

FOR TEACHERS

A Teacher's FAQ for Interpreting State-Provided Growth Scores for Grades 4-8 in 2022-23

PREPARED FOR THE NEW YORK STATE EDUCATION DEPARTMENT BY EDUCATION ANALYTICS, INC.
LAST UPDATED: NOVEMBER 2023

How is the New York State Education Department Growth Model Produced for Teachers?¹

Student growth is a measure of the progress a student makes during the school year as measured by standardized tests. This differs from student achievement, which provides a snapshot of a student's academic understanding at a single point in time. Taken together, growth and achievement provide a more complete picture of a student's current academic standing. Showing growth and achievement on the same diagram shows the relationship between the two concepts. Students in quadrant A experience high growth and high achievement. Students in quadrant D experience low growth and low achievement.

Where and when will data be available?

FIGURE 1. STUDENT GROWTH AND PRIOR ACHIEVEMENT

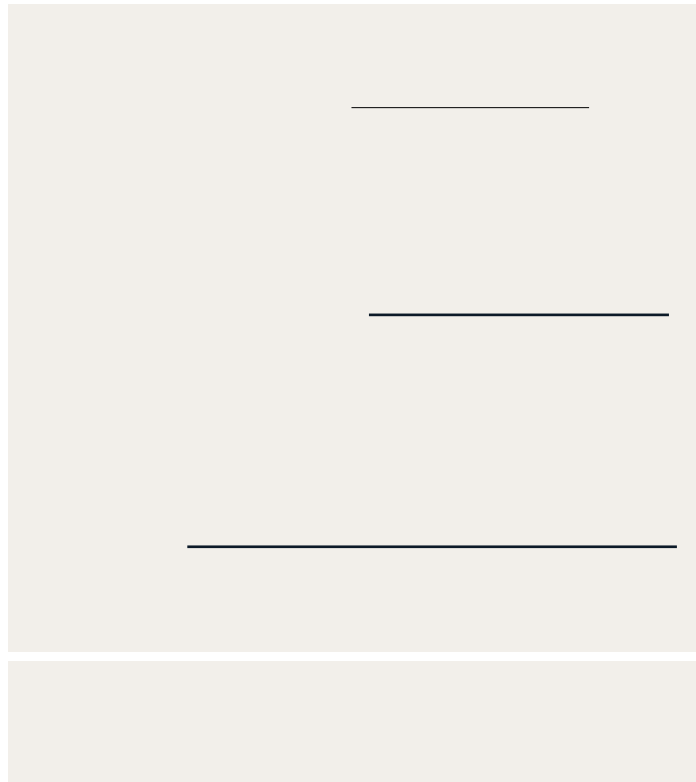
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How Do We Measure Student Growth?

The production of New York State Education Department's teacher growth model begins at the student level. For each student, their expected performance on the grades 4-8 English language arts (ELA) and math State assessment is created using their actual assessment score, prior academic history, and individual and classroom characteristics. The comparison of the expected performance to the student's actual performance generates a value of how much the student out- or under-performed the expectation. When the difference between actual performance and expected performance is positive, the student scored better than expected. When the difference is negative, the student scored less than expected.

Grades 4-8 Student Growth Percentile (SGP)



From MGP to HEDI Ratings and Scores

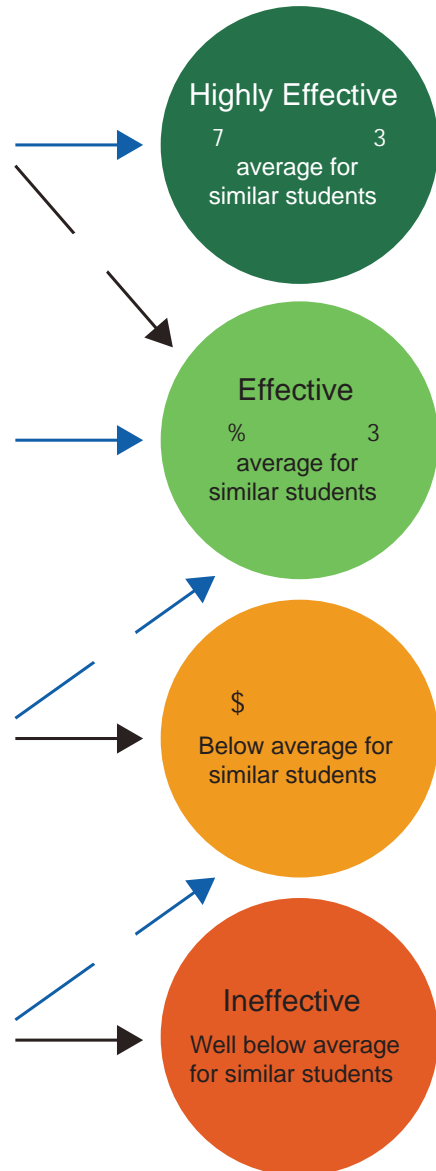
To determine HEDI (i.e., Highly Effective, Effective, Developing, and Ineffective) ratings and scores, the MGPs for all teachers statewide are compared.

