

**A Principal's Guide to Interpreting  
State-Provided Growth Scores for  
Grades 9–12 in 2012–13 and 2013–14**

## Understanding the Growth Subcomponent of 2012-2013 Annual Professional Performance Reviews: New York State-Provided Growth Scores

### The Role of Growth Scores in Annual Performance Reviews

As part of the Annual Professional Performance Review (APPR) process, New York State teachers of Math and English Language Arts (ELA) in grades 4–8 and their principals will receive State-provided growth scores based on 2012–13 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. 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 2012–13 and 2013–14 school years (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.

### Designing Growth Measures for Principals of Grades 9–12

The Regents Task Force on Teacher and Principal Effectiveness, comprising representatives from key stakeholder groups, **including educators, educator unions, and educator professional organizations**, has given input into the development of APPR regulations and the design of the State-provided growth scores for principals of grades 9–12. 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. Development of the growth measures for principals of grades 9–12 was informed by the development of the growth model for principals of grades 4–8. Where possible, we utilized the same definitions of similar students and the same rules about student attribution as were used for the 4–8 principal measures.

### Multiple Measures for Performance Reviews

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

#### Student Growth or Other Comparable Growth Measures

(20%)

- Student growth on Algebra and ELA Regents Exams and Comparative Growth in Regents Exams Passed (State-provided)
- Student learning objectives

#### Locally Selected Measures of Student Achievement

(20%)

- Student growth or achievement
- Options selected through collective bargaining

#### Other Measures

(60%)

- Rubrics
- Sources of evidence: observations, visits, surveys, etc.
- Options selected through collective bargaining

Based on these multiple measures, **educators receive an overall performance rating from one of four rating categories:** Highly Effective, Effective, Developing, and Ineffective (HEDI), and will receive a single composite effectiveness score of up to 100 points for use in the educator's evaluation. The State-provided growth subcomponent reports include a growth rating and a growth score of up to 20 points for school years 2012–13 and 2013–14.

### WHERE AND WHEN WILL DATA BE AVAILABLE?

State-provided growth scores for 2012–2013 were distributed to districts in August 2013 and are available to authorized users via the secure online GRS in September 2013.

<http://www.engageny.org/resource/secure-online-growth-reporting-system>

### WHERE CAN I GET MORE INFORMATION?

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

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

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

## Background

### Why Growth?

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

The goal of growth measures for principals of grades 9–12 is to measure student growth toward graduation and college and career readiness, using available Regents Exam data. To achieve this goal for 2012–13, two different growth measures will be reported. These two measures are intended to acknowledge progress in passing Regents Exams required for graduation, as well as to account for high-level performance on Regents Exams and passing Regents Exams beyond the minimum of five exams required. Using these two measures allows us to capture two different but important aspects of student progress toward graduation and college and career readiness and to include most students in a principal's high school in at least one measure. Each measure is described in detail in the sections that follow.

### How Is Student Growth Measured?

One growth measure for grades 9–12 principals is the mean growth percentile (MGP) measure, based on Integrated Algebra and ELA Regents Exams. These two Regents Exams are the most commonly taken exams in high school.

