



# Grades 4–8 Student Growth Measures Frequently Asked Questions

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## Background

In response to feedback from educators and stakeholders, the Department has worked to simplify and streamline the growth model while retaining elements deemed useful and relevant for continuous improvement. This information is an important complement to achievement data and can play a critical role for targeted goal setting to meet the unique needs of students.

Beginning with the 2023–24 school year results, the Department **will no longer generate** the following:

- Grades 4–8 and 9–12 adjusted growth results, including Highly Effective, Effective, Developing, or Ineffective (HEDI) ratings.
- Adjusted student growth scores that incorporated students' prior test histories as well as student demographics (e.g., English language learners, students with disabilities, or economically disadvantaged) and school characteristics. The following document was developed based upon inquiries made directly by stakeholders across the State.
- Grades 9–12 unadjusted growth results.

The adjusted growth scores, which were used to generate State-provided growth results, including the HEDI score and rating, were calculated for Grades 4–8 teachers, principals, and schools, as well as Grades 9–12 principals and schools. These scores were not required to be used for educator evaluations pursuant to Education Law 3012-d or 3012-e.

The Department **will continue to provide** Grades 4–8 unadjusted growth scores to facilitate local improvement planning and support district-based accountability systems. These scores will be attributed to individual teachers, principals, and schools and Mean Growth Percentiles (MGPs) will be provided.

- Unadjusted student growth scores account for students' prior test histories and are used to generate school and district accountability Student Growth measures at the elementary/middle level under the Every Student Succeeds Act (ESSA).

The Department calculates the Grades 4–8 Student Growth measure using one year of student growth percentiles (SGPs) and reports them for information and improvement planning purposes only.



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### 1. How are student growth scores calculated?

A “student growth percentile” (SGP or student growth score) is calculated for all students in grades 4 through 8 with a current and prior year test score in the same subject. SGPs measure a student’s improvement, or growth, relative to other students with similar test histories.

SGPs range from 1 to 99, and they describe where a student stands in a distribution of similar students (specifically, what share of students they performed the same as or better than). SGPs are calculated separately by subject and grade. For example, a SGP of 70 for grade 4 ELA indicates that the student scored as high or better than 70 percent of similar students on the grade 4 ELA assessment that year.

### 2. What is a mean growth percentile (MGP) or a Growth Index?

An MGP is the aggregate measure of the growth of the students who meet the attribution requirement. To be included in a MGP (or Growth Index), students must have a valid SGP and be continuously enrolled (i.e., BEDs Day and last day of the assessment period).

— TABLE 1. EXAMPLE OF STUDENTS WHO COUNT IN A MGP/GROWTH INDEX

Student	SGP	BEDS - Assessment Day Enrollment	Include Student in Index Calculation	Grade
Student A	-	Yes	No	4
Student B	40	Yes	Yes	5
Student C	70	Yes	Yes	6
Student D	60	No	No	7
Student E	41	Yes	Yes	8

*Step 1: Sum SGPs for all students to be included in the calculation.*

*Step 2: Divide Step 1 result by the total number of students and rounded to the nearest 0.1.*

1. Table 1 example:  $40 + 70 + 41 = 151$     2. Table 1 example:  $151 / 3 = 50.3$

**Teacher MGP = 50.3**

In the above example, the MGP of **50.3** means that, on average, students in this school performed as well as or better than about 50 percent of similar students. MGPs are calculated for each school and district subgroup for which there are 30 or more SGPs in ELA and math.

A Growth Level is then assigned to the Growth Index based on the cut points described in **Table 2**. Beginning with the 2024-25 school year results, these Growth Levels will be used as part of the ESSA accountability system at the elementary/middle school level.

— TABLE 2. GROWTH INDEX TO GROWTH LEVEL

Growth Index	Growth Level
45 OR LESS	1
45.1 TO 50	2
50.1 TO 54	3
GREATER THAN 54	4

### 3. How are Accountability growth results aggregated for Mean Growth Percentiles (MGPs)?

Beginning with the 2023-24 school year results, Accountability growth results are generated for each accountability subgroup at the school and district level. These subgroups are: American Indian or Alaska Native, Asian or Native Hawaiian/Other Pacific Islander, Black or African American, Hispanic or Latino, Multiracial, White, Economically Disadvantaged, English Language Learner, and Students with Disabilities. A student will always be classified as belonging to the All Students group and one of the racial/ethnic subgroups. In addition, certain students will also be classified as Economically Disadvantaged, English Language Learner, and/or a Student with a Disability. The Accountability growth results are generated for public schools, districts, and charter schools and are made available via the [SIRS 112 Report](#).