The HEDI rating is determined in two steps:

1. Determine where the teacher's MGP lies compared to all other teacher MGPs in the State.
2. Use the confidence interval of each teacher's MGP to determine their overall growth rating.

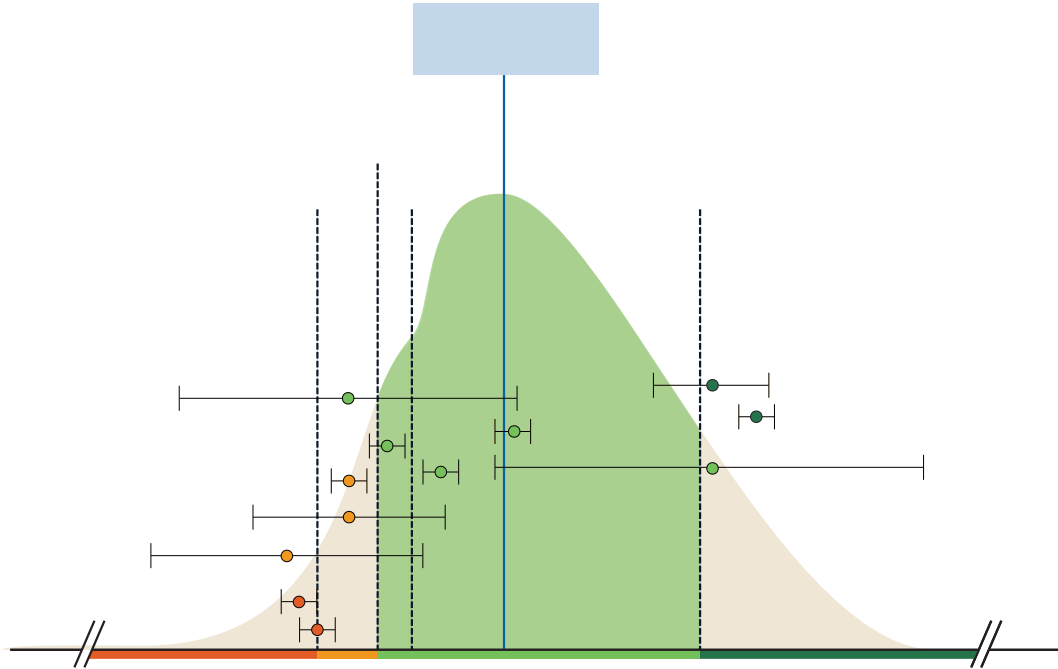
This two-step process is done because, as with all statistical calculations, there is some uncertainty associated with the SGP estimates. Although the reported MGP is the best estimate for any teacher, MGPs are also reported with an upper limit and a lower limit that represent the range of scores, or confidence interval, wherein an educator's true MGP lies 95 percent of the time. The width of the confidence interval is affected by such factors as the number of students included in generating the score, the spread of student scores, and the characteristics of tests students take. **Figures 2 and 3** show how MGPs are assigned to HEDI ratings in this two-step process.

— FIGURE 2. HEDI CLASSIFICATION FLOWCHART



Figures 3 and 4 represent a hypothetical example. For means and standard deviations specific to a given year, please refer to the classification slides.

FIGURE 3. HEDI CLASSIFICATION DIAGRAM EXAMPLE



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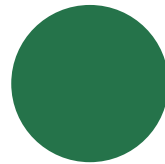
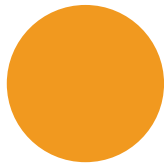
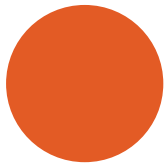
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