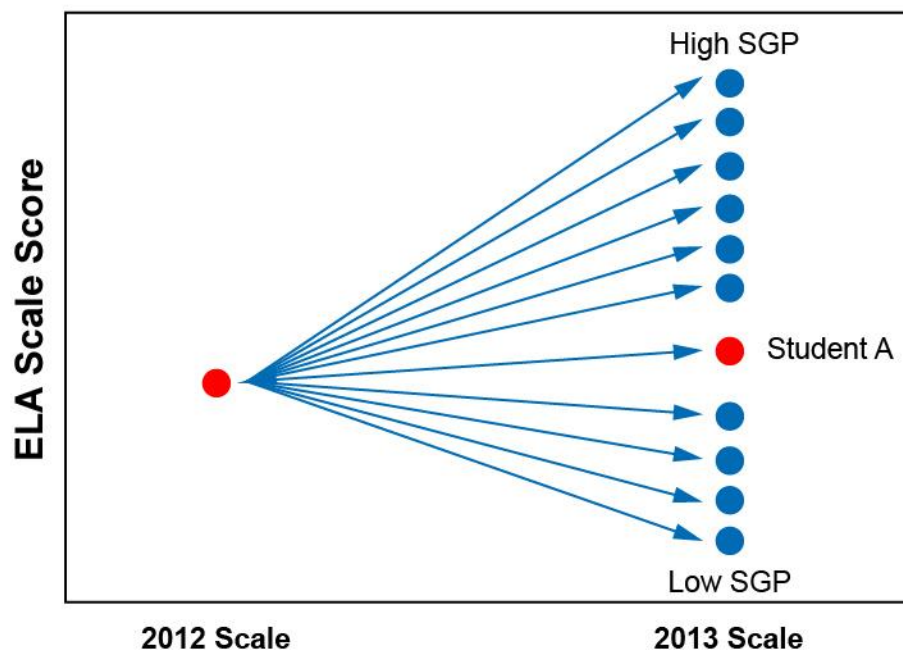
The approach New York State uses compares the current-year Regents Exam scores of *similar* students—that is, students who had the same prior test scores and other characteristics (see Figure 2)—in order to measure growth while accounting for students' starting levels of achievement. This method of measuring growth is illustrated in Figure 1 below and is the same as that used for grades 4–8 teachers and principals. In Figure 1, Student A had an 8<sup>th</sup> grade ELA score of 640 in 2012.<sup>1</sup> Compared to other students who also had a score of 640 in 2012, Student A's 2013 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," or SGP. In this example, because Student A's SGP is 58, it means that she performed the same as or better than 58 percent of similar students who took the ELA Regents exam. SGPs range from 1 to 99, and they always tell you where a student stands in a distribution of similar students (specifically, what share of students he or she performed the same as or better than). In New York State's evaluation system, SGPs are calculated separately by subject for the ELA Regents Exam and the Integrated Algebra Regents Exam.

#### STUDENT GROWTH PERCENTILE (SGP):

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

<sup>1</sup> 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 principal-level MGP. Figure 2 illustrates how an MGP is calculated for a 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 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). An ELA, Algebra, and combined MGP will be reported for principals if they have the minimum of 16 for each MGP.<sup>2</sup> To combine Algebra and ELA MGPs into an overall MGP, we take the average of all SGPs linked to the school.

Figure 2. Characteristics of Similar Students

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

<sup>2</sup> A principal receives an MGP in each subject area if he or she has a minimum of 16 SGPs attributed to him/her for each subject. 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).

To measure principal performance, we calculate the MGP. The MGP is the average of SGPs for Integrated Algebra and/or ELA Regents Exams for students who were linked to the school (i.e., those who were enrolled on BEDS day and during the June Regents Exam administration).

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

Step 2.  $513 / 9 = 57$ .

Principal Forrest's mean growth percentile (MGP) is 57.<sup>3</sup>

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

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

### **Comparative Growth in Regents Exams Passed**

Another growth measure for principals of grades 9–12 is the Comparative Growth in Regents (GRE) Exam Passed metric. Since a major graduation requirement is for students to pass five Regents Exams (more for advanced Regents diplomas), this measure compares how much progress a school's students are making from one year to the next toward passing up to eight Regents Exams (the five required Regents Exams plus up to three more). A principal's score on this measure reflects whether his or her students exceed the average change in number of Regents Exams passed each year by similar students statewide. On average, about 84 percent of students in a high school are included in the GRE Exams Passed 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 Exam score for principals of grades 9–12. **The minimum sample size required to report a GRE Exam score for a principal is 16 students.** A principal must have a minimum of 16 students in order for the measure to be included in his or her score; otherwise, that measure is dropped for the principal. Figure 3 provides an example of how this measure works (note that for purposes of illustration only, Figure 3 displays a score based on fewer than 16 students).

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<sup>3</sup> For purposes of illustration, this example includes fewer than 16 SGPs. MGPs are reported only when at least 16 SGPs are available.

