



A Principal's Guide to Interpreting State-Provided Growth Scores for Grades 9–12 in 2015–16

Understanding the 2015–16 State-Provided Growth Scores for Use in Annual Professional Performance Reviews

The Role of Growth Scores in Annual Performance Reviews

As part of the Annual Professional Performance Review (APPR) process pursuant to Education Law §§3012-c and 3012-d, New York State teachers of mathematics and English language arts (ELA) in Grades 4–8 and their principals as well as Grade 9–12 principals will receive State-provided growth scores based on 2015–16 State tests for **advisory purposes only** pursuant to Sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents. 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. Development of the growth measures for principals of Grades 9–12 was informed by the growth model for principals of Grades 4–8. Where possible, the New York State Education Department used the same definitions of similar students and the same rules about student attribution as those that were used for the Grades 4–8 principal measures.

During the 2015–16 through 2018–19 school years, teachers and principals who receive a State-provided growth score (i.e., Grades 4–8 ELA and mathematics teachers and principals of schools that include Grades 4–8 or all of Grades 9–12) will receive two sets of scores and ratings: Original scores and ratings and transition scores and ratings. The State-provided growth score shall be excluded from the scores and ratings used to calculate the transition score and rating. Only the transition score and rating will be used for purposes of employment decisions, including tenure determinations and for purposes of proceedings under Education Law §§ 3020-a and 3020-b, teacher and principal improvement plans, and the individual's employment record. State-provided growth scores are just **one** of the **multiple** measures that make up the annual performance reviews. For APPRs completed pursuant to Education Law §3012-c, State-provided informational growth scores will count for 20 percent of an evaluation score for the 2015–16 school year. For APPRs completed pursuant to Education Law §3012-d, the informational composite rating is determined using a matrix that combines one or more measures of student growth as well as teacher observations.

Development of Growth Measures

The Regents Task Force on Teacher and Principal Effectiveness—comprising representatives from key stakeholder groups, including **educators**, **educator unions**, and **educator professional organizations**—provided input into the development of APPR regulations and the design of the current State-provided growth scores. 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.¹ 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.

WHERE AND WHEN WILL DATA BE AVAILABLE?

State-provided growth scores for 2015–16 were distributed to districts in August 2016.

WHERE CAN I GET MORE INFORMATION?

Visit <http://www.engageny.org> for detailed information on State-provided growth scores.

Visit <https://www.engageny.org/resource/appr-3012-c> for additional information on APPR plans under Education Law §3012-c, <https://www.engageny.org/resource/appr-3012-d> for additional information on APPR plans under Education Law §3012-d, 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 district/BOCES leaders for additional information about APPR or the calculation of State-provided growth scores.

¹ For a list of task force members and technical advisory committee members, visit <http://www.engageny.org/resource/resources-about-state-growth-measures>

Background

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 2012–13 school year. Students who dropped out prior to the 2012–13 school year were not counted.

Staff assignment data that are submitted by districts, Boards of Cooperative Education (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?

Students enter schools at differing levels of proficiency or academic achievement. By measuring academic growth rather than proficiency only, we can measure how well principals are helping students progress as well as identify strengths and gaps in student progress. This information can help principals better support students who have varying academic needs.

Student Growth Percentile (SGP):

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

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 important aspects of student progress toward graduation as well as college and career readiness and 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 Is Student Growth Measured?

