Explaining Student Growth Scores to Teachers and Principals
2016-17 Frequently Asked Questions

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Introduction

In 2016-17, approximately 35,000 teachers in ELA/math in grades 4-8 and 4,500 principals (of buildings containing grades 4-8 as well as principals of buildings containing all of grades 9-12) received a State-provided growth rating and score. NYSED 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

- Growth Score Calculations
- Log-in and Access
- Deadlines and Release Date

Principals' Frequently Asked Questions

- Specific Scores
- Log-in and Access
- 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
- educatoreval@nysed.gov for questions about 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.

Contents

Teachers

Growth Score Calculations

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

For each student in grades 4-8, a "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" in this context means not just students with the same academic history, but also students with the same demographic characteristics (i.e., English language learner (ELL), economic disadvantage, or disability (SWD) status).

SGPs are percentiles and can range from 1 to 99 and they always tell you where a student stands in a distribution of similar students (those with the same starting point and characteristics). An SGP score of 50, for example, would mean that the student scored as high or better than 50 percent of similar students on the ELA/math assessment that year.

For educator evaluation, a teacher's "mean growth percentile" (MGP) is then calculated, which is an aggregate measure of his or her student's growth. A teacher's MGP for each grade or subject is calculated using the SGP of each student on the teacher's roster meeting the minimum enrollment of 60% of the course duration. Each SGP is weighted by the proportion of course time the student was enrolled with the educator and the proportion of time the student was in attendance, as reported on the staff student course record. 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

Student	SGP	Enrollment	Include Student in MGP (≥60% enrollment)	Attendance	Enrollment x Attendance (Weight)
Student A	45	80%	Yes	90%	0.72
Student B	40	100%	Yes	95%	0.95
Student C	70	50%	No	80%	NA
Student D	60	100%	Yes	90%	0.90
Student E	40	100%	Yes	75%	0.75

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

To measure teacher performance, we find the MGP for his or her students, which is the weighted average of the SGPs that take into account the enrollment duration and attendance for each student. In the case described in Table 1, the steps to calculate a teacher's MGP would be:

- **Step 1:** Multiply each student's SGP by their "Enrollment x Attendance" value; add all results together.
  Table 1 example: (45 x 0.72) + (40 x .95) + (60 x .90) + (40 x .75) = **154.4**
- **Step 2:** Sum "Enrollment Duration x Attendance" results across all students.
  Table 1 example: 0.72 + 0.95 + 0.90 + 0.75 = **3.32**
- **Step 3:** Divide Step 1 result by Step 2 result.
  Table 1 example: 154.4 / 3.32 = **46.5**

The teacher described in Table 1 has an MGP of **46.5**, 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 Guide to Interpreting State-Provided Growth Scores for Grades 4-8 in 2016-17 – Teachers.

2. 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 his or her 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 test in grades 4-8 ELA and 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 teacher-student data linkage (TSDL) data provided to NYSED by school districts, Boards of Cooperative Educational Services (BOCES), and charter schools, where applicable. Districts, BOCES, and charter schools were required to certify the accuracy of the TSDL 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 percent of a course's duration are not included in a teacher's MGP. Students whose course enrollment is 60 percent 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% of the course and attended 90% 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 students, teachers will receive an MGP for each grade or subject they are responsible for. If there is more than one MGP, the SGPs will be averaged across all grades and subjects into an overall MGP.

3. If we are in a transition period, why did I receive a State-provided growth rating and score and what do I do with it?

In December 2015, the Board of Regents adopted regulatory amendments to add §30-3.17 to the Rules of the Board of Regents, which provide for a four-year Annual Professional Performance Review (APPR) transition period during which time State-provided growth scores will not be used to make employment decisions and will be used for advisory purposes only. Although the transition period will last through the end of the 2018-19 school year, Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents still require that State-provided growth results be incorporated into educators' APPRs.

