regents Exams Passed (GRE) metric. Because a major graduation requirement is for students to pass five Regents Exams (more for advanced Regents diplomas), this measure compares how much progress a school's students are making from one year to the next toward passing up to eight Regents Exams (the five required Regents Exams plus up to three more). A principal's score on this measure reflects whether his or her students exceed the average change in number of Regents Exams passed each year by similar students statewide. On average, about 84 percent of students in a high school are included in the GRE measure.

As with the MGP measure, students who do not meet the continuous enrollment requirement (i.e., students who were not enrolled on BEDS day and during the June Regents test administration) are not included in the GRE measure for schools or principals of Grades 9–12. **The minimum sample size required to report a GRE measure score for a school or principal is 16 students, and only schools and principals with all of Grades 9 through 12 will receive GRE measure scores.** Figure 3 provides an example of how the GRE measure works (note that for purposes of illustration only, Figure 3 displays a score based on fewer than 16 students).

[3] For purposes of illustration, this example includes fewer than 16 SGPs. MGPs are reported only when at least 16 SGPs are available.

Figure 3. Example of Computing GRE Score

Simplified Illustrative Example

Student	Number of Regents Passed This Year For This Student	Number of Regents Passed This Year by Similar Students	Difference
Jessica	1	1	0
Tyler	2	2	0
Ashley	1	2	-1
Emily	3	2	1
Jacob	3	2	1
Total Difference (Sum of Differences)			1
Average Difference (Total Difference/Number of Students)			1/5 = .2

Principal's score on this metric is 0.2. On average, students at this school are passing 0.2 Regents Exams more than similar students statewide. A zero represents average or effective results.

NOTE: 0 means student or school achieved the average (or "effective") result compared to similar students statewide.

Because Regents Exams are offered multiple times each year and students take Regents Exams at different points in their schooling, we include students and test scores using the following rules:

- We count Regents Exam scores from the following administrations: August of prior year, January, and June.
- If a student takes a Regents Exam more than once during the year, we use the higher test score.
- Students must have a valid prior score from Grade 7 or 8 ELA or mathematics.
- Student scores count up until they pass (after students pass, we do not want the measure alone to encourage additional test taking, which may not be necessary).
- Five required Regents Exams and no more than three others are counted. Students who exceed eight Regents Exams passed are NOT included in a school's or principal's results.
- Modified passing score rules for students with disabilities are used.
- **All students** who meet the minimum enrollment requirement (i.e., students who are enrolled on BEDS and during the June Regents Exam administration) are included in determining a school's score, whether or not they take a Regents Exam during the year.
- Students are included for up to eight years after first entering ninth grade.
- Dropouts are counted until they have reached their fourth year since entering ninth grade, starting with students who dropped out during the 2012–13 school year. Students who dropped out prior to the 2012–13 school year are not counted.

Defining "Similar Students" in Grades 9–12 School and Principal Growth Measures for School Year 2013–14

For all growth measures used in New York State for the purposes of educator evaluation, students are always compared to similar students in the State. That is, in computing student-level growth, we always assess a student's progress relative to students with a similar academic history and other defined characteristics. We do this because we want to capture the effects of instruction on student performance separate from the effects of factors that principals or teachers cannot control. We know that a student's starting level of academic achievement is one important factor in how well the student will achieve in the future; other factors, such as a student's English language proficiency, disability (SWD), or economically disadvantaged status, could also play a role in the student's performance. We include these characteristics in our definition of similar students. We do this in order to ensure that schools who serve students with different characteristics are not advantaged or disadvantaged by student composition, which they cannot control.

Figure 4 provides details on how each of these characteristics is defined in the Grades 9–12 principal growth measures for 2013–14. Both student- and school-level characteristics are included. For example, we account for whether a student is an English language learner (ELL), and we also account for the percentage of ELL students in a school. This type of school-level factor is intended to get at "peer effects," acknowledging that it may be a different thing for a student to be in school with many ELL students (and a different job for a principal to lead a school with many ELL students) than it is to be in a school with fewer ELL students. The factors shown in Figure 4 are the same as those used for growth measures for teachers and principals in Grades 4–8, with a few additions for the high school context (e.g., we also account for the total number of Regents Exams a student has passed at the time we measure growth).

