FOR TEACHERS & ADMINISTRATORS

Explaining Teacher and Principal Growth Scores Based Upon Student Growth

PREPARED FOR THE NEW YORK STATE EDUCATION DEPARTMENT BY EDUCATION ANALYTICS
LAST UPDATED: NOVEMBER 2022

Introduction

In 2021-22, approximately 24,000 teachers in English Language Arts (ELA)/math in grades 4-8 and 4,000 principals (of schools containing grades 4-8 as well as principals of schools containing all of grades 9-12) received a State-provided growth rating and score. The New York State Education Department (NYSED or "the Department") has provided a variety of materials to help districts and educators understand and use the State-provided growth scores. These materials can be found at the NYSED.gov State Growth Measures Toolkits page.

The following document was developed based upon inquiries made directly by stakeholders across the State.[1] This document is separated into three sections with subsections:

TEACHERS' FREQUENTLY ASKED QUESTIONS

- Specific Growth Scores

PRINCIPALS' FREQUENTLY ASKED QUESTIONS

- Specific Growth Scores
- Accessing Results
- Deadlines and Release Dates

ADDITIONAL RESOURCES ON STATE-PROVIDED GROWTH SCORES

If further questions arise, reach out to the email addresses below:

- datasupport@nysed.gov for questions about data collection, or
- evaldata@nysed.gov for questions about Annual Professional Performance Reviews (APPR).

[1] Note: If there are any discrepancies between the information presented in this document and statute, regulations, or APPR Guidance, the language in the statute, regulations, or APPR Guidance must prevail.

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Teachers

SPECIFIC GROWTH SCORES

1. How are student growth scores calculated for students in grades 4-8?

For each student in grades 4-8, an adjusted "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 where a student stands in a distribution of similar students (specifically, what share of students they performed the same as or better than). SGPs are calculated separately by subject and grade.[2] An SGP score of 44 for a grade 4 ELA student, for example, would mean that the student scored as high or higher than 44 percent of similar students on the grade 4 ELA assessment that year.

A teacher's "mean growth percentile" (MGP) is then calculated by using the SGP of each student on the teacher's roster who meets the minimum enrollment of 60% of the course duration. These MGPs are also calculated for all students as well as for each subject or grade. 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 course records. 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.

TABLE 1. SAMPLE CALCULATION OF A TEACHER'S MGP BASED ON WEIGHTED SGPS

To measure teacher performance, we find the MGP for their students, which is the weighted average of the SGPs that take into account the enrollment duration and attendance for each student. Table 1 contains all the data needed to calculate a teacher's MGP using the following steps:

Step 1: *Multiply each student's SGP by their "Enrollment x Attendance" value; add all results together*

Student	SGP	Enrollment	Include Student in MGP Calculation*	Attendance	Enrollment x Attendance (Weight)	Weighted SGP
Student A	45	80%	Yes	90%	0.72	32.4
Student B	40	100%	Yes	95%	0.95	38
Student C	70	50%	No	80%	NA	NA
Student D	60	100%	Yes	90%	0.9	54
Student E	40	100%	Yes	75%	0.75	30
Cumulative					3.32	154.4

**(≥60% enrollment)*

Note: This simplified example includes fewer than 16 SGPs. MGPs are reported only when at least 16 SGPs are linked to a teacher.

Step 2: *Sum the weight results across all students to total 3.32*

Step 3: *Divide cumulative SGP by the cumulative weight (3.32) to get Teacher MGP of 47 (rounded to the whole number)*

Teacher MGP = 47

The teacher described in Table 1 has an MGP of 47, meaning that, on average, students linked to this teacher performed as well as or better than about 47 percent of similar students.

For more information about how student growth scores are calculated in grades 4-8 please see the Teacher's Guide to Interpreting State-Provided Growth Scores for Grades 4-8.

[2] This "comparison" is done through a regression modeling approach. For more details, please see the Growth Model for Educator Evaluation 2018-19 Technical Report, which is available on the NYSED Growth Measures Toolkit page. The 2021-22 Technical Report will be available on the NYSED website in the fall of 2022.

2. How are students linked to teachers?

In an effort to reduce reporting requirements, the NYSED sunset the Staff Student Course (SSC) collection in 2019-20. In place of the SSC collection, the growth vendor developed a methodology that uses three existing collections to link students to their teachers for the Grades 4-8 State-provided growth teacher model.

