

**A Principal's Guide to Interpreting
State-Provided Growth Scores for
Grades 9–12 in 2014–15**

Understanding the 2014–15 State-Provided Growth Scores for Use in Annual Professional Performance Reviews

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 4–8 and their principals as well as Grade 9–12 principals will receive State-provided growth scores based on 2014–15 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 growth model for principals of Grades 4–8. Where possible, we used 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 2014–15 school year (see box at right).

New York State law requires that APPRs play a significant role 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—comprising representatives from key stakeholder groups, including **educators**, **educator unions**, and **educator professional organizations**—has provided input into the development of APPR regulations and the design of the State-provided growth scores during 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.¹

Measures for Grades 9–12 include the mean growth percentile (MGP) measure based on Algebra and ELA Regents Exams (Common Core and prior versions) and the Comparative Growth in Regents Exams Passed measure.

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 (e.g., observations, visits, surveys)
- 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 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 2014–15.

WHERE AND WHEN WILL DATA BE AVAILABLE?

State-provided growth scores for 2014–15 were distributed to districts in August 2015 and will be available to authorized users using the secure online Growth Reporting System (GRS) in October 2015. (<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 <https://www.engageny.org/resource/appr-3012-c> for additional information on APPR plans under Education Law §3012-c, <https://www.engageny.org/resource/appr-3012-d> for additional information on APPR plans under Education Law §3012-d, 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.

¹ For a list of task force members and technical advisory committee members, visit <http://www.engageny.org/resource/resources-about-state-growth-measures>

Background

For any students with scores from both versions of the ELA assessments (ELA Common Core and Comprehensive ELA), two student growth percentiles (SGPs) are computed and the higher of the SGPs is used for educator growth measures.

For the Comparative Growth in Regents Exams Passed measure, students classified as dropouts in the prior year (for 2015, those classified as dropouts in 2012–13 or 2013–14) are now included in the measure until four years after their Grade 9 entry date.

Staff assignment data that are submitted by districts are used to link principals to specific grade levels within a school. In schools where two (or more) principals are assigned to different grade levels, those principals will have growth scores that include only the grade levels of their assignment. However, scores are produced only for schools that serve all of Grades 9–12 and for principals of schools with all of Grades 9–12.

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 as well as identify strengths and gaps in student progress. This information can help principals better support students who have 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 is to measure student growth toward graduation as well as 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 as well as 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.

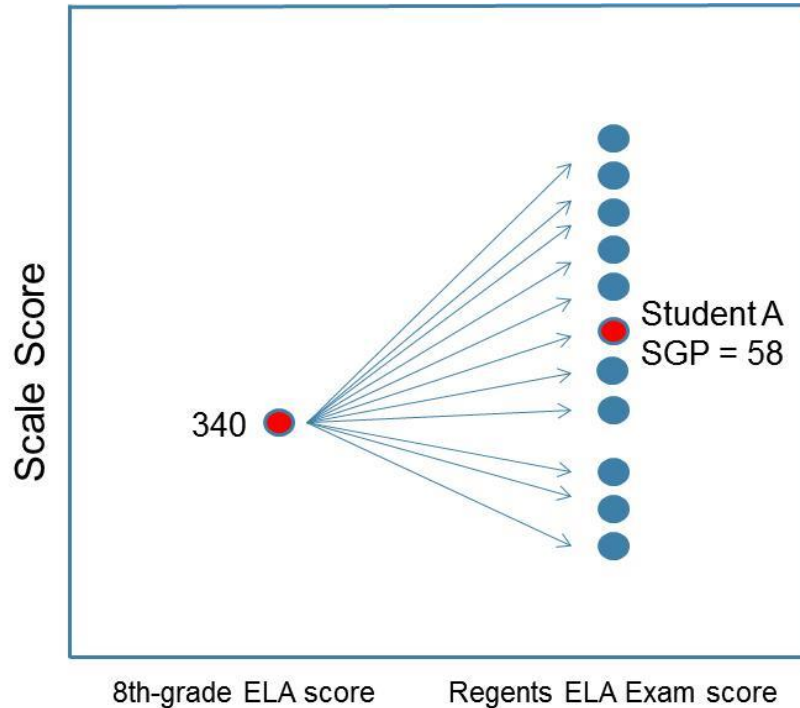
How Is Student Growth Measured?