Figure 4. Characteristics of Similar Students

Grades 9–12 Principals	Similar Student Characteristics Used in 2012–13*
Academic History	• Seventh- or eighth-grade student State exam scores, same or different subject (Student must have at least one same-subject score for MGP and at least one score for GRE measure.) • Total number of Regents Exams passed to date • Average eighth-grade prior State-exam scores for students in school (same subject only for MGP; both subjects for GRE) • Cohort year since ninth-grade entry (Years 1–8) (instead of grade level) • New to school in year other than Grade 9
SWD	• Student SWD status (yes/no) • SWD spends less than 40 percent of time in general education setting • Percentage of SWDs in school
Economic Disadvantage	• Student economically disadvantaged status (yes/no) • Percentage of economically disadvantaged students in school
ELL	• Student ELL status (yes/no) • New York State English as a Second Language Test (NYSESLAT) scores • Percentage of ELLs in school

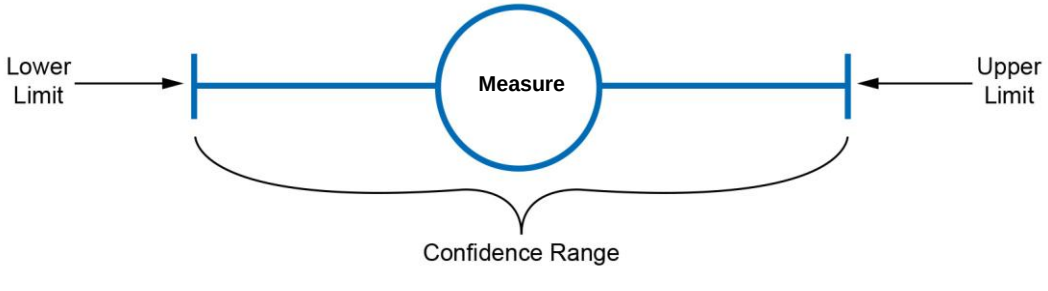
*Additional characteristics may be added in the future as available and approved by the Board of Regents

We refer to measures computed using the characteristics listed in Figure 4 as adjusted measures. **Adjusted measures are used to determine growth ratings (HEDI) and scores**. Unadjusted measures, taking into account *only* students' prior test scores, are also reported for informational purposes only.

Determining Principal Growth Ratings

All growth measures are reported with an upper and a lower limit that represents a 95 percent confidence range (see Figure 5).