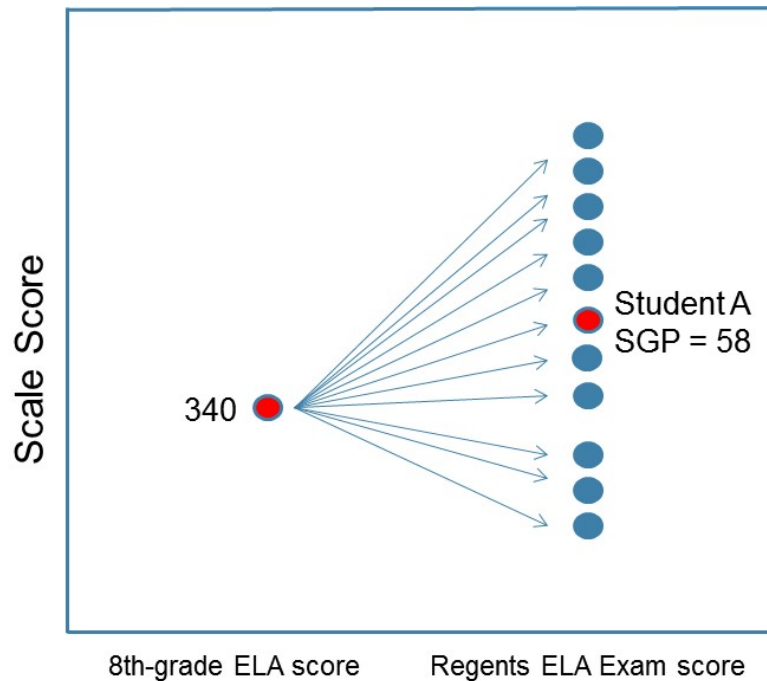
One growth measure for Grades 9–12 principals is the MGP measure, based on Algebra 1 Common Core and ELA Common Core Regents Exams.

The approach New York State uses compares the current-year Regents Exam scores of *similar* students—that is, of students who had the same prior test scores and other characteristics—in order to measure growth while accounting for students' starting levels of achievement². This method of measuring growth is illustrated in Figure 1, which is the same as that used for Grades 4–8 teachers and principals. In Figure 1, Student A had an eighth grade ELA score of 340 in 2015.³ Compared with other students who also had a score of 340 in 2015, Student A's 2016 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 (SGP). In this example, because Student A's SGP is 58, it means that this student performed as well as or better than 58 percent of similar students who took the ELA Regents exam. SGPs range from 1–99 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 for the ELA and Algebra Regents Exams.

² This "comparison" is done through a regression modeling approach (see the Technical Report for more details).

³ Note that the sample scaled scores are for illustrative purposes only.

Figure 1. Measuring Student Growth Compared to Similar Students



Once we have computed SGPs for students, we average them to compute a school- or principal-level mean growth percentile (MGP). Figure 2 illustrates how an MGP is calculated for a school or 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 school's or 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), and only schools with all of Grades 9–12 and principals of schools with all of Grades 9–12 receive MGPs. An ELA, Algebra, and combined MGP is reported for schools and principals if they have the minimum of 16 for each MGP.⁴ To combine Algebra and ELA MGPs into an overall MGP, we take the average of all SGPs attributed to the school or principal.

⁴ A principal receives an **MGP in each subject area** if he or she has a minimum of 16 SGPs attributed to him or 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).

Figure 2. Example of Students Who Count in a School's or Principal's MGP

Principal Forrest's School				
	Algebra SGP	ELA SGP	BEDS Day-Regents Exam Enrollment	Grade
Student Q	--	75	Yes	11
Student R	40	50	Yes	9
Student S	70	80	Yes	10
Student T	60	55	No	12
Student U	40	43	Yes	11

To determine the school's MGP, we find the average of the SGPs for Algebra I Common Core and ELA Common Core Regents Exams for students who were attributed to the school (i.e., those who were enrolled on BEDS day and during the June Regents Exam administration). In this case, the computations are as follows:

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

Step 2: $513/9 = 57$

The school's MGP is 57.⁵

To determine Principal Forrest's MGP, we find the average of the SGPs for all students who were enrolled on BEDS and assessment day and who were in the grade levels to which Principal Forrest is assigned, using data submitted by the district, Board of Cooperative Extension (BOCES), or charter school. In this example, Principal Forrest is the principal of the entire school (Grades 9–12). If, however, two principals were assigned to this school (for example, one to oversee Grade 9 and one to oversee Grades 10–12), neither principal would receive a principal-level MGP because neither was responsible for all of Grades 9–12, although a school-level MGP would be reported.

Because 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 any version of the Algebra or ELA Regents Exams prior to high school are **NOT** included in the MGP of a principal of Grades 9–12.
- Students must have a valid prior score from Grades 7 or 8 ELA or mathematics (the score must be from ELA to be used in the ELA MGP model and from mathematics to be used for the Algebra MGP model).
- We count Regents Exam scores from the following administrations: August of the 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.