The Course Instructor Assignment (CIA) collection is used to determine the course duration, which is the proportion of time a primary instructor taught a course that is tied to a Grades 4-8 ELA or Math State assessment or a math Regents examination.

The Student Class Entry Exit (SCEE) collection is then used to link students to courses that are tied to a Grades 4-8 ELA or Math State assessment or a math Regents examination. The enrollment duration for a student is then determined by the overlap between the teacher-course linkage (or course duration) and the student-course linkage.

For each student enrollment entry/exit record, the Student Attendance collection provides the number of days that a student was in attendance from the beginning of the school year to the first day of the Grades 3-8 ELA and Math assessment dates.

The attendance duration is then used to determine the student attendance weight.

Step 1: *Calculate Course Duration*

$$\text{LATEST TEACHER EXIT DATE} - \text{EARLIEST TEACHER ENTRY DATE} = \text{COURSE DURATION}$$

Step 2: *Calculate Enrollment Duration*

$$\text{TEACHER / STUDENT EXIT DATE} - \text{TEACHER / STUDENT ENTRY DATE FOR A COURSE} = \text{ENROLLMENT DURATION}$$

Step 3*: Calculate Attendance Duration*

$$\frac{\text{DAYS PRESENT}}{\text{DAYS ENROLLED}} = \text{ATTENDANCE DURATION}$$

$$\text{WEIGHT} = \frac{\text{ENROLLMENT DURATION}}{\text{COURSE DURATION}} \times \frac{\text{ATTENDANCE DURATION}}{\text{ENROLLMENT DURATION}}$$

If a student enrolled in a Grades 4-8 ELA or Math course (including grade 8 students enrolled in an Algebra 1 Regents course) has a current-year State assessment, a same-subject, immediate prior year assessment, and meets the 60% of the course duration requirement, and if the teacher has at least 16 SGPs attributed to them, then the student will be included in their teacher's growth results.

For more information, see the "How Are Students Linked and Attributed" document that is available on the State Growth Measures Toolkits site.

3. How does student enrollment affect my growth score? What happens when a student isn't enrolled in my course for 100% of its duration?

A teacher's State-provided growth score is based on their mean growth percentile (MGP), which is calculated by finding the weighted average of all student growth percentiles (SGPs) in each of a teacher's courses based on a State tests in grades 4-8 ELA and/or mathematics. Each student's SGP is weighted in the teacher's MGP based on the amount of time that the student was enrolled and attended the course, based on the course instructor assignment, student class entry and exit, and student attendance data provided to NYSED by school districts, BOCES, and charter schools, where applicable. Districts, BOCES, and charter schools are required to certify the accuracy of the data submitted to NYSED to meet the annual data submission deadline, and §30-3.3 of the Rules of the Board of Regents requires teachers to be part of this data verification process.

Students who are enrolled for less than 60% of a course's duration are not included in a teacher's MGP. Students whose course enrollment is 60% 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 percent of the course and attended 90 percent 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 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, all MGPs will be averaged across all grades and subjects into an overall MGP.

4. Given the statutory changes to APPR, why did I receive a State-provided growth rating and score and what do I do with it?

New York State teachers of grades 4-8 in English language arts (ELA) and mathematics (including 8th grade Algebra 1) and their principals will receive State-provided growth scores based on 2021-22 State tests **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.

5. How was my HEDI score determined?

When assigning State-provided growth ratings (HEDI) and scores (0-20), HEDI ratings are first assigned to teachers based on the mean and standard deviation of teacher mean growth percentiles (MGPs) statewide. Next, using scoring bands determined by Education Law §3012-d, HEDI scores of 0-20 are assigned to each educator based on their MGP within a particular HEDI rating category.

See the Classification Rules for Growth Ratings and Scores–Teachers for more information.

6. How many years of prior achievement scores are included in the growth model?

Students must have an immediate prior year score in order to receive an SGP; students may also have up to two additional prior achievement scores, or pretests included as predictors in the model, if available. For example, growth scores for students in Grade 6 could be based upon their Grades 3, 4, and 5 scores, should they be available (three pretests), while students in Grade 4 only have Grade 3 scores included as predictors.