Effective June 14, 2016, transition scores and ratings, calculated pursuant to §30-3.17 of the Rules of the Board of Regents, must be provided to teachers and principals no later than September 1st of the school year immediately following the school year for which the teacher's or principal's performance is evaluated during the transition period. Original final ratings (which include the results of the grades 3-8 ELA/math State assessments and/or State-provided growth scores) for such teachers and principals must be provided by September 1st or as soon as practicable thereafter during the transition period.[2] For purposes of public reporting of aggregate data and disclosure to parents, the original composite rating calculated pursuant to the district's/BOCES's approved Education Law §3012-d APPR plan shall be reported along with the overall transition rating and an explanation of the overall transition rating during the transition period.[3]

4. 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 his/her MGP within a particular HEDI rating category.

See the 2016-17 Classification Rules for Growth Ratings and Scores – Teachers for more information.

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[2] Please note that teachers and principals whose APPRs do not include the grades 3-8 ELA/math State assessments or State-provided growth scores on Regents examinations are not impacted by the transition regulations and their evaluations shall be calculated pursuant to their district's/BOCES' approved APPR Plan without any changes. Such educators must continue to receive their completed APPR evaluations as soon as practicable, but in no case later than September 1st of the school year immediately following the school year for which the teachers' or principals' performance is evaluated

[3] See, §30-3.3(c) of the Rules of the Board of Regents. See also, Education Law §3012-c(10), as made applicable by Education Law §3012-d(15) and §30-3.15(d) of the Rules of the Board of Regents.

5. **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.**

Education Law §3012-c(10), as applied to APPRs conducted pursuant to Education Law §3012-d by 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. However, the percentage of educators statewide and by district and building who earned each HEDI rating in terms of their State-provided growth score is available on the NYSED Public Data Site.

6. **Why are my grade 8 Algebra I (Common Core) students not included in my State-provided growth score?**

During the 2014-15 school year, the Department and its student growth vendor developed an expansion of the student growth model to calculate SGPs for eighth grade students who take the Regents Examination in Algebra I (Common Core). However, this expanded model was not implemented as part of the State-provided growth model for 2014-15, 2015-16, or 2016-17 results. Consistent with the Department's intent to maintain stability in the State-provided growth model during the transition period (2015-16 through 2018-19 school years) as we move to a revised State-provided growth model, the Department decided not to move forward with this expansion of the growth model. Therefore, Algebra I Regents Exam data were not included in the growth model for grade 8 students, and in 2016-17, students who take only the Regents Exam and do not take their grade level math assessment will remain excluded from the State-provided growth model.

7. **In general, how were results of the State-provided growth model impacted by student opt-out in 2016-17?**

In the 2016-17 there were slightly more students included in growth results than there were in 2015-16, but fewer students than were included in the 2014-15 growth results. Overall the number of students included in the analysis remains very large (from about 225,000 – 300,000 student scores per grade in the grades 4-8 model). As a result of having more students in the model, more teachers and principals had sufficient numbers of student scores to receive State-provided growth results in 2016-17 than in 2015-16, but still fewer than in 2014-15. About 700 more teachers and 15 more principals serving students in grades 4-8 received scores in 2016-17. As noted below in question eight, however, the decline in student scores included in the model and in the number of teachers receiving growth scores did not lead to a decrease in the stability of the model's results. In addition, the model's technical characteristics – specifically, model fit and statistical reliability of educator MGPs – are nearly identical to last year. We

continue to see no systematic relationships between teacher or principal MGPs and the percent of students with disabilities, English language learners, or economically disadvantaged students in classrooms or schools, indicating that the model continues to enable all educators to receive any growth score result, regardless of the characteristics of their students.

8. **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 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 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 in 2016-17.

Log-in and Access

9. **Is the Secure Growth Reporting System no longer active?**

The secure online Growth Reporting System (GRS) is not active. In previous years, New York State's vendor for growth measures, American Institutes for Research, hosted the GRS, which allowed authorized teachers, principal, and district personnel to access State-provided growth results. Due to low usership relative to the cost of providing this service, NYSED is no longer supporting the GRS, and it is no longer available. As a result, it is the responsibility of districts and BOCES to provide educators with their growth results and rosters.

Deadlines and Release Date

10. **When are State-provided growth scores released?**

State-provided growth scores for 2016-17 are expected to be distributed to districts the last week of August 2017.