One growth measure for Grades 9–12 principals is the MGP measure, based on Algebra 1 Common Core, ELA Common Core, and Comprehensive ELA Regents Exams. 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—in order to measure growth while accounting for students' starting levels of achievement. This method of measuring growth is illustrated in Figure 1, which 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 2014.² Compared with other students who also had a score of 340 in 2014, Student A's 2015 ELA Regents Exam test score was somewhere in the middle. We can describe Student A's growth in relative terms as a student growth percentile (SGP). In this example, because Student A's SGP is 58, it means that this student performed as well or better than 58 percent of similar students who took the ELA Regents exam. SGPs range from 1–99 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.

² 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 mean growth percentile (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 with all of Grades 9–12 and principals of schools with all of Grades 9–12 receive MGPs. An ELA, Algebra, and combined MGP is reported for schools and principals if they have the minimum of 16 for each MGP.³ To combine Algebra and ELA MGPs into an overall MGP, we take the average of all SGPs attributed to the school or principal.

³ 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 ELA Common Core and eight SGPs for Comprehensive ELA would be adequate for calculating an ELA 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, and eight SGPs from Algebra I Common Core).

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

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

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

Step 2: $513/9 = 57$.

The school's MGP is 57.⁴

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 9–12). 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 9–12, 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 any version of the Algebra or ELA Regents Exams prior to high school are **NOT** included in the MGP of a principal of Grades 9–12.
- Students must have a valid prior score from Grade 7 or 8 ELA or mathematics (the score must be from ELA to be used in the ELA MGP model and from mathematics to be used for the Algebra MGP model).
- We count Regents Exam scores from the following administrations: August of the 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 the ELA Regents Exam, 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.

⁴ For purposes of illustration, this example includes fewer than 16 SGPs. MGPs are reported only when at least 16 SGPs are available.

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 exceeded 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 with all of Grades 9–12 and principals of schools with all of Grades 9–12 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).

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. In 2014–15, students who dropped out of a school in 2012–13 or 2013–14 are included in the GRE measure for that school.

Defining “Similar Students” in Grades 9–12 School and Principal Growth Measures for School Year 2014–15

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, when 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, also could play a role in the student’s performance. We include these characteristics in our definition of similar students. We do this to ensure that schools who serve students with different characteristics are not advantaged or disadvantaged by the composition of their schools, which they cannot control.

Figure 4 provides details about how each of these characteristics is defined in the Grade 9–12 principal growth measures for 2014–15. Both student- and school-level characteristics are included. We account for whether a student is an English language learner (ELL), for example, 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 experience 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 2014–15*
Academic History	<ul style="list-style-type: none"> • Seventh- and/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) • Years since ninth-grade entry (instead of grade level)** • New to school in year other than Grade 9
SWD	<ul style="list-style-type: none"> • Student SWD status (yes or no) • SWD spends less than 40 percent of time in general education setting • Percentage of SWDs in school
Economic Disadvantage	<ul style="list-style-type: none"> • Student economically disadvantaged status (yes or no) • Percentage of economically disadvantaged students in school
ELL	<ul style="list-style-type: none"> • Student ELL status (yes or no) • New York State English as a Second Language Test (NYSESLAT) scores • Percentage of ELLs in school