7. How did the COVID-19 pandemic impact participation in the Grades 3-8 ELA and math assessments?

In 2019-20, the U.S. Department of Education granted New York State a waiver from administering assessments due to the COVID-19 pandemic. As a result, there are no 2020 grades 3-8 ELA or math assessment results to be used as prior year adjustments in the growth model. Given that the growth model requires an immediate prior year score in the same subject and allows up to two additional prior year assessments scores, the absence of 2019-20 scores impacts which years of pretests are included in the growth model. Thus, 2022 growth scores for students in Grades 4 and 5 use one prior assessment (2021), students in Grade 6 have 2021 and may have 2019, and students in Grades 7 and 8 will have 2021 scores and may have 2019 and/or 2018 scores.

TABLE 2. ASSESSMENTS AVAILABLE FOR GROWTH SCORES

		Current Year Assessment				
		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8/ Algebra 1
Prior Year Assessments, Same Subject	Grade 3	REQUIRED	2020 DATA NOT AVAILABLE	USE IF AVAILABLE	USE DUE TO MISSING DATA	
	Grade 4		REQUIRED	2020 DATA NOT AVAILABLE	USE IF AVAILABLE	USE DUE TO MISSING DATA
	Grade 5			REQUIRED	2020 DATA NOT AVAILABLE	USE IF AVAILABLE
	Grade 6				REQUIRED	2020 DATA NOT AVAILABLE
	Grade 7					REQUIRED
Immediate Prior Year Assessment, Opposite Subject	Grade 3	USE IF AVAILABLE				
	Grade 4		USE IF AVAILABLE			
	Grade 5			USE IF AVAILABLE		
	Grade 6				USE IF AVAILABLE	
	Grade 7					USE IF AVAILABLE

8. 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 20-point scale.

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 Office of Educator Quality and Professional Development's website. Education Law §3012-c(10), as applied to APPRs conducted pursuant to Education Law §3012-d, Education Law §3012-d(15) and §30-3.15 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 APPRs, that includes personally identifying information for any teachers or principals.

9. Why am I in the student-teacher 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 files, at least one student who 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.

10. Are my grade 8 Algebra 1 students included in my State-provided growth score?

Yes. Beginning with the 2021-22 school year results, SGPs are generated for grade 8 students who take the June Algebra 1 Regents exam. These SGPs are generated using the same methodology already in place for other grades and subjects. As with the rest of the grades 4-8 growth model, SGPs are calculated for grade 8 students who take the June Algebra 1 Regents exam by comparing the current year Algebra 1 Regents scores to similar students who also take the Algebra 1 Regents exam–students who have the same subject, prior-year test scores and other characteristics.

In order for SGPs to be calculated in grades 4-8, students must have valid current year assessment and the same subject, prior year assessment scores. This remains true for SGPs calculated for grade 8 students who take the Algebra 1 Regents exam. These students must have a valid Regents exam score and a valid prior year Grade 7 math test score.

The State-Provided Growth Model adopts the same rules used in institutional accountability for 8th grade students who take both the grade level Math assessment and the Algebra 1 Regents exam. SGPs will be calculated and attributed to educators for the State-provided growth model using the following rules:

8th Grade Mathematics Assessment ONLY	Algebra 1 Regents Exam ONLY	BOTH Grade 8 Math Assessment AND Algebra 1 Regents Exam
Grade 8 students who take the spring Grade 8 Math exam only receive an SGP for Grade 8 Math.	Grade 8 students who take the June Algebra 1 exam only receive an SGP for Algebra 1.	Grade 8 students who take both the spring Grade 8 Math and the June Algebra 1 Regents exams will receive an SGP for each exam, and both SGPs will be reported. Only the SGP calculated for the Grade 8 Math test is used to calculate educator MGPs and State-provided growth scores.

These SGPs are included in a teacher's State-provided growth score if the teacher has 16 or more SGPs and the students meet the 60% enrollment duration requirements.

11. The students opting out in my class were my highest performing students. How can my State-provided growth score be considered accurate?

New York State's growth model measures growth, not proficiency. That is, a student with a high prior test score will not necessarily receive a high SGP. New York's growth model has always assessed a student's progress relative to students with a similar academic history and other defined characteristics, meaning that if high performing students are included, they are compared to other high performing students and will earn a range of SGPs.

Historical data suggest that there is essentially no relationship between average student prior scores and teacher MGPs. Previous years' growth model results show that teachers with many high performing students and teachers with few high performing students receive similar ranges of MGPs. Therefore, the fact that previously high performing students may not have participated in testing is not necessarily relevant to a teacher's growth score.

