# The Role of Growth Scores in Annual Performance Reviews

New Yor St te te chers of m them t cs nd En l sh l n u e rts (ELA) n r des 4–8 nd the r pr nc p ls w ll rece St te-prov ded rowth scores b sed on 2018-19 St te tests for dv sor purposes onl pursu nt to Ch pter 59 of the L ws of 2019, wh ch mended the Student Perform nce C te or requ rements of Educ t on L w §3012-d These

# Why Growth?

All students enter the r te chers' cl ssrooms  t d ffer n  levels of  c dem c prof c enc  or  ch evement  One w   to
sure prof c enc   s student perform nce on st nd rd zed  ssessments  B  me sur n  the  mount of pro ress, or " c

# Factors Used to Define "Similar Students" in the Growth Model for 2018-19

For educator evaluation, we further refine the definition of students to include additional factors known to impact student performance in order to better isolate the impact of a student's teacher on his or her performance. In the growth model, 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 status uses at both the student and classroom levels. Table 1 displays specific factors for each of these categories. We account for whether a student is an ELL; for example, we also account for the percentage of ELL students in a student's ELA or mathematics course. This type of ... is intended to address peer effects, acknowledging that it may be a different experience for a student to be in a class or course with many ELL students (and a different job for an educator with many ELL students) than it is to be in a course with fewer ELL students.

## Table 1. Factors Used to define "Similar Students" in 2018-19*

| Categories | Factors |
|---|---|
| Academic History | Up to three years of student State exam scores, same subject<br>Prior-year test score, different subject<br>Retained in grade<br>Average prior achievement and range around average prior score in student's course (same subject)<br>New to school in non-articulation year (e.g., entered middle school since the third grader) |
| English Language Learners | New York State English as a Second Language Achievement Test (NYSESLAT) scores<br>Percentage of ELLs in student's course<br>ELL Status (yes or no) |
| Economic Disadvantage | Percentage of economically disadvantaged students in student's course<br>Student economic disadvantage status (yes or no) |
| Students with ]•  ]o]Ÿ  • | Student with disabilities spending less than 40 percent of time in general education setting<br>Percentage of students with disabilities in student's course<br>Student with disabilities status (yes or no) |

\* In the future, additional characteristics may be added, or other changes may be made to the growth model, as approved by the Board of Regents

# How is Student Growth Used for 4-8 Principal Evaluation?

A school's or principal's State-provided growth rating (the HEDI rating) and growth score (0–20) are "based on the growth percentile" or
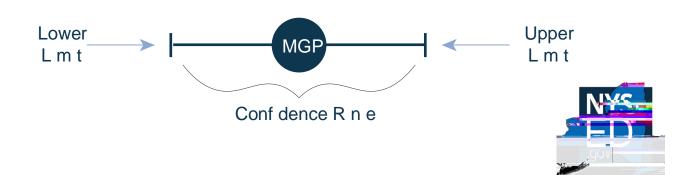
## Table 2. Example of Students Who Count in a School's or Principal's MGP: Sample Data

| Student | SGP | BEDS - Assessment Day Enrollment | Include Student in D'W o Ÿμ}ᴠ | Grade |
|---|---|---|---|---|
| Student Q | 45 | Yes | Yes | 4 |
| Student R | 40 | Yes | Yes | 5 |
| Student S | 70 | Yes | Yes | 6 |
| Student T | 60 | No | No | 7 |
| Student U | 41 | Yes | Yes | 8 |

To determ ne  school's MGP, we f nd the  ver  e of the SGPs for  ll students who were enrolled on BEDS d    n
d   of St te  ssessments  In th s c se, the c lcul t ons would be  s follows