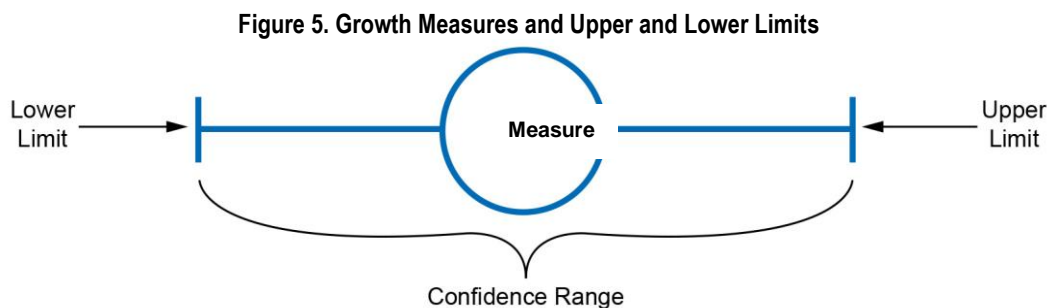
*Additional characteristics may be added in the future as available and approved by the Board of Regents.

**GRE scores are calculated separately for each cohort (one, two, three, four, five or more years since ninth-grade entry); SGP's are calculated separately for each Regents Exam, including students from all cohorts who took the relevant exam.

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, also are 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).

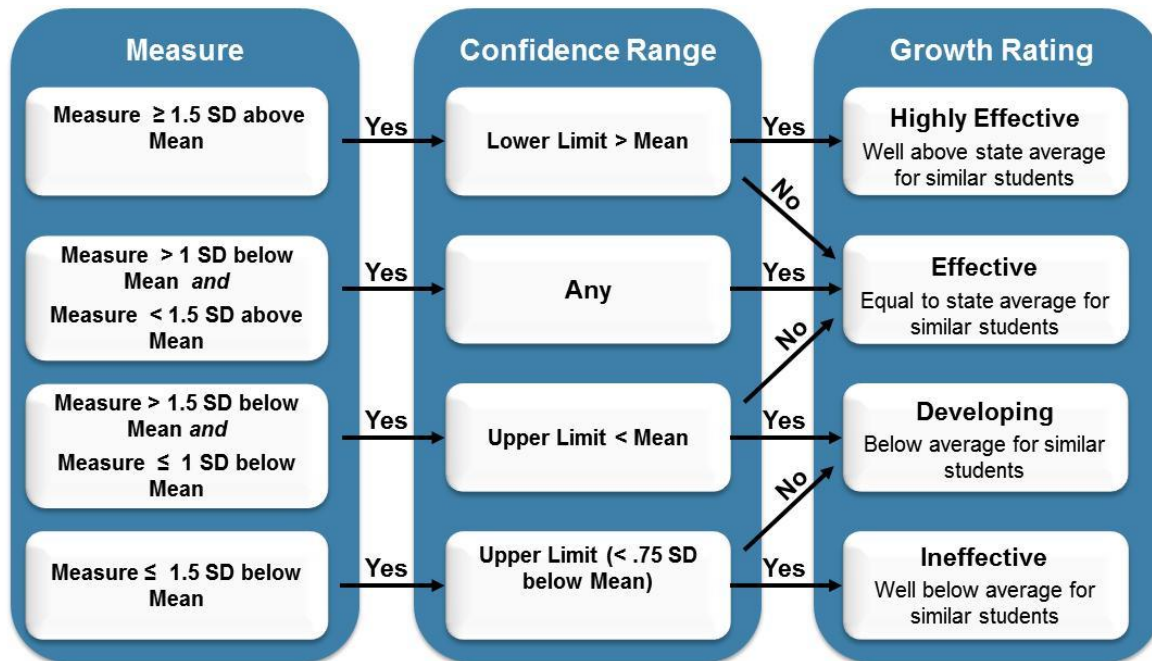


All statistical calculations contain some uncertainty. Although the reported MGP or GRE score is the best estimate for any school or principal, we also can quantify a range wherein we can expect that the *true* answer lies. The upper and lower limit MGP or GRE scores define a set of scores wherein an educator's true MGP or GRE score lies 95 percent of the time. Reporting upper and lower limits is similar to the way we are used to seeing results from other statistical calculations such as political polls reported, in which a candidate can be ahead in the polls by six points plus or minus three 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.

