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## Frequently Asked Questions: 2011-12 State-Provided Growth Subcomponent Data

APPR Guidance addresses many questions related to calculating growth ratings and scores for educators and should be considered as districts review/analyze their growth data:

<http://engageny.org/resource/guidance-on-new-yorks-annual-professional-performance-review-law-and-regulations/>.

### 1. What are the State-provided growth measures?

*These measures show the growth obtained by an educator's students on State assessments of ELA and/or Math between two points in time from grades 3-8. The growth of each student is compared to similar students on the basis of past assessment scores and certain demographic information. The measures are provided for teachers of grades 4-8 ELA and Math and their principals to be used as the Growth Subcomponent of these educators' annual professional performance reviews under Education Law §3012-c. Based on this measure, each educator earns one of four growth ratings (HEDI) and a growth score from 0-20 points.*

### 2. What is an MGP?

*An MGP, or Mean Growth Percentile, is the average of the student growth percentiles (SGPs) attributed to a given educator. An educator's overall MGP across all grades and subjects is used to determine his/her Growth Rating and Growth Score. For a teacher, the MGP is the average of the SGPs of the students assigned to the teacher. For a principal, the MGP is the average of the SGPs of the students enrolled in the school. As appropriate for each educator, in addition to an overall MGP, an MGP will be calculated for ELA and Math at each applicable grade level if the educator has at least 16 student-level SGPs in that grade/subject.*

### 3. What is a Growth Rating?

*A Growth Rating represents how well an educator's students have performed compared to the State average for similar students. There are four rating categories (scores in parentheses represent scoring ranges applicable for 2011-2012): Highly Effective (scores of 18-20), Effective (scores of 9-17), Developing (scores of 3-8), and Ineffective (scores of 0-2). A Growth Rating of Highly Effective represents results that are well above the State average for similar students, Effective represents meeting the State average, Developing represents below the State average, and Ineffective represents well below the State average.*

#### **4. What is a Growth Score?**

*A Growth Score is a number from 0-20 that is determined based on an educator's overall MGP. The Growth Score points are assigned by NYSED using a conversion chart of MGPs to points.*

#### **5. What should Districts do with these data?**

*The Growth Score for each educator will be used as the Growth Subcomponent Score for an educator's APPR according to Education Law §3012-c. If your district has implemented §3012-c for classroom teachers in ELA and Math grades 4-8 and their building principals in the 2011-2012 school year, this data will be used as the State-provided Growth Subcomponent Score for an educator's APPR according to Education Law §3012-c. These districts need to take the necessary steps to incorporate these scores into the APPRs for applicable educators.*

*Regardless of whether your district has implemented §3012-c for 2011-2012, you may find that the State-provided growth scores in conjunction with other information about educator effectiveness can support your district's ongoing instructional improvement initiatives. Sharing the information with educators may also help your district prepare for future implementation of §3012-c.*

#### **6. How should we share these data with educators?**

*Sharing the information can be a source of insight for instructional improvement and add to educators' understanding of the APPR system that many Districts will be implementing for the first time in 2012-13. NYSED encourages districts that plan to share the growth score information to have guided conversations with the educator about it in the context of other information about the teacher or principal's practice, like interim assessments and evidence-based feedback from observations, etc. In sharing growth scores with educators, it is important not to reveal any teacher or principal's personally identifiable information with other teachers or principals.*

*Districts might also consider using the Teacher and Principal Guides to Interpreting Your New York State-Provided Growth Score to discuss these data with educators.*

#### **7. Why do some of my educators not have growth scores?**

*Growth scores are only provided for teachers and principals with students in grades 4-8 ELA and Math.*

*Within that group of educators, an MGP is only calculated for an educator if the educator has a sufficient number of student-level scores attributed to her or him. For a student-level score to count in an educator's review, the teacher-student linkage relationship must meet the continuous enrollment guideline:*

*For 2011-12, students will have to be linked to teachers for a minimum time period to be included in the teacher's review, which is defined as the number of calendar days between the beginning of the school year and the first day of the elementary/middle-level ELA or Math assessment administration window (April 17 and 25, 2012, respectively) or 195 calendar days for teachers of grades 4-8 ELA and 203 calendar days for teachers of grades 4-8 Math. And they will have to meet the definition of "continuous enrollment" for State accountability purposes to be included in the principal growth score.*

*The minimum number of student-level SGP scores required for a growth score to be generated by the State for an educator is 16 scores. This could be, for instance, 16 SGP scores in one subject, or eight students who have SGP scores in both ELA and Math.*

**8. Why are some of my students unassigned? How did the State define "unassigned"?**

*Students are considered unassigned if the district did not provide a valid teacher-of-record for that student, or if the student-teacher linkage relationship did not meet the continuous enrollment guidelines as set forth in APPR Guidance (link above) in 2011-12.*