Figure 5. Growth Measures and Upper and Lower Limits

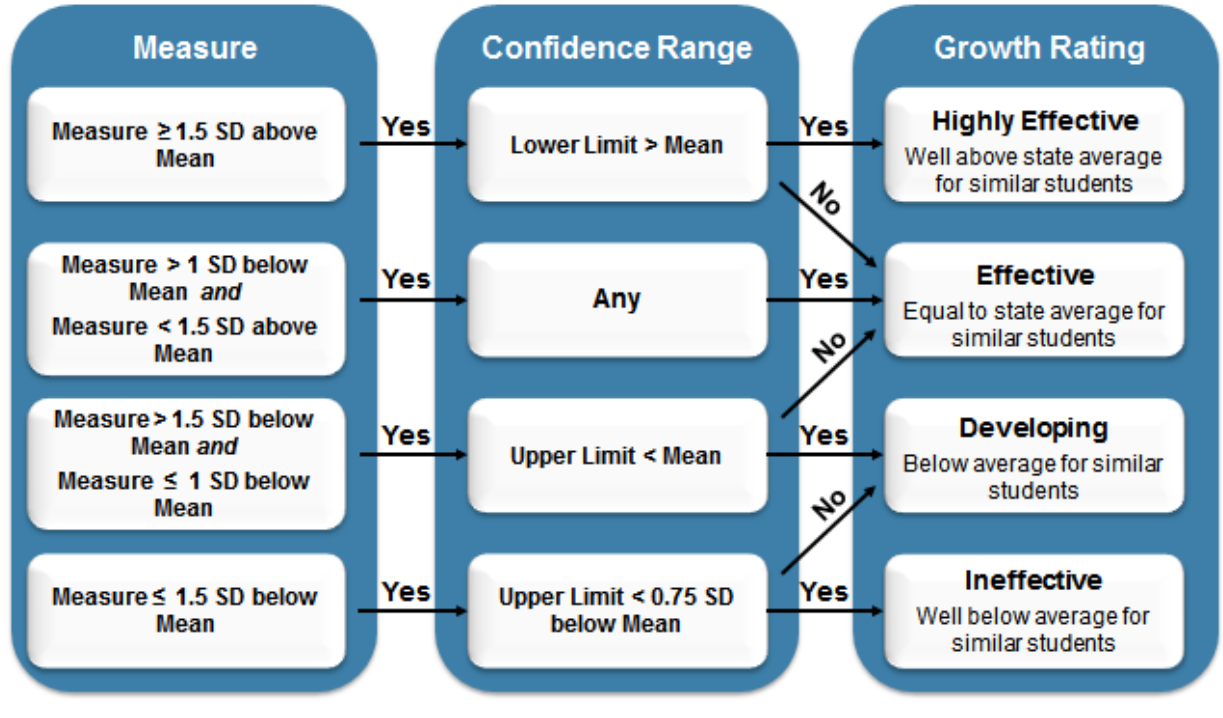


All statistical calculations contain some uncertainty. While the reported MGP or GRE score is the best estimate for any school or principal, we can also quantify a range wherein we can expect that the "true" answer lies. Specifically, the upper and lower limit MGPs define a set of scores wherein we are 95 percent confident an educator's "true" MGP lies. This is similar to the way we are used to seeing results from other statistical calculations. Take, for example, political polls, where a candidate can be ahead in the polls by six points plus or minus three points. If we polled respondents multiple times, we might not get exactly a six-point lead (as the poll changed who was called on any particular day), but we know we are highly likely to get a number within a range of plus or minus three points around six. It would not make sense to give exactly the same State tests again and again under exactly the same conditions to the same students, so we use the confidence range to account for differences that could have occurred in student scores.

We report the upper and lower limits because we want to be transparent about the data, and we use this information to assign school and principal growth ratings. The width of the confidence range (that is, the distance between the upper and lower limits) is affected by the number of students included in generating the score, by the spread of student scores, and by characteristics of the test itself, among other factors.

To determine the growth rating for a school or principal of Grades 9–12, we first find a growth rating and score for each of the two types of metrics: the combined MGP measure and the GRE measure. Figure 6 shows the rules used to determine these growth ratings and scores.

Figure 6. Determining Grades 9–12 Principal Growth Ratings



Notes: SD = Standard Deviation
Values are rounded to the nearest whole number.

Then we average the growth scores together, weighting them by the number of students **in each measure**. Figure 7 provides an example. The resulting score determines the State-provided growth subcomponent HEDI rating and growth score for a school or principal of Grades 9–12.

Figure 7. Determining Grades 9–12 Principal Growth Ratings[4]

Sample School	Growth Rating	Growth Score	Number of 9—12 Students or Student Scores in Measure	Percentage of 9—12 Students (Measure Weight)	Score x Measure Weight	Weighted Score (Rounded)
Comparative Growth in Regents Exams Passed	Effective	12	1,635	83%	12*0.83	10.0
MGP	Developing	8	335	17%	8*0.17	1.4
9—12 Growth Subcomponent Rating/ Growth Score	**Effective**		**1,970**	**100%**		**11**

Multiply growth score (e.g. 12) by measure weight (e.g. .83) to get weighted score (e.g. 10.0)

Sum the weighted scores for the Comparative Growth measure (in this case, 10.0) and MGP measure (in this case, 1.4) to get the overall growth sub-component score (in this case, 11).

Use the final growth sub-component score (in this case, 11) to find the final growth sub-component rating (in this case, Effective)

If schools or principals only have one measure (for example, if they do not meet the minimum sample size requirement of 16 for one measure), then the final State-provided growth score and growth HEDI rating are derived from whichever measure is available.

Principals and schools serving Grades 4–8 and Grades 9–12 will have additional growth results factored into their final State-provided growth subcomponent rating. The next section provides details on how this process works for those principals.

Growth Ratings for Schools or Principals Serving Grades 4–8 and Grades 9–12

For principals and schools that serve Grades 9–12 in addition to any combination of Grades 4–8, additional growth results (beyond the MGP for Grades 4–8) will be calculated to include Grades 9–12 student growth in the rating and score. Details on measures and results for schools and principals of Grades 4–8 can be found in "A Principal's Guide to Interpreting Your State-Provided Growth Scores for Grades 4–8" available on the Growth Resources page on the EngageNY website (http://www.engageny.org/resource/resources-about-state-growth-measures/).

To determine a final State-provided growth subcomponent rating for schools and principals serving 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 rating is determined using the process shown in Figure 6. Because there are two Grades 9–12 measures, growth scores for each Grades 9–12 measure are averaged together, weighted by the number of students in each measure, to find an overall Grades 9–12 growth rating and score (as shown in Figure 7). 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 that shown in Figure 7, by averaging the Grades 4–8 and the Grades 9–12 growth scores by the number of students in each measure and finding the final rating. Figure 8 shows an example of this process.