Step 1  Sum SGPs for  ll students to be  ncluded  n the c lcul t on
*T ble 2 ex mple* 45 + 40 + 70 + 41 = 196
Step 2  D v de Step 1 result b  the tot l number of students
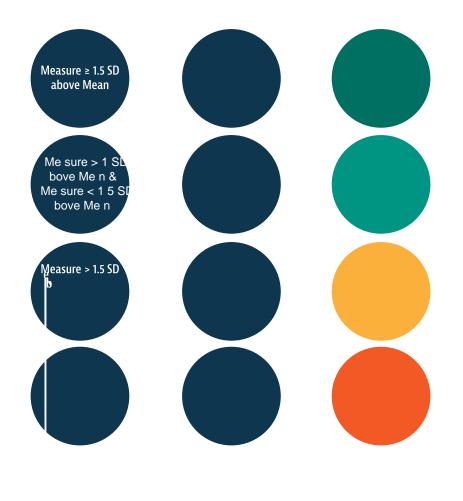*T ble 2 ex mple* 196 / 4 = 49

The school descr b   Table 2's h s  n MGP of 49, me n n  th t, on  ver  e, students w

Lower
L m t

MGP

Upper
L m t

Conf dence R n e

All st t st c l c lcul t ons cont n some uncert nt Althou h the reported MGP s the best est m te for n te cher or pr nc p l, we c n lso qu nt f r n e where n we c n expect th t the true nswer l es The upper- nd lower-l m t MGPs def ne set of scores where n n educ tor's true MGP l es 95 percent of the t me Report n upper- nd lower-l m t MGPs s s m l r to the w other st t st c l c lcul t ons, such s pol t c l polls, re reported (e , c nd d te c n be he d n the polls b 6 po nts, plus or m nus 3 po nts) The w dth of the conf dence r n e (th t s, the d st nce bet the upper nd lower l m ts) s ffected b such f ctors s the number of students ncluded n ener t n the score, spre d of student scores, nd ch r cter st cs of the tests students t e

We report the upper- nd lower-l m t MGPs bec use we w nt to be tr nsp rent bout the d t We lso use upper- nd lower-l m t MGPs to ss n educ tor r t n s n w th t f rl t es uncert nt n MGPs nto ccount We use the over ll d usted MGP (th t s, the MGP th t comb nes nform t on cross ll ppl c ble r de levels nd sub ects) nd upper nd lower-l m t MGPs to determ ne rowth r t n s, s shown n Fi ure 3 The rules ss n n rowth r t n s r the s me for schools, pr nc p ls, nd te chers of r des 4–8 students

A rowth score of 0-20 po nts s then ss ned w th n e ch rowth r t n c te or (HEDI) us n the scor n b nds pr scr bed n Subp rt 30-3 of the Rules of the Bo rd of Re ents ( e , the re ul t ons th t overn ev lu t ons pursu Educ t on L w §3012-d) H her MGPs w th n rowth r t n c te or rece ve more po nts Schools or pr nc p ls se comb n t on of r des 4-8 nd r des 9-12 w ll h ve dd t on l rowth results f ctored nto the r f n l rowth subcomp nent r t n The next sect on prov des det ls on how St te-prov ded rowth scores nd r t n s re determ ned for t schools nd pr nc p ls

## Figure 3. Determining School & Principal Growth Ratings



Measure ≥ 1.5 SD above Mean

Me sure > 1 SD bove Me n & Me sure < 1 5 SD bove Me n

Measure > 1.5 SD b

# Growth Ratings for Schools or Principals Serving Grades 4-8 & 9-12

To determ ne f n l St te-prov ded rowth r t n for schools or pr nc p ls who serve r des 4–8 nd r des 9–12, ro r t n s nd scores re determ ned for r des 4–8 nd r des 9–12 sep r tel nd then combned 4-8 me sure rowth r t n s determ ned us n the process sh wn ere.[8] Bec use mult ple r des 9-12 me sures ex st, rowth scores for e ch r des 9-12 me sure re ver ed to ether nd then we hted b the number of students n e ch me s to determ ne n over ll r des 9-12 rowth r t n nd score An over ll rowth subcomponent r t n th t ncludes resu for both r des 4-8 nd r des 9-12 students s then computed n the s me m nner b ver n r des 4-8 nd r de 9-12 rowth scores b the number of students n e ch me sure nd f nd n the Ff ure 4 shows n ex mple of th s process