Figure 3. Example of Computing Comparative Growth in Regents Exams Passed Scores

## Comparative Growth in Regents Exams Passed

### 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.

Since 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.
- 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 and no more than three others are counted. Students who exceed eight Regents Exams passed are NOT included in a 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 day and during the June Regents 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 the 2012–13 school year. Students who dropped out prior to the 2012–13 school year are not counted.

### Defining “Similar Students” in Grades 9–12 Principal Growth Measures for School Years 2012–13 and 2013–14

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

Figure 4 provides details on how each of these characteristics is defined in the grades 9–12 principal growth measures for 2012–13 and for 2013–14. Both student and school-level characteristics are included. For instance, we account for whether a student is an English language learner (ELL) and we also account for the percentage of ELL students in a school. This type of school-level factor is intended to get at “peer effects,” acknowledging that it may be a different thing for a student to be in school with many ELL students (and a different job for a principal to lead a school with many ELL students) than it is to be in a school with fewer ELL students. The factors shown in Figure 4 are the same as those used for growth measures for teachers and principals in grades 4–8, with a few additions for the high school context (e.g. we also account for the total number of Regents Exams a student has passed at the time we measure growth).

**Figure 4. Characteristics of Similar Students**

Grades 9–12 Principals	Similar Student Characteristics Used in 2012–13*
<b>Academic History</b>	<ul style="list-style-type: none"> <li>• 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 Exams.)</li> <li>• Total number of Regents Exams passed to date</li> <li>• Average eighth-grade prior state exam scores for students in school (same subject only for MGP; both subjects for Comparative Growth)</li> <li>• Cohort year since ninth-grade entry (years 1–8) (instead of grade level)</li> </ul>
<b>Disability Status (SWD)</b>	<ul style="list-style-type: none"> <li>• Student SWD status (yes/no)</li> <li>• SWD spends less than 40 percent of time in general education setting</li> <li>• Percentage of students receiving special education services</li> </ul>
<b>Economic Disadvantage (Poverty)</b>	<ul style="list-style-type: none"> <li>• Student economic disadvantage status (yes/no)</li> <li>• Percentage of economically disadvantaged students at school</li> </ul>
<b>English Language Learner (ELL)</b>	<ul style="list-style-type: none"> <li>• Student ELL status (yes/no)</li> <li>• NYSESLAT scores</li> <li>• Percentage of ELLs in school</li> </ul>

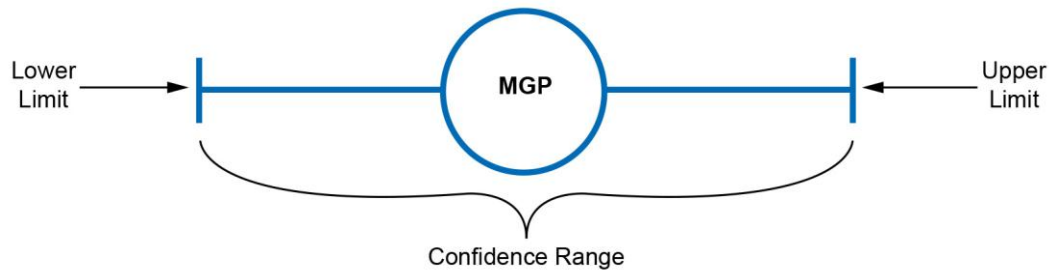
\*Additional characteristics may be added in the future as available and approved by the Board of Regents