[4] Example applies to educators outside of New York City (NYC). Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013–14, 2014–15, 2015–16, and 2016–17 school years. Please see the following link for a description of these scoring ranges: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf. For educators in NYC, a similar calculation as shown in this example is done using NYC growth scoring ranges.

Figure 8. Determining Growth Ratings for Principals With Grades 4–8 and Grades 9–12 Growth Measures[5]

Sample School	Growth Rating	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 Rating/Growth Score	Effective	13	435	18%	13*0.18	2.3
9—12 Growth Subcomponent Rating/ Growth Score	Effective	11	1,970	82%	11*0.82	9.0
Overall Growth Subcomponent Rating/ Growth Score (4—8 and 9—12)	**Effective**		**2,405**	**100%**		**11**

Sum the weighted scores for 4—8 (in this case, 2.3) and 9—12 (in this case, 9.0) to get the overall growth sub-component score (in this case, 11).

Use the final growth sub-component score (in this case, 11) to find the final growth sub-component rating (in this case, Effective)

Sample Grades 9–12 School Report[6]

Figure 9 shows a sample Grades 9–12 school report from the online Growth Reporting System (GRS). The GRS can be accessed through the Teacher/Leader Effectiveness tab on the EngageNY website (http://www.engageny.org/resource/secure-online-growth-reporting-system). This report provides information about a school's Algebra, ELA, overall MGP, GRE score, growth rating, and growth score for each measure, and an overall growth rating and growth score for Grades 9–12, as well as comparative information for the district and State. The number of students or student scores included in each measure is also reported. Schools that also serve Grades 4–8 will be able to access those results using the GRS as well. Definitions of key data elements in the Grades 9–12 school report follow.

From the sample report shown, a principal can also drill down in the online GRS to obtain more detailed score information, such as scores based on subgroups. The *Growth Reporting System User's Guide* (available within the online GRS and on the EngageNY website at **http://www.engageny.org/resource/secure-online-growth-reporting-system**) provides detailed information on how to navigate within the GRS.

[5] Example applies to educators outside of New York City (NYC). Based on the arguments presented in the NYC arbitration proceeding held on May 30 and 31 and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed new proportional scoring ranges for use in NYC for the 2013-14, 2014-15, 2015-16 and 2016-17 school years. Please see the following link for a description of these scoring ranges: http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf. For educators in NYC, a similar calculation as shown in this example is done using NYC growth scoring ranges.

[6] Teachers and principals employed by the New York City Department of Education will use a separate distribution process to access their reports. Teachers can find more information at http://schools.nyc.gov/Offices/advance/ and principals can find more information at http://schools.nyc.gov/Accountability/tools/review/PPR/.

Figure 10. Sample Grades 9–12 School Report[7]

Name	Group	Number of Student Scores (MGP) or Number of Students (GRE)	Unadjusted Measure	Adjusted Measure	Adjusted Measure Lower Limit	Adjusted Measure Upper Limit	Growth Rating	Growth Score
New York State	Overall MGP (Algebra and ELA)	440,316	51.00	51.00	50.50	51.50	*	*
	Algebra MGP	204,963	51.00	51.5	52.00	51.00	*	*
	ELA MGP	235,353	51.00	50.5	50.00	51.00	*	*
	Comparative Growth in Regents Passed (GRE)	851,935	0.01	0.02	0.01	0.03	*	*
Demo School District (1234000)	Overall MGP (Algebra and ELA)	1203	53.00	53.50	54.00	53.00	*	*
	Algebra MGP	592	54.00	54.50	53.50	55.50	*	*
	ELA MGP	611	52.00	52.50	51.50	53.50	*	*
	Comparative Growth in Regents Passed (GRE)	2434	0.01	0.01	-0.02	0.04	*	*
DEMO HIGH SCHOOL (12340001)	OVERALL 9-12 GROWTH RATING	485	*	*	*	*	Effective	16
	Overall MGP (Algebra & ELA)	165	55.00	55.50	54.00	57.00	Effective	12
	Algebra MGP	79	57.50	58.00	56.00	60.00	*	*
	ELA MGP	86	50.50	51.00	49.00	53.00	*	*
	Comparative Growth in Regents Passed (GRE)	320	0.01	0.25	0.21	0.29	Highly Effective	18

Number of Student Scores (for MGP measure) or Students (for GRE measure): These numbers refer to the SGPs included in an MGP or the number of students included in the GRE score.