We report the upper and lower limits because we want to be transparent about the data. We also use upper and lower limits to assign school and principal growth ratings in a way that fairly takes uncertainty in MGP and GRE measures into account.

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. Using scoring bands determined by the Commissioner, a growth score of 0–20 points is then assigned within each growth rating category (with higher MGPs and GRE scores receiving more points).

Figure 6. Determining Grades 9–12 School and Principal Growth Ratings



Notes: SD = Standard Deviation
 Values are rounded to the nearest 0.5 for MGP and 0.01 for GRE.

Then we average the growth scores together, weighting them by the number of students included 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 Ratings⁵

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)

⁵ The example applies to educators outside New York City. Based on the arguments presented in the arbitration proceeding held on May 30 and 31, 2013 and pursuant to his authority in Education Law §3012-c(2)(a), the commissioner imposed different scoring ranges for use in New York City for the 2013–14, 2014–15, 2015–16, and 2016–17 school years than in the rest of the state. See the following link for a description of these scoring ranges: <http://usny.nysed.gov/rtt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>. For educators in New York City, a similar calculation as shown in this example is done using New York City growth scoring bands.

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 HED1 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 about how this process works for those schools and principals.

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

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.⁶ The Grades 4–8 measure growth rating is determined using the process shown in Figure 6. Because multiple Grade 9–12 measures exist, growth scores for each Grade 9–12 measure are averaged together, and then weighted by the number of students in each measure, to determine an overall Grade 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 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.

Figure 8. Determining Growth Ratings for Principals With Grades 4–8 and Grades 9–12 Growth Measures⁷

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)

⁶ Details about 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/>).

⁷ The example applies to educators outside New York City. Based on the arguments presented in the arbitration proceeding held on May 30 and 31, 2013 and pursuant to his authority in Education Law §3012-c(2)(a), the commissioner imposed different scoring ranges for use in New York City for the 2013–14, 2014–15, 2015–16, and 2016–17 school years than in the rest of the state. See the following link for a description of these scoring ranges: <http://usny.nysed.gov/rtt/teachers-leaders/plans/docs/new-york-city-appr-plan.pdf>. For educators in New York City, a similar calculation as shown in this example is done using New York City growth scoring bands.

Sample Grades 9–12 School Report

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 <https://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. It also provides 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 also is 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 Grade 9–12 school report follow.

Figure 9. Sample Grades 9–12 School Report⁸

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 measure.

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 academic history as well as 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.

⁸ Please note that reports included in the GRS represent the State-provided growth data for a school and are not principal-specific.

From the sample report shown in Figure 9, a principal also can navigate through the online GRS to obtain more detailed score information, such as scores based on subgroups. A list of available subgroups follows. 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 use the GRS.

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

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

Cohort (Years Since Entering Ninth Grade) (GRE only): Students who entered ninth grade one, two, three, four, or five or more years ago.

Roster Files

Scores are directly available to each applicable educator through the secure online GRS (<http://www.engageny.org/resource/secure-online-growth-reporting-system>). The online GRS also contains student-level rosters that principals can download for the most recent prior school year that show which students were included in school measures, along with information about each student (see Figure 10). These rosters also display information about students who were linked to the school but who were not included in the calculation of the school's scores. If a student was in a school but did not meet the continuous enrollment requirement, for example, the student will be listed on the roster, and in the column labeled "Included in Measure," the student will be listed as "N" and the reason for exclusion will 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 a school's growth score (indicated with a "Y" in the "Included in Measure" column), principals 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 ninth 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)
- Outcome included in MGP (indicates which SGP used, if more than one version of Regents Exam taken by the student)
- Adjusted SGP (Common Core or Prior Regents version) and corresponding unadjusted SGP (Unadjusted SGP Test Selected)
- 2015 Regents Exam scores (Common Core 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 Output⁹

