State Growth Scores: Where do they come from?

Each student in grades 4-8 will receive Student Growth Percentiles (SGP) scores based on their own academic growth on ELA and Math state assessments, from one year to the next, as compared to similar students. To do this, each student is compared to students who performed the same as they did on the previous year’s assessment. For example, Student A scored a 450 on last year’s grade 5 ELA assessment. To measure student A’s growth in grade 6, his sixth grade score will be ranked with all other students who received a 450 on the grade 5 ELA exam last year.

The model also takes into account poverty, students with disabilities (SWD) and English language learners (ELL) in looking at similar students. For example, if Student A was an English language learner, he or she would be compared to all other students who scored a 450 on last year’s grade 5 ELA and were also ELL students. SGPs range from 1-99, and they tell you where a student stands in a distribution of similar students. If Student A’s SGP was 48, it means that his or her performance on the grade 6 ELA assessment was the same or better than 48 percent of similar students taking the assessment.

Mean Growth Percentile (MGP)

Each teacher of grades 4-8 ELA and math will receive an MGP score which is the average of all SGPs in a teacher’s classroom. MGP’s are based only on students who had test scores from the current and prior school year and who met the state’s enrollment standards in the reported school year.

The MGP for each grade or subject is calculated using the SGP of each student meeting the minimum enrollment of 60% of the course duration and weighting each SGP by the proportion of course time the student was enrolled with the educator and the proportion of time the student was in attendance. Also, to assure the statistical calculations have a high degree of accuracy, an MGP is only reported if it is made up of at least 16 SGPs. This can be made up of a combination of subject and grade SGPs reflecting the students the teacher is responsible for.

How to understand your growth score

As part of the new Annual Professional Performance Review (APPR) process, New York State has produced growth scores for grade 4-8 ELA and math teachers and their principals. These growth scores were sent to districts in August 2012 and are expected to be available to individual teachers through a password-protected website by the end of 2012.

Districts and educators had an opportunity to verify the data submitted by their school between April and July 2012. Teachers were asked to verify roster data.

If you’re not a grade 4-8 ELA or math teacher, you will develop student learning objectives, or SLOs, to measure growth.

A teacher’s growth score is one of three components of the overall evaluation. This score (0-20) will be added to the Locally Selected Measures score (0-20) and the Teacher Practice score (0-60), resulting in a composite score up to 100 points.

How will the growth score count in evaluations?

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Once the secure online reporting system is available for educators to access, here’s what an individual teacher report will look like:

<table>
<thead>
<tr>
<th>Number of Student Scores</th>
<th>Percent of Students Above State Median</th>
<th>Unadjusted MGP</th>
<th>Adjusted MGP</th>
<th>Lower Limit</th>
<th>Higher Limit</th>
<th>Growth Rating</th>
<th>Growth Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Doe</td>
<td>34</td>
<td>44</td>
<td>47</td>
<td>49</td>
<td>40</td>
<td>58</td>
<td>Effective</td>
</tr>
</tbody>
</table>

Jane had 34 SGPs, or scores for students who met the criteria to be included (2 consecutive years of tests and enrollment eligibility).

Jane received a subcomponent rating of “Effective” based on student growth.

Jane had 44 percent of her students performing above the median state growth score, using student data from 2010-11 and 2011-12.

Jane’s adjusted MGP is 49, which means that on average her students performed better than about 49 percent of students with a similar academic history and demographic profile that factors in poverty, English language learners and students with disabilities.

Jane’s unadjusted MGP is 47, which means that on average her students performed better than about 47 percent of students with a similar academic history.

These sections provide the highest and lowest possible MGP within a 95 percent statistical confidence range. In this example, although SEDs growth model has calculated Jane’s Adjusted MGP to be 49, taking statistical confidence into account, we could say we are 95 percent confident that her actual adjusted MGP score is between 40 and 58.

If you have any questions about the data in the report, these questions should be raised with the school administration in conjunction with your local union president.

Source: Adapted from information contained in SED’s “A Teacher’s Guide to Interpreting Your New York State-Provided Growth Score.” More information is available at www.nysut.org/research. SED’s complete package of information is available at http://engageny.org/resource/interpreting-and-using-your-nys-provided-2011-12-growth-score-reports/. If you have any questions on this document contact Heather Adams at hadams@nysutmail.org.