The SGPs used to generate the Accountability growth results are attributed to students’ teachers and principals, including BOCES, and are provided for continuous improvement purposes. These results are made available for download on the secure [Information and Reporting Services Portal](#).

### 4. How can I use my growth results?

Consider reviewing student-level results alongside assessment results to look for patterns. While your schools received Level 1s for the All Students and several subgroups, it is worthwhile considering achievement levels when analyzing growth. For example, look for patterns of students who have low growth and low achievement levels as well as those who have high achievement but low growth. Similarly, it might be relevant to analyze those students who demonstrate low achievement high growth. How might this be correlated with interventions and accommodations.

### 5. Which assessments are used to produce the growth results?

The model uses two types of State assessments:

- Grades 3-8 ELA and math assessments
- The Algebra I Regents examination for Grade 8 students

Students must have a valid current year outcome and the immediate prior-year same subject assessment to calculate student growth scores. If available, up to three prior year test scores may be utilized (see **Table 3**).

**TABLE 3. ASSESSMENTS USED FOR EDUCATOR GROWTH**

		Current Year Assessment				
		Grade 4	Grade 5	Grade 6	Grade 7	Grade 8/ Algebra I
Prior Years Assessment, Same Subject	Grade 3	REQUIRED	USE IF AVAILABLE	USE IF AVAILABLE		
	Grade 4		REQUIRED	USE IF AVAILABLE	USE IF AVAILABLE	
	Grade 5			REQUIRED	USE IF AVAILABLE	USE IF AVAILABLE
	Grade 6				REQUIRED	USE IF AVAILABLE
	Grade 7					REQUIRED

## 6. How are students linked and attributed to institutions and educators?

### TEACHERS

Students are linked to their teachers using two collections:

- Course Instructor Assignment (CIA): The CIA collection links teachers to courses. Teacher entry and exit dates are used to capture the proportion of time a primary instructor taught a course that is tied to a Grades 4-8 ELA or Math State assessment or Algebra 1 Regents examination.
- Student Class Entry Exit (SCEE): The SCEE collection links students to courses. Student entry and exit dates per course are used to ascertain when the student was enrolled in a course.

The CIA and SCEE files are combined to determine which students are linked to which teachers and also to determine whether students and teachers were in the classroom at the same time.

### PRINCIPALS

Students are linked to their principals based on the grade(s) for which the principal is responsible, which is determined using the **Staff Assignment** collection.

### ALL MODELS

Although only the school and district level aggregates are used for accountability determinations, teacher and principal growth data are provided for informational and improvement planning purposes only.

To be attributed, a student must be continuously enrolled in the same school on Basic Education Data System (BEDS) day (i.e., the first Wednesday in October) and the last day of the State assessment administration appropriate for their grade (or age, if ungraded).

**Table 4** provides a summary of the linkage and attribution requirements for teachers, principals, and schools in the educator growth models. The last row details how students who meet the attribution requirements and who have a student growth percentile (SGP) score are included in the MGP for their teacher and principal, so long as there are at least 16 SGPs.

**TABLE 4. LINKAGE AND ATTRIBUTION REQUIREMENTS**

		Grades 4–8 MGP		
		Accountability	Teacher	Principal
Linked	Student enrolled in the school.	Student is enrolled in a teacher’s course as identified by the CIA and SCEE files.	Principal is responsible for the same grade level as the assessment taken by a student, as identified by the staff assignment record.	
	Student is continuously enrolled (i.e., on BEDS day and the last day of the State assessment administration window).			
MGP		$\frac{\sum \text{SGP}}{\text{N OF STUDENTS}}$		

Note: The symbol “ $\Sigma$ ” indicates the sum of the values.

## 7. Where can I get help answering questions about these data?

For more information about growth results, see the School and District Accountability Resources and Data page. If further questions arise, districts can send an email to:

- [datasupport@nysed.gov](mailto:datasupport@nysed.gov) for questions about data collection, or
- [accountinfo@nysed.gov](mailto:accountinfo@nysed.gov) for questions about accountability growth results.