School_ID	Student_ Lastname	Student_ FirstName	Measure	Adjusted_SGP_ Common_ Core	Adjusted_SGP_ Prior_Version_ Regents_ Exam	Outcome_ Included_ In_MGP	Included_ in_Measure	Reason_for_Exclusion_from_Measure
123456789012	Doe	John	Algebra MGP	NA	NA	NA	N	Does not meet minimum enrollment requirement
123456789012	Garcia	Alejandro	Algebra MGP	71	NA	Algebra Co	Y	NA
123456789012	Gonzalez	Sophia	Algebra MGP	90	NA	Algebra Co	Y	NA
123456789012	Jackson	Deshawn	Algebra MGP	48	NA	Algebra Co	Y	NA
123456789012	Li	Mei	Algebra MGP	NA	NA	NA	N	No valid prior test score
123456789012	Nguyen	Phoung	Algebra MGP	49	NA	Algebra Co	Y	NA
123456789012	Roe	Jane	Algebra MGP	60	NA	Algebra Co	Y	NA
123456789012	Smith	Emma	Algebra MGP	55	NA	Algebra Co	Y	NA
123456789012	Wang	Jacob	Algebra MGP	NA	NA	NA	N	No valid current year test score
123456789012	Stewart	Mary	Algebra MGP	52	NA	Algebra Co	Y	NA
123456789012	Williams	Tamika	Algebra MGP	45	NA	Algebra Co	Y	NA
123456789012	Doe	John	Comparative Growth i	NA	NA	NA	N	Does not meet minimum enrollment requirement
123456789012	Garcia	Alejandro	Comparative Growth i	N	N	NA	Y	NA
123456789012	Gonzalez	Sophia	Comparative Growth i	N	N	NA	Y	NA
123456789012	Jackson	Deshawn	Comparative Growth i	N	N	NA	Y	NA
123456789012	Li	Mei	Comparative Growth i	NA	N	NA	Y	NA
123456789012	Nguyen	Phoung	Comparative Growth i	N	Y	NA	Y	NA
123456789012	Roe	Jane	Comparative Growth i	N	N	NA	Y	NA
123456789012	Smith	Emma	Comparative Growth i	Y	N	NA	Y	NA
123456789012	Wang	Jacob	Comparative Growth i	NA	NA	NA	N	No valid prior test score
123456789012	Stewart	Mary	Comparative Growth i	Y	N	NA	Y	NA
123456789012	Williams	Tamika	Comparative Growth i	N	NA	NA	N	No valid prior test score
123456789012	Doe	John	ELA MGP	NA	NA	NA	N	Does not meet minimum enrollment requirement
123456789012	Garcia	Alejandro	ELA MGP	NA	55	ELA	Y	NA
123456789012	Gonzalez	Sophia	ELA MGP	74	NA	ELA Commc	Y	NA
123456789012	Jackson	Deshawn	ELA MGP	84	NA	ELA Commc	Y	NA
123456789012	Li	Mei	ELA MGP	NA	NA	NA	N	No valid prior test score
123456789012	Nguyen	Phoung	ELA MGP	67	NA	ELA Commc	Y	NA
123456789012	Roe	Jane	ELA MGP	NA	92	ELA	Y	NA
123456789012	Smith	Emma	ELA MGP	64	NA	ELA Commc	Y	NA
123456789012	Wang	Jacob	ELA MGP	N	N	NA	N	No valid current year test score
123456789012	Stewart	Mary	ELA MGP	NA	24	ELA	Y	NA
123456789012	Williams	Tamika	ELA MGP	48	NA	ELA Commc	Y	NA

⁹ 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 principals evaluate growth scores, interpret scores relative to aggregate data provided, and provide a framework in which to consider scores in light of institutional practices at each 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 with 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 with 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 with each other and to my overall scores? What patterns do I see, if any?

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 school's principal, 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@nysed.gov with questions related to the online GRS login as well as navigation or other issues.

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If any discrepancies exist between the language in these materials and the Statute, Regulations, or APPR Guidance, the Statute, Regulations, or APPR Guidance prevails.