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

## Determining Principal Growth Ratings

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

**Figure 5. Growth Measures and Upper and Lower Limits**



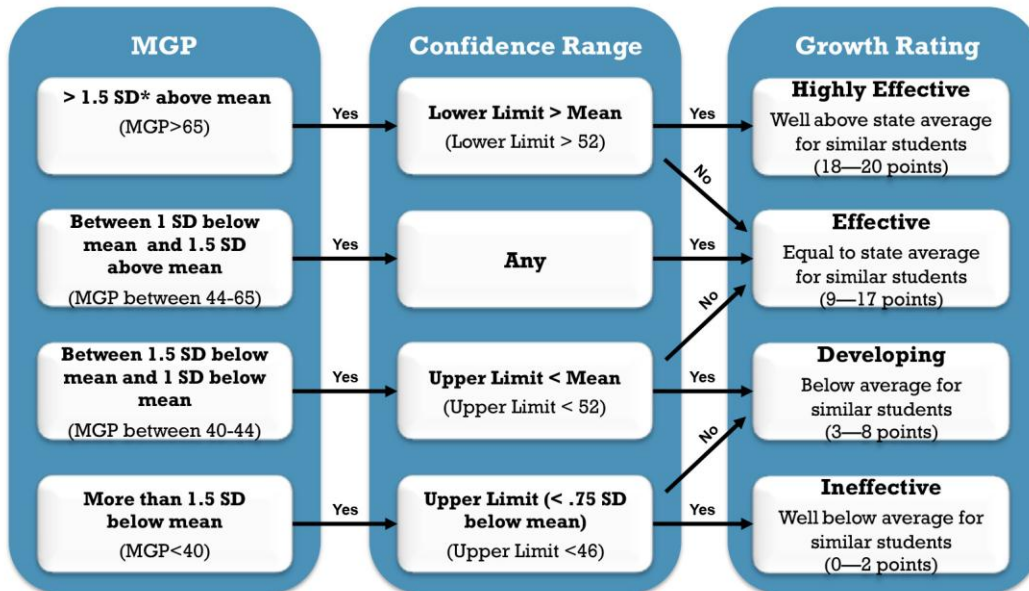
All statistical calculations contain some uncertainty. While the reported MGP or GRE Exams Passed score is the best estimate for any principal, we can also quantify a range wherein we can expect that the “true” answer lies. The upper and lower limit MGPs define a set of scores wherein we are 95 percent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

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

To determine the growth rating for a principal of grades 9–12, we first find a growth rating and score for each of the two types of principal metrics: the combined MGP measure and the GRE Exam measure. Figures 6 and 7 show the rules used to determine these growth ratings and scores.

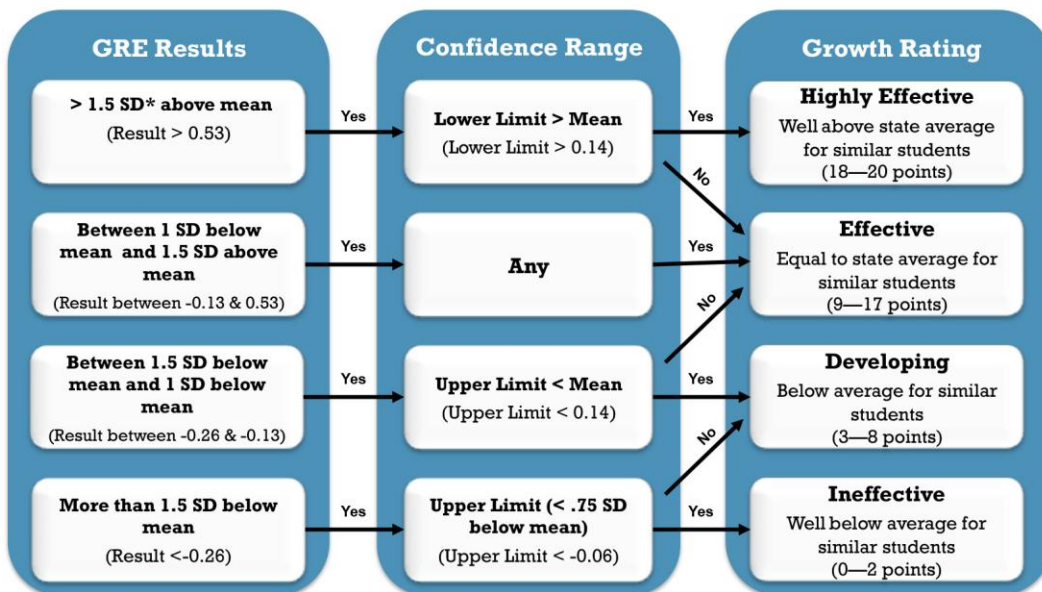


Figure 6. Determining Grades 9-12 Principal Growth Ratings for MGP Measure



\*Standard deviation

Figure 7. Determining Grades 9-12 Principals Growth Ratings for GRE Exam Measure



\*Standard deviation

Then we average the growth (HEDI) scores together, weighting them by the number of students in each measure. Figure 8 provides an example. The resulting score determines the State-provided growth subcomponent HEDI rating and growth score for a principal of grades 9–12. If schools only have one measure (for example, if they don't meet the minimum sample size requirement of 16 for one measure), then the final State-provided growth score and growth HEDI rating are derived from whichever measure is available.