Unadjusted Measure: This measure is based on student growth and accounts for prior achievement scores *only*, without taking into consideration ELL, SWD, or economically disadvantaged student characteristics.

Adjusted Measure: This measure is based on student growth and is adjusted for prior achievement scores and ELL, SWD, and economically disadvantaged characteristics at the student and school level.

Lower Limit and Upper Limit: Highest and lowest possible measure score for a 95 percent confidence range.

Growth Rating: Growth rating describes the performance category (HEDI) for each individual measure (MGP or GRE) and overall for Grades 9–12. The overall growth rating is used in educator evaluation on the State-provided growth subcomponent.

Growth Score: A growth score of 0–20 points is computed for a principal for each individual measure (MGP and GRE) and overall for Grades 9-12. The overall growth score is used in educator evaluation on the State-provided growth subcomponent.

Percent of Students Above the State Median: Percentage of students above the median student growth score in the relevant subject and grade, using adjusted measures.

SWDs: Students identified as having disabilities based on district-provided information.

ELLs: Students identified as speaking English as a second language or who are receiving services through a bilingual program or a two-way bilingual education program, based on district-provided information.

Economically Disadvantaged: Students whose families participate in economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance, food stamps, foster care, refugee assistance, earned income tax credit, the Home Energy Assistance Program, Safety Net Assistance, the Bureau of Indian Affairs, or Temporary Assistance for Needy Families, based on district-provided information,

[7] Please note: reports included in the GRS represent the State-provided growth data for a school and are not principal-specific.

Low Achieving: Students who achieved at performance level 1 in either mathematics or ELA on the most recent prior-year assessment

High Achieving: Students who achieved at performance level 4 in either mathematics or ELA on the most recent prior-year assessment

Roster Files

Scores will be directly available to each applicable educator through the State's vendor's online secure GRS (accessible here: http://www.engageny.org/resource/secure-online-growth-reporting-system). The online GRS will also contain student-level rosters for the most recent prior school year that principals can download, showing them which students were included in school measures, along with information about those students (see Figure 10). These rosters will also display information about students who are attributed to the school but who were not included in the calculation of the school's scores. For example, if a student was in a school but did not meet the continuous enrollment requirement, the student will be listed on the roster, and in the column labeled "Included in Measure," the student will be listed as "N" for included in the measure, and the reason for exclusion will also be listed. For any school serving students in Grades 4–8 and Grades 9–12, roster files are separate for Grades 4–8 and Grades 9–12.

For students who were *included* in your school's growth score (indicated with a "Y" in the "Included in Measure" column), you can see the following information:

- Year (end of the school year to which the information applies)
- District and school name and ID
- Student name and ID
- Measure (Algebra MGP, ELA MGP, or Regents Exams Passed)
- Student background characteristics
  - Disability
  - Poverty (economic disadvantage)
  - ELL
  - Years since entering 9th grade
  - SWDs spending less than 40 percent of time in general education settings
  - New to school
  - NYSESLAT form and scores (Listening/Speaking and Reading/Writing scores or overall score, depending on the year taken)
- Adjusted SGP (Common Core or Prior Regents version) and corresponding unadjusted SGP (Unadjusted SGP Test Selected)
- Outcome included in MGP (indicates which SGP used, if more than one version of Regents Exam taken by the student)
- 2014 Regents Exam scores (Common Core and/or Prior Regents version) and prior-year(s) State test scores
- Number of Regents Exams passed this year and to date

For students who may have been enrolled in your school but who were not included in the growth score calculation (indicated with an "N" in the "Included in Measure" column on the roster), the roster identifies the reason that a student was not included (see Figure 10). The following are likely reasons noted in the roster:

- Does not meet minimum enrollment duration requirement
- No valid current year test score
- Student already passed at least eight Regents Exams

- Passed Regents Exam in a prior administration (if a student takes the ELA or Algebra Regents Exam after having already passed it once, the second score does not impact MGP)
- No valid prior test score
- August Regents Exams are not used in this measure for entering ninth grade students (MGP only)
- Entered high school more than eight years ago
- Invalid Grade 9 entry date information
- Invalid Regents history

Figure 10. Excerpt of Roster Output[8]