12. How can my State-provided growth score be considered accurate when the 2020-21 participation was so low?

Extensive analysis was conducted by the growth vendor to determine the impact of lower participation on the 2021 grades 3-8 ELA and math assessments on growth results. The analysis demonstrated that student SGPs and MGPs were highly correlated with prior results produced by the growth model and that growth scores were not largely affected by the lower participation, and thus confirmed that growth results remain reliable despite lower test participation. Growth scores tend to not be affected by changes in test participation and demographic shifts, by design, because of the inclusion of prior achievement as predictors in the model. Additionally, the rate at which students participated in the 2021 grades 3-8 ELA and math assessments remains sufficiently large for purposes of generating State-provided growth results.

Principals

SPECIFIC GROWTH SCORES

1. Why did one of my grade 4-8 teachers not receive a State-provided growth score?

There are a number of reasons why a teacher may not receive a State-provided growth score. The text below lists several of these reasons. You can use the "Teacher-Student 4-8" file, which was provided on the NYSED Information and Reporting Services Portal (IRSP), to understand the reasons a teacher did not receive a State-provided growth score. In that file, you will see the list of students who were attributed to each teacher for use in the teacher's HEDI ratings/scores. You will also see a "reason for exclusion" if the student did not meet the requirements to be included in the teacher's HEDI rating/score determination (this will be missing if the student was included.) A student may be excluded from a teacher's growth score for three reasons: 1) the student did not meet the minimum enrollment duration requirement (more below); 2) the student does not have a valid current year test score; or 3) the student does not have a valid prior year test score.

Reasons a grade 4-8 teacher may not have received a growth score:

- **Teacher did not teach grade 4-8 ELA or math**
  Growth scores are only provided for those teachers with students in grades 4-8 ELA and math (including grade 8 students who take the Algebra 1 Regents exam).
- **Teacher did not have any attributed students (students <60% enrollment duration)**
  Teachers who do not have any attributed students will not be included in the HEDI results file. These teachers will be included in the teacher-student file if they have at least one student linked to them. Students must meet the minimum enrollment duration required to be attributed to a teacher (60% of the course).
- **Teacher had <16 attributed student scores**
  Teachers must have the minimum number of attributed student scores (16) to receive a growth score.

  For example, a teacher had 17 student records linked to her. Two students left the class after being enrolled for only 40% of the class duration. The teacher did not meet the minimum number of student records (16) necessary to receive a growth score because two students did not meet the minimum enrollment duration (60% of the course).[3]

NYSED uses data for students, assessment scores, and enrollment and attendance duration submitted by districts and BOCES as of the deadlines set by NYSED for each data submission. Data submitted or changed after the deadline will not be included in the current-year growth scores.

2. On our State-Provided Growth Report, fewer students are listed as having taken the State Exam than the number of students who actually took the test. Could you please advise why this is?

The assessment data provided to the vendor that calculates State-provided growth results had a scanning deadline of April 13, 2022, for ELA and May 12, 2022, for math. The likely reason for invalid scores is because assessments for those grade levels were not scanned by the deadline. Records reported after the scanning deadline and before the submission date will be reflected in L2RPT SIRS 301 Tested/Not Tested Confirmation Report and Score Reports. A student may also have invalid test scores if the student was absent for any session, refused to take the assessment, was assigned an administrative error, was medically excused, or was absent due to executive order. If you have any questions about your data being scanned, please contact your RIC/Big 5 scanning center.

3. How was my principal State-provided growth score calculated, and what students are included?

To be included in the calculation of a grade 4-8 principal's State-provided growth score, a student must be attributed to the school using NYSED's rules for inclusion in institutional accountability–the student must be present on both BEDS Day (October 6, 2021, for the 2021-22 school year) and the first assessment administration day (please see NYSED Student Information Repository (SIRS) Manual for more details)–and have an SGP score calculated in either ELA or math. Beginning with the 2013-14 school year, staff assignment records are used to link principals to schools and grades, which then are used to attribute students to the principals. Each principal in these grades and subjects will receive an MGP for each grade and subject for which the principal is responsible. This is the simple average (or mean) of all the SGPs from students meeting the minimum enrollment rules for principals in each grade and subject. The SGPs are then combined and averaged to determine an overall MGP that includes all grades for which the principal has a staff assignment record. The principal must have a minimum of 16 SGPs to receive an MGP.