### Figure 4. Determining Growth Ratings for Schools & Principals with Grades 4-8 & 9-12 Growth Measures

| Sample School | Growth Z Ÿ v P | 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 Z Ÿ v P I ' Œ } Á š Z | Effect ve | 16 | 435 | 18% | 16 x 0 18 | 2 9 |
| 9-12 Growth Subcomponent Z Ÿ v P I ' Œ } Á š Z | Effect ve | 15 | 1,970 | 82% | 15 x 0 82 | 12 3 |
| Overall Growth Subcomponent Z Ÿ v P I ' Œ } Á š Z (4-8 & 9-12) | Effect ve | | 2,405 | 100% | | 15(Rom w 1 10.4 (t s)( |

**Adjusted MGP (Principal or School)** The mean of the SGPs for students linked to a principal (or school) based on academic history as well as ELL, students with disabilities, and economically disadvantaged student characteristics. This MGP is used to determine a principal's (or school's) State-provided growth score and growth rating.

**Adjusted MGP (Teacher)** The weighted mean of the SGPs for students attributed to a teacher that are based on all factors used to define "similar students" (see Table 1) on page 3. This MGP is used to determine a teacher's State-provided growth score and growth rating.

**Upper Limit and Lower Limit** Highest and lowest MGP for a 95-percent confidence range.

**Growth Rating** A growth rating describes the educator's HEDI performance on the State-provided growth subcomponent.

**Growth Score** Using scoring bands for implementation of Education Law §3012-d, a growth score of 0 to 20 points is assigned to each educator based on his or her overall MGP with an each growth rating category.

MGPs disaggregated by grade and subject are also provided. Districts are also provided with student roster files. These files show which students were included in an educator's MGP along with information about each student. These rosters also include information about students who were linked to educators but were not included in the calculation of the educator's MGP. Students who do not meet the minimum enrollment requirements will have a detailed exclusion reason, and those who meet the minimum enrollment requirements to be included in educators' MGPs will have an exclusion reason of "NA." For students who were included in an educator's growth score (exclusion reason of "NA"), the following information will be provided:

- Year, which indicates the end of the school year to which the information applies
- District, school, and educator (teacher or principal) name and ID
- Student name and ID
- Assessment subject and grade ("Item Description")
- Student background characteristics
  - Disability Students identified as having disabilities, based on district, BOCES, or charter school-provided information
  - ELL Students who have been identified as English language learners in accordance with Part 154 of the Commissioner's Regulations, based on district, BOCES, or charter school provided information[9]
  - Economically disadvantaged Students whose families participate in economic assistance programs such as free or reduced-priced 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, BOCES, or charter school-provided information
  - Students with disabilities spending less than 40 percent of time in general education settings
  - NYSESLAT form and score
  - New to school
  - Retained in grade
- 2019 State test score and prior year(s) State test score(s)
- SGP (unadjusted and adjusted)

[9] See Part 154 of the Commissioner's Regulations

## Questions for Consideration

Follow n  re some quest ons to cons der  s  ou rev ew  our St te-prov ded  rowth score  nform t on

How much d d m  students  row, on  ver  e, comp red to s m l r students  Is th s h  her, lower, or  bout wh
would h ve expected  Wh

How does th s  nform t on  bout student  rowth  l  n w th  nform t on  bout m  le dersh p pr ct ce rece ve
throu h observ t ons or other me sures  Wh  m  ht th s be

How do m  MGPs  n these sub ects comp re  Wh  m  ht the  be s m l r or d fferent

How do m  MGPs comp re  cross  r de levels  Wh  m  ht the  be s m l r or d fferent

## Information or Additional Questions

If  ou h ve quest ons  bout  our d t , wh t the scores  re used for, or wh   ou rece ved the score th t  ou d d, ple
cont ct  our school'