*Students "unassigned" to a teacher, could be assigned for principal growth ratings and scores if the student met the institutional accountability guidelines for enrollment, which is to be enrolled on BEDS day (October 5, 2011) and assessment day in the school in 2011-12. There could also be students who are not assigned to a teacher or a school and have been assigned to a district and included in the District average MGP.*

**9. What does "unknown teacher" refer to?**

*The "unknown teacher" in growth reports is an aggregate of all student growth percentiles in a school or district where there was no valid teacher-of-record provided to the State by the district, or those students who did not meet the continuous enrollment guideline above.*

**10. My middle school teacher has a growth rating and score in her growth report, but does not have one in the data file. Why is that?**

*Each teacher has a minimum of two rows of data in the Teacher-Level Aggregate File, one of which is typically subject-specific and the other a "combined" row of data. This occurs even if the teacher is responsible for one subject or grade, so please refer to the "combined" row of data to retrieve the teacher's growth rating and score from the Teacher-Level Aggregate File.*

**11. Why does one of my teachers have a combined MGP, but no subject-level MGP?**

*Teachers and principals with fewer than 16 student scores in a subject or grade would not receive a subject or grade-level MGP; however, the same educator could receive a combined*

*MGP, and subsequently a Growth Rating and Score, if the total student scores across all grades and subjects equals or exceeds 16.*

**12. Can you please explain why short-term teachers did not receive a growth score?**

*One common reason short-term teachers may not have received a growth score is because students were not continuously enrolled in a course that leads to an assessment for the minimum number of calendar days, which was 195 days for ELA and 203 days for Math (see Question 7 above).*

**13. If someone is teacher of record across two grade levels, will they get one growth score form NYSED or two scores?**

*A teacher must meet two conditions to receive aggregate growth data:*

- *The teacher must meet the continuous enrollment rule, which is s/he must be continuously linked to a student in a course that leads to an assessment for 195 days in ELA or 203 days for Math;*
- *The teacher must have the minimum number of student scores to receive aggregate data, which is 16 student scores.*

*If the teacher meets both of these rules, it is likely the teacher will receive MGPs for each grade and subject. However, s/he will only receive a growth rating and score for the combined MGP and confidence interval for all grades and subjects.*

**14. Why do the school-level reports list the school name and not the building principal's name?**

*The school-level reports included in this distribution do not list the building principal's name because the SIRS system does not currently identify building principals by name. Future iterations of the reporting system will allow for identification of building principals by name.*

**15. If some assessment scores are purged after the release of growth data, will the growth scores be recalculated?**

*No, the growth scores will not be recalculated.*

**16. What should I do if principals or teachers find errors in the data included in the report?**

*Districts and educators had an opportunity to verify the data that were submitted by their school during the TSDL data verification window of April-July 2012. If educators find errors in the data included in the report they should contact their school-level data administrator.*

**17. What should I do if there are errors in the district data included in the report?**

*As with all other school year data, if the information displayed in the reports is incomplete or inaccurate, the data should be corrected in the local source system (e.g., the student*

management system) and submitted again to NYSED. State-provided growth scores will not be re-calculated for 2011-2012, but if errors in data are changed and verified by the district these changes will be included in the data delivery to the growth model vendor for inclusion in the 2012-2013 data analysis and calculation.

**18. 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 growth model vendor (American Institutes for Research) recorded a webinar and a supplemental webinar gives specifics about how Growth Ratings and Growth Scores are determined. The slides and links for these webinars are available on the 'Resources about State Growth' page on EngageNY: <http://engageny.org/resource/resources-about-state-growth-measures/>. Additional materials including a technical report, a user guide, and a reference manual will be available on this page. Section D of the "Guidance on New York State's Annual Professional Performance Review law and Regulations" (see <http://usny.nysed.gov/rttt/teachers-leaders/home.html>) contains additional information about these measures. In addition, districts can send an email to [educatoreval@mail.nysed.gov](mailto:educatoreval@mail.nysed.gov) with questions about data.

In addition, participants in New York's Network Team Institute had the opportunity to attend two in-person training sessions about the growth scores. Your network team members are therefore a source of information and further training.

**19. How should we handle appeals to the scores?**

An appeals procedure must be locally established in each school district and BOCES and each district or BOCES APPR plan must describe the appeals procedure utilized (Education Law §3012-c[5][a]; 8 NYCRR §30-2.11). However, a teacher or principal may not trigger the appeal process prior to receipt of their composite effectiveness score and rating from school district or BOCES.

**20. Will teachers and principals be notified by NYSED about their scores? If so, when?**

NYSED has notified districts that State-provided Subcomponent Growth data are available, and districts may voluntarily share the information with educators for whom the data apply.

NYSED will notify the field when the secure online reporting system is available for educators to access.