[3] If the teacher in question teaches both math and ELA for the 15 students who still meet the enrollment requirement, the teacher will not receive a subject-specific MGP for ELA or math. However, because each student has an SGP for both subjects, the teacher would have 30 total SGPs linked to her. This would result in the teacher receiving an overall MGP, despite not receiving subject-specific MGPs.

To be included in the calculation of a high school principal's State-provided growth score, a student must have prior years test scores (a grade 6, 7, or 8 ELA or math pretest score) and be enrolled in a school with all of grades 9-12. Note that students who transfer into New York State (NYS) schools in grade 9 from other states or countries will not be included if the baseline test scores from NYS assessments are not available. If a student is in his/her 5th through 8th year after entering high school, the student will still be included in the principal's State-provided growth score calculation. A high 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 them to calculate these measures.

For more information about how principal growth scores are calculated, please refer to the Principal Guides to Interpreting State-Provided Growth Scores in 2021-22.

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

To be included in the student file as a principal, a principal must have at least one student linked to them. To be included in the HEDI results files, 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 them. 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 1 scores?

Yes. Beginning with the 2021-22 school year results, SGPs are generated for grade 8 students who take the June Algebra 1 Regents exam. These SGPs are generated using the same methodology already in place for other grades and subjects. As with the rest of the grades 4-8 growth model, SGPs are calculated for grade 8 students who take the June Algebra 1 Regents exam by comparing the current year Algebra 1 Regents scores to similar students who also take the Algebra 1 Regents exam—students who have the same subject, prior-year test scores and other characteristics.

In order for SGPs to be calculated in grades 4-8, students must have valid current year assessment and the same subject, prior year assessment scores. This remains true for SGPs calculated for grade 8 students who take the Algebra 1 Regents exam. These students must have a valid Regents exam score and a valid prior year Grade 7 math test score.

The State-Provided Growth Model adopts the same rules used in institutional accountability for 8th grade students who take both the grade level Math assessment and the Algebra 1 Regents exam. SGPs will be calculated and attributed to educators for the State-provided growth model using the following rules:

8th Grade Mathematics Assessment ONLY	Algebra 1 Regents Exam ONLY	BOTH Grade 8 Math Assessment AND Algebra 1 Regents Exam
Grade 8 students who take the spring Grade 8 Math exam only will receive an SGP for Grade 8 Math.	Grade 8 students who take the June Algebra 1 exam only will receive an SGP for Algebra 1.	Grade 8 students who take both the spring Grade 8 Math and the June Algebra 1 Regents exams will receive an SGP for each exam, and both SGPs will be reported. Only the SGP calculated for the Grade 8 Math test is used to calculate educator MGPs and State-provided growth scores.

Note: These SGPs will be included in a principal's State-provided growth score if your principal must have at least 16 SGPs attributed to them.

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 and Algebra 1. 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.

Beginning with the 2021-22 school year results, the GRE model was expanded to incorporate measures of student performance in advanced coursework aligned to the State-approved Regents examinations for ELA, Math, Science, and Social Studies. Due to the timing of when these data are available, the model incorporates previously passed Regents alternatives.

The MGP model was not expanded to incorporate State-approved Regents alternatives.

7. Does my principal's GRE State-provided growth score include Regents exemptions granted in response to the cancellation of the administration of Regents examinations?

Yes. The GRE model was enhanced to incorporate exemptions granted to Regents and State-approved alternative examinations.

8. How many years of prior achievement scores are included in the Grades 4-8 growth model?

Students must have an immediate prior year score in order to receive an SGP; students may also have up to two additional prior achievement scores, or pretests included as predictors in the model, if available. For example, growth scores for students in Grade 6 could be based upon their Grades 3, 4, and 5 scores, should they be available (three pretests), while students in Grade 4 only have Grade 3 scores included as predictors.