Figure 8. Determining Grades 9–12 Principal Growth Ratings

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%	$12 \times 0.83$	10.0
MGP	Developing	8	335	17%	$8 \times 0.17$	1.4
<b>9–12 Growth Subcomponent Rating/ Growth Score</b>	<b>Effective</b>		<b>1,970</b>	<b>100%</b>		<b>11</b>

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)

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

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

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

To determine a final State-provided growth subcomponent rating for principals who serve grades 4–8 and 9–12, growth ratings and scores are determined for grades 4–8 and grades 9–12 separately and then combined. The grades 4–8 measure growth rating is determined using the process shown in Figures 6 and 7. Since there are multiple 9–12 measures, growth scores for each 9–12 measure are averaged together, weighted by the number of students in each measure, to find an overall 9–12 growth rating and score. An overall growth subcomponent rating that includes results for both grades 4–8 and 9–12 students is then computed in the same manner, by averaging the grades 4–8 and the grades 9–12 growth scores by the number of students in each measure and finding the final rating. Figure 9 shows an example of this process.

Figure 9. Determining Growth Ratings for Principals with Grades 4–8 and Grades 9–12 Growth Measures

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
<b>Overall Growth Subcomponent Rating/Growth Score (4–8 and 9–12)</b>	<b>Effective</b>		<b>2,405</b>	<b>100%</b>		<b>11</b>

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

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

### Sample Grades 9–12 Principal Report

Figure 10 shows a sample grades 9–12 principal report from the online Growth Reporting System (GRS). The GRS can be accessed through the Teacher/Leader Effectiveness tab on the EngageNY website (<http://www.engageny.org/resource/secure-online-growth-reporting-system>). This report provides information about a principal's Algebra, ELA, and overall MGP, GRE Exams Passed score, growth rating, growth score for each measure, and an overall growth rating and growth score for grades 9–12, as well as comparative information for the district and state. The number of students or student scores included in each measure is also reported. Principals of schools that also serve grades 4–8 will be able to access those results via the GRS as well. Definitions of key data elements in the grades 9–12 principal report follow.

Figure 10. Sample Grades 9–12 Principal Report

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 Exams Passed score.

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

**Adjusted Measure:** This measure is based on student growth and is adjusted for prior achievement scores and ELL, SWD, and economic disadvantage 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 educator’s performance category (HEDI) for each individual measure (MGP) or GRE Exams Passed and overall for grades 9–12. The overall growth rating is used in a principal’s 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) growth score and overall. The overall growth score is used in a principal’s evaluation on the State-provided growth subcomponent.

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

**Students with Disabilities:** Students identified as having disabilities based on district-provided information.

**English Language Learners:** 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 Math or ELA on the most recent prior-year assessment.

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

## Roster Files

Principal scores will be directly available to each educator through the State's vendor's online secure GRS (accessible here: <http://www.engageny.org/resource/secure-online-growth-reporting-system>). The online GRS will also contain student-level rosters that principals can download, showing them which students were included in their scores, along with information about those students (see Figure 11). These rosters will also display information about students who are attributed to the school but who were not included in the calculation of the school's scores. For example, if a student was in a school but did not meet the continuous enrollment requirement, the student will be listed on the roster, and in the column labeled "Included in Measure," the student will be listed as "N" for included in the measure, and the reason for exclusion will also be listed. For any school serving students in grades 4–8 and 9–12, roster files are separate for grades 4–8 and grades 9–12.