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

Grades 3-8 ELA and math assessment administration dates are as follows:

Table 2. Assessment Administration Windows: 2016-17 School Year

Test	Administration Type	Administration Dates	Make-up Dates
Grades 3-8 English / Language Arts	Paper-based	Tuesday, March 28 – Thursday, March 30	Friday, March 31 – Wednesday, April 5
Grades 3-8 English / Language Arts	Computer-based	Monday, March 27 – Monday, April 3	Tuesday, April 4 – Thursday, April 6
Grades 3-8 Mathematics	Paper-based	Tuesday, May 2 – Thursday, May 4	Friday, May 5 – Wednesday, May 10
Grades 3-8 Mathematics	Computer-based	Monday, May 1 – Monday, May 8	Tuesday, May 9 – Thursday, May 11

Only the Administration Dates and Make-up Dates are utilized as a basis for 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 2016-17 Elementary- and Intermediate-level Testing Schedule for more details.

Principals

Specific Scores

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

There are a number of reasons that a teacher may not have received 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 that was included in your TSDL submission did not receive a State-provided growth score. In that file, you will see the list of students that were attributed to each teacher for use in the teachers' HEDI ratings/scores. You'll also see a "reason for exclusion" if the student was not able to be included in the teacher's HEDI rating/score determination (this will be filled in as "NA" 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:

- Growth scores are only provided for those teachers with students in grades 4-8 ELA and math. Teachers must have the minimum number of student scores (16) attributed to them to receive a growth score.
- Students must meet the minimum enrollment duration required to be attributed to a teacher (60% of the course).

  For example, Teacher [ID] had 17 student records linked to her. Two students left the class after being enrolled for only 40% of its 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).[4]

- 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.

[4] Note: 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 math or ELA. 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.

Please see questions D2, D13, D90, and M8 in the Education Law §3012-d APPR guidance document for more information.

2. **On our State-Provided Growth Report, fewer students are listed as having taken the State Exam than the number of students that 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 June 16, 2017, for both ELA and math in the 2016-17 school year. The likely reason for invalid scores is because assessments for those grade levels were not scanned by the June 16 deadline. Any records scanned after that date (and by the June 16 final submission date) are included in the L2RPT SIRS 301 Tested/Not Tested Confirmation Report and Score Reports. 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?**

For more information about how principal growth scores are calculated, please refer to the Guides to Interpreting State-Provided Growth Scores in 2016-17 – Principals.

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 5, 2016 for the 2016-17 school year) and the first assessment administration day (please see NYSED Student Information Repository (SIRS) Manual for more details) -- and have an SPG 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 they are 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. See APPR Guidance, specifically questions D2 and D15 of the Education Law §3012-d APPR guidance document for details.

To be included in the calculation of a high school principal's State-provided growth score, a student must have a grade 7 or 8 NYS ELA or math test score and be enrolled in a school with all of grades 9-12. Note that students who transfer into 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 him or her to calculate these measures. See questions D17, D18, D24, and D26 of the Education Law §3012-d APPR guidance document for details.

4. Two of my teachers have the same number of students who showed growth, but have different State-Provided Growth Scores. Why is this?

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 MGPs statewide. Next, using scoring bands determined by Education Law §3012-d, HEDI scores of 0-20 are assigned to each educator based on his/her MGP within a particular HEDI rating category. Refer to Slide 4 of the 2016-17 Classification Rules for Growth Ratings and Scores – Teachers for information on how MGPs were classified into HEDI ratings for 2015-16.

A teacher's State-provided growth score is based on his or her mean growth percentile (MGP), which is calculated by finding the weighted average of all student growth percentiles (SGPs) in a teacher's courses based on a State test in Grades 4-8 ELA and 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 teacher-student data linkage (TSDL) data provided to NYSED by school districts, Boards of Cooperative Educational Services (BOCES), and charter schools. Students who are enrolled for less than 60 percent of a course's duration are not included in a teacher's MGP. Students whose course enrollment is 60 percent 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. Table 3 below and the following text gives an example of how a teacher's MGP is calculated.