⁵ For purposes of illustration, this example includes fewer than 16 SGPs. MGPs are reported only when at least 16 SGPs are available.

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 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 exceeded the average change in number of Regents Exams passed each year by similar students statewide. Over time, an average of over 80 percent of students in a high school have been included in the GRE 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 measure for schools or principals of Grades 9–12. **The minimum sample size required to report a GRE measure score for a school or principal is 16 students, and only schools with all of Grades 9–12 and principals of schools with all of Grades 9–12 will receive GRE measure scores.** Figure 3 provides an example of how the GRE measure works (note that for purposes of illustration only, Figure 3 displays a score based on fewer than 16 students).

Figure 3. Example of Computing GRE Score

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.

Because 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.
- Students must have a valid prior score from Grade 7 or 8 ELA or mathematics.
- Student scores count up until they pass.
- 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, were counted. The scores for students who exceeded eight Regents Exams passed were NOT included in a school's or 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 and during the June Regents Exam 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.
- 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 2012–13 school year. Students who dropped out prior to the 2012–13 school year were not counted.

Defining “Similar Students” in Grades 9–12 School and Principal Growth Measures for School Year 2015–16

For all growth measures used in New York State for purposes of educator evaluation, students are always compared to similar students in the State. That is, when 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, also could play a role in the student's performance. We include these characteristics in our definition of similar students. We do this to ensure that principals whose schools serve students with different characteristics are not advantaged or disadvantaged by the composition of the schools, which they cannot control.

Figure 4 provides details about how each of these characteristics is defined in the Grade 9–12 principal growth measures for 2015–16. Both student- and school-level characteristics are included. We account for whether a student is an English language learner (ELL), for example, and we also account for the percentage of ELL students in a school. This type of school-level factor is intended to address *peer effects*, acknowledging that it may be a different experience 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 2015–16*
Academic History	<ul style="list-style-type: none"> 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
Students with Disabilities	<ul style="list-style-type: none"> 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)
Economic Disadvantage	<ul style="list-style-type: none"> Student economically disadvantaged status (yes or no) Percentage of economically disadvantaged students in school
English Language Learners	<ul style="list-style-type: none"> Student ELL status (yes or no) New York State English as a Second Language Test (NYSESLAT) scores Percentage of ELLs in school

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

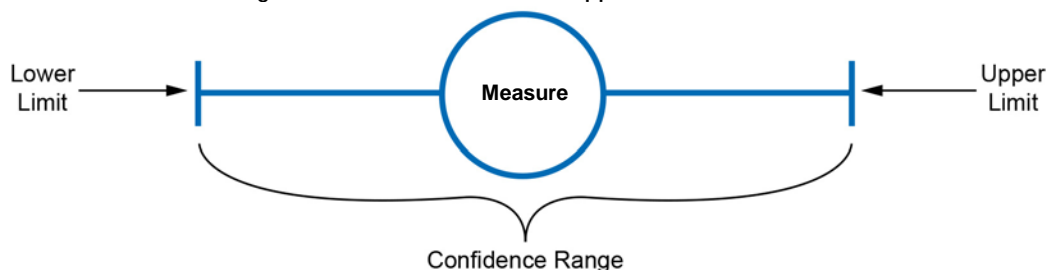
**GRE scores are calculated separately for each cohort (one, two, three, four, five, or more years since ninth-grade entry); SGPs are calculated separately for each Regents Exam, including students from all cohorts who took the relevant exam.