School_ID	Student_ Lastname	Student_ FirstName	Measure	Adjusted_SGP _Common Core	Adjusted_SGP _Prior Version Regents Exam	Outcome Included in MGP	Unadjusted_ SGP_Test_ Selected	Included in Measure	Reason for Exclusion from Measure
123456789012	Bartleby	George	Algebra MGP	NA	NA	NA	NA	N	Passed ALG Regents Exam in a prior year
123456789012	Doe	John	Algebra MGP	NA	NA	NA	NA	N	Does not meet minimum enrollment duration requirement
123456789012	Jackson	Deshawn	Algebra MGP		48	Algebra	48	Y	NA
123456789012	Li	Mei	Algebra MGP	NA	NA	NA	NA	N	No valid prior test score
123456789012	Nguyen	Phoung	Algebra MGP	49		Algebra Common Core	49	Y	NA
123456789012	Roe	Jane	Algebra MGP	NA	NA	NA	NA	N	Invalid Regents history
123456789012	Smith	Emma	Algebra MGP		45	Algebra	45	Y	NA
123456789012	Stewart	Mary	Algebra MGP	NA	NA	NA	NA	N	Invalid grade 9 entry date information
123456789012	Wang	Jacob	Algebra MGP	NA	NA	NA	NA	N	No valid current year test score
123456789012	Williams	Tamika	Algebra MGP	45		Algebra Common Core	45	Y	NA
123456789012	Bartleby	George	Comparative Growth i	NA	NA		NA	N	Student already passed at least 8 Regents Exams
123456789012	Doe	John	Comparative Growth i	NA	NA		NA	N	Does not meet minimum enrollment duration requirement
123456789012	Franklin	Anabel	Comparative Growth i	NA	NA		NA	N	Entered high school more than eight years ago
123456789012	Garcia	Alejandro	Comparative Growth i	NA	NA		NA	Y	NA
123456789012	Roe	Jane	Comparative Growth i	NA	NA		NA	N	Invalid Regents history
123456789012	Stewart	Mary	Comparative Growth i	NA	NA		NA	N	Invalid grade 9 entry date information
123456789012	Wang	Jacob	Comparative Growth i	NA	NA		NA	N	No valid prior test score
123456789012	Wang	John	Comparative Growth i	NA	NA		NA	Y	NA
123456789012	Williams	Tamika	Comparative Growth i	NA	NA		NA	N	No valid prior test score
123456789012	Doe	John	ELA MGP	NA	NA		NA	N	Does not meet minimum enrollment duration requirement
123456789012	Garcia	Alejandro	ELA MGP	55	57	ELA	55	Y	NA
123456789012	Li	Mei	ELA MGP	NA	NA		NA	N	No valid prior test score
123456789012	Nguyen	Phoung	ELA MGP		67	ELA	67	Y	NA
123456789012	Roe	Jane	ELA MGP	NA	NA		NA	N	Invalid Regents history
	Sanchez	Julia	ELA MGP	NA	NA		NA	N	Passed ELA Regents Exam in a prior year
123456789012	Smith	Emma	ELA MGP	64		ELA Common Core	64	Y	NA
123456789012	Stewart	Mary	ELA MGP	NA	NA		NA	N	Invalid grade 9 entry date information
123456789012	Wang	Jacob	ELA MGP	NA	NA		NA	N	No valid current year test score
123456789012	Wang	John	ELA MGP		24	ELA	24	Y	NA
123456789012	Williams	Tamika	ELA MGP		48	ELA	48	Y	NA

[8] Not all roster fields are displayed in sample excerpt; see previous list for full set of data reported on rosters.

Questions for Consideration

The following questions are intended to help you evaluate your growth scores, interpret your scores relative to aggregate data provided, and provide a framework in which to consider your scores in light of institutional practices at your school.

- 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 do my scores compare to the district and State?
- How does this information about student growth align with information about my leadership practice received through observations or other measures? Why might this be?
- How does my MGP in Algebra compare to ELA (if applicable)? Why might they be similar or different?
- How do my scores for each reported subgroup (ELL, SWD, economically disadvantaged students, and low- and high-achieving students) compare to each other and to my overall scores? Do I see any patterns?

Information or Additional Questions

If you have questions about your data, what the scores are used for, or why you received the score that you did, please contact your superintendent or district data personnel for assistance.

The *Growth Reporting System User's Guide* **and *Tutorial*** (available within the online GRS and on the EngageNY website at http://www.engageny.org/resource/secure-online-growth-reporting-system) provides detailed information **and a walk-through** for how to navigate the GRS. Contact educatoreval@mail.nysed.gov with questions related to the online GRS login and navigation or other issues.

Disclaimer

If there are any discrepancies between the language in these materials and the Statute, Regulations, APPR Guidance, or AIR Technical Report, the Statute, Regulations, APPR Guidance, or AIR Technical Report prevail.