Table 3. Sample Calculation of a Teacher's MGP Based on Weighted SGPs

Student	SGP	Enrollment	Include Student in MGP (≥60% enrollment)	Attendance	Enrollment x Attendance (Weight)
Student A	45	80%	Yes	90%	0.72
Student B	40	100%	Yes	95%	0.95
Student C	70	50%	No	80%	NA
Student D	60	100%	Yes	90%	0.90
Student E	40	100%	Yes	75%	0.75

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

To measure teacher performance, we find the MGP for his or her students, which is the weighted average of the SGPs that take into account the enrollment duration and attendance

for each student. In the case described in Table 3, the steps to calculate a teacher's MGP would be:

- **Step 1:** Multiply each student's SGP by their "Enrollment x Attendance" value; add all results together.
  Table 3 *example:* (45 x 0.72) + (40 x .95) + (60 x .90) + (40 x .75) = **154.4**
- **Step 2:** Sum "Enrollment Duration x Attendance" results across all students.
  Table 3 *example:* 0.72 + 0.95 + 0.90 + 0.75 = **3.32**
- **Step 3:** Divide Step 1 result by Step 2 result.
  Table 3 *example:* 154.4 / 3.32 = **46.5**

The teacher described in Table 3 has an MGP of **46.5**, meaning that, on average, students linked to this teacher performed as well as or better than about 47 percent of similar students.

You can use the "Teacher-Student 4-8" file, which was provided on the IRSP, to see the list of students that were attributed to each teacher for use in the teachers' HEDI ratings/scores. You'll also see a "reason for exclusion" if the student was not able to be included in the teacher's HEDI rating/score determination (this will be filled in as "NA" if the student was included). A student may be excluded from a teacher's growth score for three reasons: 1) the student does 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.

5. Does my principal's State-provided growth score include 8th grade Algebra scores?

During the 2014-15 school year, the Department and its student growth vendor developed an expansion of the student growth model to calculate SGPs for eighth grade students who take the Regents Examination in Algebra I (Common Core). However, this expanded model was not implemented as part of the State-provided growth model for 2014-15 or 2015-16 results. Consistent with the Department's intent to maintain stability in the State-provided growth model during the transition period (2015-16 through 2018-19 school years) as we move to a revised State-provided growth model, the Department decided not to move forward with this expansion of the growth model this year. Therefore, Algebra I Regents Exam data were not included in the growth model for grade 8 students, and in 2015-16, students who take only the Regents Exam and do not take their grade level math assessment will remain excluded from the State-provided growth model.

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 (Common Core) and Algebra I (Common Core). 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. Both measures currently consider only the performance of students on Regents examinations.

The Department plans to explore the possibility of expanding the model to incorporate measures of student performance in advanced coursework aligned with college-readiness standards in order to recognize efforts to encourage student participation and success in college preparation courses.

While the Department cannot yet say with certainty that any exploration will lead to the eventual adoption of an expanded growth model for grades 9-12, plans are in place to begin beta modeling such an expansion. In order to do so, districts must submit results from participation in Advanced Placement (AP), International Baccalaureate (IB), dual, and continuous enrollment courses and final exam scores, and participation in Blue Ribbon Panel endorsed Career and Technical Education (CTE) courses and final exam scores beginning in the 2016-17 school year. Timelines for submitting results for these alternative college- and career-readiness aligned assessments will be communicated by the NYSED Office of Information and Reporting Services.

7. 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 page on EngageNY. Educator-specific brochures are also available on this site. Section D of the Education Law §3012-d APPR guidance document contains additional information about these measures. 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
- educatoreval@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. Note: For additional questions and answers about teacher and principal growth scores for use in educator evaluation, please see Section D of the §3012-d APPR guidance document.

8. 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 used in evaluation are that:

- State-provided growth scores are just one of multiple measures in New York's teacher and principal evaluation system and are to be used for informational purposes only during the transition period. 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 educators cannot control the characteristics of students who enter their schools and classrooms, they 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 to educators in their community how New York State calculates student growth based on State tests. These and other resources are available at the NYSED.gov "State Growth Measures Toolkits" page.

9. Some of my educators had large portions of their students opt out of State assessments. How can their State-provided growth scores be considered accurate?