TABLE 3. ASSESSMENTS AVAILABLE FOR GROWTH SCORES

		Current Year Assessment				
		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8/ Algebra 1
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Immediate Prior Year Assessment, Opposite Subject	Grade 3	USE IF AVAILABLE				
	Grade 4		USE IF AVAILABLE			
	Grade 5			USE IF AVAILABLE		
	Grade 6				USE IF AVAILABLE	
	Grade 7					USE IF AVAILABLE

9. How did the COVID-19 pandemic impact participation in the Grades 3-8 ELA and math assessments?

In 2019-20, the U.S. Department of Education granted New York State a waiver from administering assessments due to the COVID-19 pandemic. As a result, there are no 2020 grades 3-8 ELA or math assessment results to be used as prior year adjustments in the growth model. Given that the growth model requires an immediate prior year score in the same subject and allows up to two additional prior year assessments scores, the absence of 2019-20 scores impacts which years of pretests are included in the growth model. Thus, 2022 growth scores for students in Grades 4 and 5 use one prior assessment (2021), students in Grade 6 have 2021 and may have 2019, and students in Grades 7 and 8 will have 2021 scores and may have 2019 and/or 2018 scores.

10. Where can I get help answering questions about these data?

NYSED has provided a variety of materials to help districts and educators understand and use the State-provided growth scores. The prior growth model vendor (American Institutes for Research—AIR) recorded a webinar that gives specifics about how growth scores and ratings are determined. The slides and links for these webinars are available on the Resources about State-provided growth measures. Educator-specific brochures are also available on this site. A technical report from Education Analytics (the current growth model vendor) will be published later this school year and will document the statistical and technical details of NYSED's educator growth measures. If further questions arise, districts can send an email to:

- datasupport@nysed.gov for questions about data collection, or
- evaldata@nysed.gov for questions about APPR.

In addition, your district/BOCES leaders are a source of information and further training on State-provided growth scores.

11. What are the key points district and school leaders should use when talking about growth scores?

The most important points to remember about educator growth scores are that:

- State-provided growth scores are for informational purposes only and are no longer required to be used for teacher and principal evaluations. When talking about an educator's growth score results, it is 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 State Growth Measures Toolkits page.

12. The students opting out in my school were my highest performing students. How can my State-provided growth score be considered accurate?

New York State's growth model measures growth, not proficiency. That is, a student with a high prior test score will not necessarily receive a high student growth percentile (SGP). New York's growth model has always assessed a student's progress relative to students with a similar academic history and other defined characteristics, meaning that if high performing students are included, they are compared to other high performing students and will earn a range of SGPs.

Historical data suggest that there is essentially no relationship between average student prior scores and principal MGPs. Previous years' growth model results show that principals with many high performing students and principals with few high performing students receive similar ranges of MGPs. Therefore, the fact that previously high performing students may not have participated in testing is not necessarily relevant to a principal's growth score.

13. How can my State-provided growth score be considered accurate when the 2020-21 participation was so low?

Despite the lower participation in the 2021 Grades 3-8 English Language Arts (ELA) and Mathematics Tests, we remain confident in the 2022 growth scores produced using Spring 2021 pretest data. Growth scores are accurate for the students included in the model; that is, an educator's results reflect the contribution of that educator to student learning for the students who were tested and received a student growth score. We cannot measure growth for students who did not take the test. In addition, New York State's growth model has always included a minimum sample size requirement (16 SGPs) to ensure that educators with very few students do not receive HEDI growth ratings. Furthermore, all growth ratings are computed using a confidence range. That is, in assigning HEDI ratings, New York State's system takes into account statistical uncertainty that may be partly due to the numbers of students included in an educator's score.

Given the lower than typical 2021 test participation across the state, the growth vendor investigated the stability of the model. This analysis demonstrated that student SGPs and MGPs were in line with prior results produced by the growth model and that growth scores were not largely affected by the lower test participation. Growth scores tend to not be affected by changes in test participation and demographic shifts, by design, because of the inclusion of prior achievement as predictors in the model. Additionally, the sample of students who participated in the Spring 2021 tests remains sufficiently large for the purpose of calculating State-provided growth results.

14. **Even if a similar proportion of educators are effective or better this year compared to last year, how stable are an individual educator's results this year compared to last year?**

    In 2021-22, almost two-thirds (65%) of principals earned the same rating as they did in 2018-19. Teachers in 2021-22 also earned nearly similar ratings (77% Effective) as in 2018-19.

    The overall HEDI distribution (Highly Effective, Effective, Developing, Ineffective) remains similar.

15. **I'm a principal at a BOCES and received a Grades 9-12 State-provided growth score. What do I do with my results?**

    State-provided growth results received by Grades 9-12 BOCES principals and locations are provided for informational purposes only.