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

Determining Principal Growth Ratings

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

Figure 5. Growth Measures and Upper and Lower Limits

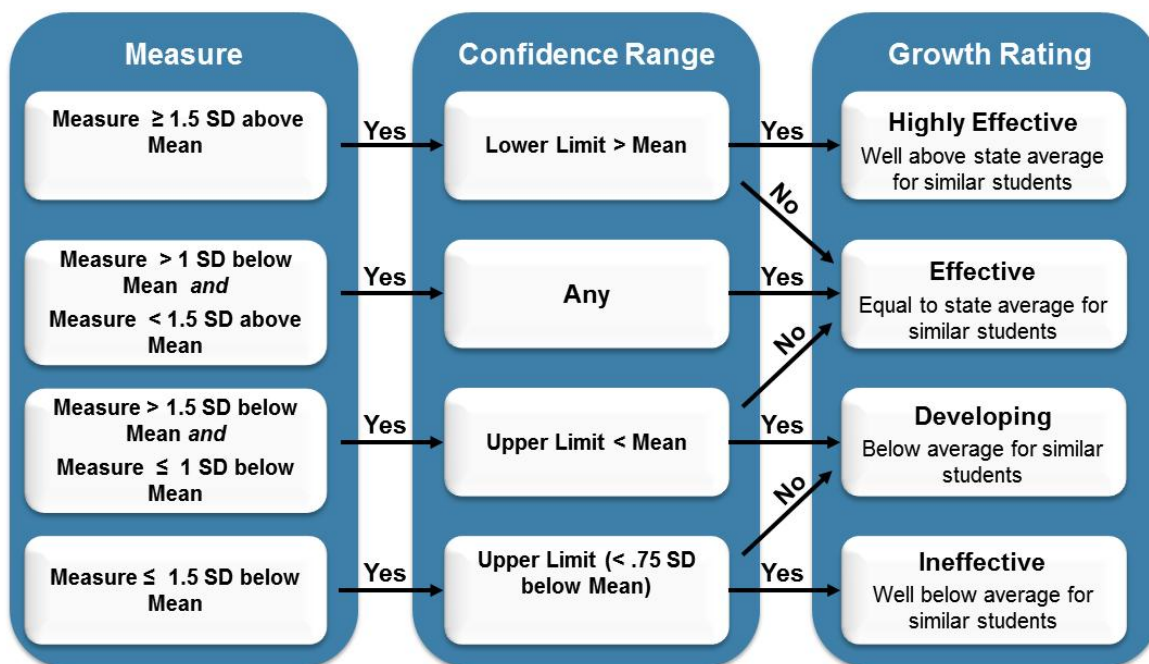


All statistical calculations contain some uncertainty. Although the reported MGP or GRE score is the best estimate for any school or principal, we also can quantify a range wherein we can expect that the *true* answer lies. The upper- and lower-limit MGP or GRE scores define a set of scores wherein an educator's true MGP or GRE score lies 95 percent of the time. Reporting upper- and lower-limit MGPs is similar to the way we are used to seeing results from other statistical calculations such as political polls reported, in which a candidate can be ahead in the polls by six points plus or minus three points. The width of the confidence range (that is, the distance between the upper and lower limits) is affected by such factors as the number of students included in generating the score, the spread of student scores, and characteristics of the tests students take.

We report the upper- and lower-limit MGPs because we want to be transparent about the data. We also use upper and lower limits to assign school and principal growth ratings in a way that fairly takes uncertainty in MGP and GRE measures into account.

To determine the growth rating for a school or principal of Grades 9–12, we first find a growth rating and score for each of the two types of metrics: The combined MGP measure and the GRE measure. Figure 6 shows the rules used to determine these growth ratings. A growth score of 0–20 points is then assigned using the scoring bands for implementation of Education Law §3012-c or §3012-d as appropriate for the district. Higher MGPs and GRE scores receive more points.⁶

Figure 6. Determining Grades 9–12 School and Principal Growth Ratings



Notes: SD = Standard Deviation
Values are rounded to the nearest 0.5 for MGP and 0.01 for GRE.

Then we average the growth scores together, weighting them by the number of students included in each measure. Figure 7 provides an example. The resulting score determines the State-provided growth subcomponent HEDI rating and growth score for a school or principal of Grades 9–12.

⁶ Based on the arguments presented in the New York City arbitration proceeding held on May 30 and 31, 2013, and pursuant to his authority in Education Law §3012-c(2)(a), the Commissioner imposed different scoring ranges for use in New York City for the 2013–14, 2014–15, 2015–16, and 2016–17 school years than in the rest of the state. See the following link for a description of these scoring ranges: <http://usny.nysed.gov/rtrt/teachers-leaders/plans/docs/new-york-city/new-york-city-appr-plan-060113.pdf>.