Growth scores are accurate for the students included in the model; that is, an educator's results reflect their contributions 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. Finally, 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.

As in the past, if fewer than 50% of a teacher's total students are covered by a State-provided growth score then the required subcomponent of the teacher's Student Performance Category score will be computed using SLOs. Each SLO is weighted proportionately based on the number

of students included in the measure, regardless of whether the SLO utilizes a State-provided growth score or not. The State will provide a State-provided growth score for such a teacher; however, this score must still be weighted proportionately with the other SLO(s) if fewer than 50% of the teacher's total students are covered by State-provided growth measures. Please see Example 2 in SLO Guidance (§3012-d).

10. 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 in 2016-17.

11. 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 2016-17, nearly two-thirds (62%) of individual teachers earned the same rating they did in 2015-16, and 84% earned the same or better HEDI rating than they did in 2015-16. These are similar percentages to those who earned the same or better HEDI rating between 2013-14 and 2014-15, and between 2014-15 and 2015-16.

Our results continue to be somewhat more stable from year to year for individual educators than has been found by some other research such as the Measures of Effective Teaching Study.

12. 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 provided to Grades 9-12 BOCES principals and locations are for informational purposes only. Results should only be used as the State Growth or Comparable Measures Subcomponent measure, or in the required subcomponent of the Student Performance Category, as applicable, for principals responsible for BOCES programs for grades 9-12. Students who take Regents exams while participating in BOCES programs count for their home school principal for the purposes of State-provided growth measures (see Question 14 of

the *Explaining Student Growth Scores to Teachers and Principals* document available on the EngageNY website.

Login and Access

13. Is the Secure Growth Reporting System no longer active?

The online Growth Reporting System was decommissioned after June 30, 2016, and users are no longer be able to access their information. The 2016-17 State-provided growth results will be released to districts during the last week of August 2017. Administrators and teachers should contact their district superintendent or district data coordinator to review them. For details on how to access the scores, please refer to the Field Memo: Delivery of 2016-17 Educator State-Provided Growth Results.

14. 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 Portal and distribute to personnel within the district. We 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 that 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

15. When are State-provided growth scores released?

State-provided growth scores for 2016-17 are expected to be distributed to districts the last week of August 2017.

16. When is (was) BEDS day for the 2016-17 school year?

BEDS (Basic Educational Data System) Day was on October 5, 2016, and resulted in the collection of personnel (ePMF) forms for all teachers employed in school districts, BOCES, and charter schools.

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

Grades 3-8 ELA and math assessment administration dates are as follows:

Table 4. Assessment Administration Windows: 2016-17 School Year

Test	Administration Type	Administration Dates	Make-up Dates
Grades 3-8 English / Language Arts	Paper-based	Tuesday, March 28 – Thursday, March 30	Friday, March 31 – Wednesday, April 5
Grades 3-8 English / Language Arts	Computer-based	Monday, March 27 – Monday, April 3	Tuesday, April 4 – Thursday, April 6
Grades 3-8 Mathematics	Paper-based	Tuesday, May 2 – Thursday, May 4	Friday, May 5 – Wednesday, May 10
Grades 3-8 Mathematics	Computer-based	Monday, May 1 – Monday, May 8	Tuesday, May 9 – Thursday, May 11
State Regents Examinations	Paper-based	Tuesday, June 13 – Thursday, June 22	Make-up exams must occur during the administration window

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 2016-17 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 and in the §3012-d APPR guidance document. In addition to these resources, your network team members are a source of information and further training on State-provided growth scores.

Growth Resources on NYSED.gov State Growth Measures Toolkits

A summary of the resources available at the NYSED.gov "State Growth Measures Toolkits" page website that support understanding and interpreting Growth Scores and Ratings are 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 2016-17 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 use in in evaluations of math and ELA 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, and 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.

NYSED APPR Guidance

Guidance on New York State's Annual Professional Performance Review for Teachers and Principals to Implement Education Law §3012-d and the Commissioner's Regulations contains additional information about these measures. Details about how State-provided growth scores

are calculated are included in Section D. Specific questions addressed in Section D that may be valuable include: D2, D9-D35, D85-D90, and D92-D93.