Accessing Results

16. **Are teachers able to see how students on their rosters impacted their State-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 NYSED IRS Portal and distribute to personnel within the district. Department staff are not able to offer additional assistance with distributing these data to educators. However, the CEO/Superintendent could entitle principals to access these data. This would need to be a local decision.

    The roster ("Teacher-Student 4-8" file) may be used to view the list of students who were attributed to each teacher for use in the teachers' HEDI ratings/scores. The Principal and Teacher Guides to Interpreting State-Provided Growth Scores describe the roster file and could be helpful for disseminating/explaining this information to educators.

Deadlines and Release Dates

17. When are State-provided growth scores released?

State-provided growth scores are to be provided to districts by September 1, or as soon as practicable thereafter. The 2021-22 State-provided growth scores and ratings were released in November.

18. When were testing administration dates, and which administrations will be considered in State-provided growth results?

Grades 3-8 ELA and Math Regents examination administration dates are as follows:

TABLE 4. ASSESSMENT ADMINISTRATION WINDOWS: 2021-22 SCHOOL YEAR

Test	Administration Type	Administration Dates	Make-up Dates
Grades 3-8 English / Language Arts	Paper-based	Tuesday, March 29 - Thursday, March 31	Friday, April 1 - Friday, April 8
Grades 3-8 English / Language Arts	Computer-based	Tuesday, March 29 - Tuesday, April 5	Friday, April 1 - Friday, April 8
Grades 3-8 Mathematics	Paper-based	Tuesday, April 26 - Thursday, April 28	Friday, April 29 - Monday, May 9
Grades 3-8 Mathematics	Computer-based	Tuesday, April 26 - Wednesday, May 4	Friday, April 29 - Friday, May 9
US History and Government (Framework) State Regents Examinations	Paper-based	Canceled on May 24, 2022	Exemption requested of Board of Regents in June 2022
State Regents Examinations	Paper-based	Tuesday, June 15 - Thursday, June 23	Make-up exams must occur during the administration window

Note: For more information visit the Elementary and Intermediate Level Testing Schedule and the June Regents Examination Schedule

Only the Administration Dates and Make-up Dates are utilized as a basis for State-provided growth scores. For Regents Examinations, only results from January and June administration windows are utilized to calculate State-provided growth scores. Any assessments taken on 'straggler' make-up dates after the listed windows will not be included in State-provided growth results. Please see the 2021-22 Elementary- and Intermediate-level Testing Schedule for more details.

Additional Resources

Further information about State-provided student growth scores are available at the NYSED.gov State Growth Measures Toolkits page.

GROWTH RESOURCES ON NYSED.GOV STATE GROWTH MEASURES TOOLKITS

A summary of the resources available at the NYSED.gov State Growth Measures Toolkits page that support understanding and interpreting Growth Scores and Ratings is below:

- **Growth Scores Explained Video**–Provides a simplified explanation of how New York State calculated student growth based on state tests for the 2012-13 school year by looking at student performance from one year to the next and by comparing the change in a student's performance to that of other students in the State with similar academic history and similar characteristics.
- **Teacher and Principal Guides**–Provide an in-depth explanation of how New York State calculates student growth based on state tests for teachers of grades 4-8 and principals of grades 4-8 and 9-12 in school year 2021-22 by comparing the current year scores of students with similar academic history and similar characteristics.
- **Teacher, Principal, and School Classification Rules**–Illustrate how growth measures are used to determine State-provided Growth Scores (0-20) and Growth Ratings (HEDI) for ELA and math teachers of grades 4-8, principals of grades 4-8 and 9-12, and schools with students in grades 4-8 and 9-12.
- **Professional Development Turnkey Kit**: **Getting Smarter on State-Provided Student Growth Scores**–Explains to teachers and families how New York State calculated student growth based on state tests for the 2012-13 school year. The kit contains:
    - PowerPoint presentation and recorded webinar explaining
        - growth measures for math and ELA teachers in grades 4-8 and their principals
        - growth measures for principals of grades 9-12
    - Training script accompanying the PowerPoint presentation; and
    - Activity to practice interpreting sample scores and ratings.
- **Technical Report**–Provides a highly technical explanation of the statistical model used in New York State to calculate student growth based on state tests.