Figure 7. Determining Grades 9–12 Principal Growth Ratings⁷

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 x 0.83	10.0
MGP	Developing	8	335	17%	8 x 0.17	1.4
9–12 Growth Subcomponent Rating/ Growth Score	Effective		1,970	100%		11

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 subcomponent score (in this case, 11).

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

If schools or principals have only one measure (for example, if they do not 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.

Principals and 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 about how this process works for those schools and principals.

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

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

⁷ The example applies to educators outside New York City and those in districts implementing Education Law §3012-c. Based on the arguments presented in the arbitration proceeding held on May 30 and 31, 2013, and pursuant to his authority in Education Law §3012-c(2)(a), the commissioner imposed different scoring ranges for use in New York City for the 2013–14, 2014–15, 2015–16, and 2016–17 school years than in the rest of the state. See the following link for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city/new-york-city-appr-plan-060113.pdf>. For educators in New York City or those in districts implementing Education Law §3012-d, a similar calculation as shown in this example is done using different growth scoring bands.

⁸ Details about measures and results for schools and 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/>).

Figure 8. Determining Growth Ratings for Principals With Grades 4–8 and Grades 9–12 Growth Measures⁹

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 x 0.18	2.3
9–12 Growth Subcomponent Rating/Growth Score	Effective	11	1,970	82%	11 x 0.82	9.0
Overall Growth Subcomponent Rating/Growth Score (4–8 and 9–12)	Effective		2,405	100%		11

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 subcomponent score (in this case, 11).

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

Information Available in District Files

State-provided growth scores are made available to districts prior to September 1 of each school year or as soon as practicable thereafter. Results are provided in separate files for principals and schools. These files contain the following information:

Number of Student Scores (for MGP measure) or Students (for GRE measure): These numbers refer to the SGPs included in an MGP or to the number of students included in the GRE measure.

Unadjusted Measure: This measure is based on student growth and accounts for prior achievement scores *only*, without taking into consideration ELL, student with disabilities, or economically disadvantaged student characteristics.

Adjusted Measure: This measure is based on student growth and is adjusted for academic history as well as ELL, student with disabilities, and economically disadvantaged characteristics at the student and school levels.

Upper Limit and Lower Limit: Highest and lowest possible measure score for a 95-percent confidence range.

Growth Rating: Growth rating describes the performance category (HEDI) for each individual measure (MGP or GRE) and overall for Grades 9–12. The overall growth rating is used in educator evaluation on the State-provided growth subcomponent.

Growth Score: Using scoring bands for implementation of Education Law §3012-c or §3012-d as appropriate for the district, a growth score of 0–20 points is computed for a principal for each individual measure (MGP and GRE) and overall for Grades 9–12. The overall growth score is used in educator evaluation on the State-provided growth subcomponent.

⁹ The example applies to educators outside New York City and those in districts implementing Education Law §3012-c. Based on the arguments presented in the arbitration proceeding held on May 30 and 31, 2013, and pursuant to his authority in Education Law §3012-c(2)(a), the commissioner imposed different scoring ranges for use in New York City for the 2013–14, 2014–15, 2015–16, and 2016–17 school years than in the rest of the state. See the following link for a description of these scoring ranges: <http://usny.nysed.gov/rttt/teachers-leaders/plans/docs/new-york-city/new-york-city-appr-plan-060113.pdf>. For educators in New York City or those in districts implementing Education Law §3012-d, a similar calculation as shown in this example is done using different growth scoring bands.

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:

- 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 information¹⁰
 - 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

2016 State test score and prior year(s) State test score(s)

- SGP (unadjusted and adjusted)
- Cohort (years since entering ninth grade) (GRE only): Students who entered ninth grade one, two, three, four, or five or more years ago.

Questions for Consideration

The following questions are intended to help principals evaluate growth scores, interpret scores relative to aggregate data provided, and to provide a framework in which to consider scores in light of institutional practices at each 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 with 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 with ELA (if applicable)? Why might they be similar or different?

¹⁰ See Part 154 of the Commissioner's Regulations here: <http://www.p12.nysed.gov/biling/docs/CRPart154.pdf>.

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 superintendent or district data personnel for assistance. If unable to obtain answers to questions, contact educatoreval@nysed.gov.

Disclaimer

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