

A Principal's Guide to Interpreting
State-Provided Growth Scores
for Grades 9–12 in 2016–17

technical accuracy and utility of the statistical methodology used to calculate scores.² Revisions to the State-provided growth model will be considered during the 2016-17 school year.

Measures for grades 9–12 include the mean growth percentile (MGP) measure based on Algebra and ELA Regents Exams (Common Core versions only) and the Comparative Growth in Regents Exams Passed measure. For the Comparative Growth in Regents Exams Passed measure, students who dropped out were counted in the school from which they dropped out until they would have reached their fourth year since entering grade 9 or until they enrolled at another school, starting with those who dropped out in the 2013-14 school year. Students who dropped out prior to the 2013-14 school year were not counted.

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

Why Growth?

All students enter their teachers' classrooms at differing levels of academic proficiency or achievement. One way to measure proficiency is student performance on standardized assessments. By measuring the amount of progress, or "academic growth" a student makes during a given school year on these assessments, we can begin to understand the influence of that particular school year experience on student learning.³ By measuring academic growth rather than proficiency, we can identify strengths and gaps in student progress and help teachers to better support students who have a wide range of academic needs.

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

How Does New York

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Student A (red checkerboard dot) had an eighth grade ELA score of 340 in 2016. Compared with other students (solid blue dots) who also had a score of 340 in 2016, Student A's 2017 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

Table 1. Example of Students Who Count in a School's or Principal's MGP: Sample Data

Student

Comparative Growth in Regents Exams Passed

Another growth measure for principals of grades 9–12 is the Comparative Growth in Regents Exams Passed (GRE) metric. Because a major graduation requirement is for students to pass five Regents Exams (more for advanced Regents diplomas), this measure

- y Student scores count up until they pass.
- y Four required Regents Exams (one each ELA, Math, Science, and Social Studies), plus a second social studies exam, and no more than three additional exams, are counted. The scores for students who exceed eight Regents Exams passed are NOT included in a school's or principal's results.
- y Modified passing score rules for students with disabilities are used.
- y All students who meet the minimum enrollment requirement (i.e., students who are enrolled on s7S s12.2(.)JTJ 0 Tc 28(7417.807 0 Td ()Tj EMC /LBody <</19ID 15 >>BDC /CS1 cs 0 0.42 0.71 scn /C2_
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2. Factors Used to Define “Similar Students” in 2016-17*

Factors

- Seventh- and/or eighth-grade student State exam scores, same or different subject (Student must have at least one same-subject score for MGP and at least one score for GRE measure.)
- Total number of Regents Exams passed to date
- Average eighth-grade prior State exam scores for students in school (same subject only for MGP; both subjects for GRE)
- Years since ninth-grade entry (instead of grade level)**
- New to school in year other than grade 9

- Student with disabilities spending less than 40 percent of time in general education setting
- Percentage of students with disabilities in school
- Student disability status (yes or no)

- Student economically disadvantaged status (yes or no)

- Student tat us (yes ord

Figure 6. Determining Growth Ratings for Principals With Grades 4 -8 and Grades 9-12 Growth Measures

Information Available in District Files

State-provided growth scores are made available to districts by September each school year or as soon as practicable thereafter. Results are provided in separate files for principals and schools. These files contain the following

Districts are also provided with student roster files. These files show which students were included in an educator's MGP and GRE along with information about each student. These rosters display information about students who were linked to educators but were not included in the calculation of an educator's MGP and GRE. Students who do not meet the minimum enrollment requirements will have a detailed exclusion reason, and those who do 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:

- y Year, which indicates the end of the school year to which the information applies
- y District, school, and educator (teacher or principal) name and ID
- y Student name and ID
- y Assessment subject and grade ("Item Description")
- y Student background characteristics:
 - f Disability: Students identified as having disabilities, based on district, BOCES, or charter school-provided information
 - f 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 information⁷
 - f Economic disadvantage: 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