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

- Date, this indicates the 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 GRE Exams Passed)
- Student background characteristics
  - Disability
  - ELL
  - Economic disadvantage
  - Students with disability spending less than 40 percent of time in general education settings (LRE)
  - NYSESLAT Listening/Speaking (LS) and Reading/Writing (RW) scores
- 2013 State test score and prior-year(s) State test scores
- SGP or 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 11). 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 9th grade students (MGP only)
- Entered high school more than eight years ago
- Invalid grade 9 entry date information
- Invalid Regents history

Figure 11. Excerpt of Roster Output <sup>4</sup>

School ID	Student last name	Student first name	Measure	Unadjusted SGP	Included in Measure	Reason for Exclusion from Measure
123456789012	Bartleby	George	Algebra MGP	NA	N	Passed ALG Regents Exam in a prior year
123456789012	Doe	John	Algebra MGP	NA	N	Does not meet minimum enrollment duration requirement
123456789012	Franklin	Anabel	Algebra MGP	NA	N	Portfolio schools students are not counted on this measure
123456789012	Jackson	Deshawn	Algebra MGP	48	Y	NA
123456789012	Li	Mei	Algebra MGP	NA	N	No valid prior test score
123456789012	Nguyen	Phoung	Algebra MGP	49	Y	NA
123456789012	Roe	Jane	Algebra MGP	NA	N	Invalid Regents history
123456789012	Smith	Emma	Algebra MGP	45	Y	NA
123456789012	Stewart	Mary	Algebra MGP	NA	N	Invalid grade 9 entry date information
123456789012	Wang	Jacob	Algebra MGP	NA	N	No valid current year test score
123456789012	Williams	Tamika	Algebra MGP	45	Y	NA
123456789012	Bartleby	George	Comparative Growth in Regents Passed	NA	N	August Regents Exams are not used in this measure for entering 9th grade students
123456789012	Doe	John	Comparative Growth in Regents Passed	NA	N	Does not meet minimum enrollment duration requirement
123456789012	Franklin	Anabel	Comparative Growth in Regents Passed	NA	N	Portfolio schools students are not counted on this measure
123456789012	Garcia	Alejandro	Comparative Growth in Regents Passed	NA	Y	NA
123456789012	Roe	Jane	Comparative Growth in Regents Passed	NA	N	Invalid Regents history
123456789012	Stewart	Mary	Comparative Growth in Regents Passed	NA	N	Invalid grade 9 entry date information
123456789012	Wang	Jacob	Comparative Growth in Regents Passed	NA	N	No valid prior test score
123456789012	Wang	John	Comparative Growth in Regents Passed	NA	Y	NA
123456789012	Williams	Tamika	Comparative Growth in Regents Passed	NA	N	No valid prior test score
123456789012	Doe	John	ELA MGP	NA	N	Does not meet minimum enrollment
123456789012	Garcia	Alejandro	ELA MGP	55	Y	NA
123456789012	Li	Mei	ELA MGP	NA	N	No valid prior test score
123456789012	Nguyen	Phoung	ELA MGP	67	Y	NA
123456789012	Roe	Jane	ELA MGP	NA	N	Invalid Regents history
	Sanchez	Julia	ELA MGP	NA	N	Passed ELA Regents Exam in a prior year
123456789012	Smith	Emma	ELA MGP	64	Y	NA
123456789012	Stewart	Mary	ELA MGP	NA	N	Invalid grade 9 entry date information
123456789012	Wang	Jacob	ELA MGP	NA	N	No valid current year test score

<sup>4</sup> Not all roster fields are displayed in sample excerpt; see list above for full set of data reported on rosters.

### **Questions for Consideration**

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

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

### **Information or Additional Questions**

If you have questions about your data, what the scores are used for, or why you received the score that you did, please contact your school's principal, superintendent, or district data personnel for assistance. The New York State help desk is available to assist you with questions related to the online GRS login and navigation.

#### **NYS Help Desk Contact Information**

Phone: (866) 821-6426

Email: [NYGrowth@air.org](mailto:NYGrowth@air.org)

Hours: 8:30 a.m. to 4:30 p.m., Eastern standard time, Monday–Friday (except holidays)

### **Disclaimer**

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