



OFFICE OF KNOWLEDGE, INFORMATION, AND  
DATA SERVICES (KIDS)

DIVISION OF ENTERPRISE DATA

## **TRAINING – DOCUMENT**

Median Student Growth  
Percentile (MSGP)

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## Overview

Median Student Growth Percentile (MSGP) scores will be loaded in the Educator Development module of CIITS. The MSGP is the state contribution that districts may use when conducting teacher evaluations. This training document is designed to assist districts with understanding the business rules surrounding how KDE calculates the MSGP.

To calculate the MSGP, rosters from select courses in Math and Reading are analyzed to determine a teacher-student link. Once the teacher-student link is found, business rules are applied to determine whether the student's growth score should be attributed to the teacher.

MSGP scores are calculated once per year, in the fall. The scope of each year's MSGP will include data from the previous school years (ex. MSGP scores calculated in fall 2014 will use data from school years 11-12, 12-13, and 13-14).

**NOTE:** Districts should NOT update data in Infinite Campus for prior school years. Updating data in prior school years will NOT result in an automatically recalculated MSGP and may lead to data inconsistencies.

## Acronyms

Several acronyms are used throughout this training document.

IC	Infinite Campus
CIITS	Continuous Instructional Improvement Technology System
EDS	Educator Development Suite (module in CIITS)
SGP	Student Growth Percentile
MSGP	Median Student Growth Percentile

## Business Rules

- Two MSGP scores will be calculated—Math and Reading. MSGP for each content area will be calculated separately. A teacher may receive a MSGP in none, one, or both content areas.
- The MSGP will be calculated based on all attributed students in the district (MSGP is a district-wide calculation).
- A single year MSGP and three year combined MSGP will be calculated.
- The single year MSGP will include attributed student growth scores for a single year. The three year combined MSGP will include attributed student growth scores for the previous three school years, based on the year that is selected when the report is run.
- A teacher must have at least 10 attributed students, with a growth score, in a particular content area (Math/Reading) during a school year for a single year MSGP to be calculated in that content area for that school year.

- A teacher must have at least 10 attributed students, with a growth score, in a particular content area (Math/Reading) **every year** that the report is run for, for a three year combined MSGP to be calculated in that content area.
- A student must be in respective content area course/section with a teacher for 100 distinct instructional days, cumulatively between courses/sections, for the student’s growth score to be included in the single year MSGP. The 100 instructional days does not need to be continuous days. The MSGP will be calculated for all staff listed on a section (primary teacher, teacher, and section staff).
- Begin/end dates for course/section (teacher and student), term start/end dates, and school calendar will be used to determine if teacher and student have been together in a course/section for 100 instructional days.
- Primary and secondary enrollments will be considered for inclusion in the MSGP calculation.
- Student must be enrolled in grade 04-08.
- Alternate student growth scores will not be included in the MSGP.
- Only courses aligned to an eligible Math/Reading state course code will be considered for inclusion in the MSGP. See Eligible Course Codes section for specific state course codes.

## Eligible Course Codes

Only course codes aligned to one of the following state course codes will be considered when determining the teacher-student link for the MSGP calculation.

### Math:

270201 Sixth Grade Mathematics  
270202 Seventh Grade Mathematics  
270203 Eighth Grade Mathematics  
270204 Accelerated Sixth Grade Mathematics  
270205 Accelerated Seventh Grade Mathematics  
270206 Accelerated Eighth Grade Mathematics  
270222 Pre-Algebra (Grades 6-8 - non-HS credit)  
270232 Algebra 1 (Grades 6-8 - HS credit)  
270233 Geometry (Grades 6-8 - HS credit)  
270235 Algebra II (Grades 6-8 - HS credit) *(No longer a valid course code)*  
270242 Algebra 1 (Grades 6-8 - non-HS credit)  
270243 Geometry (Grades 6-8 - non-HS credit)  
270245 Algebra 2 (Grades 6-8 - non-HS credit)  
270290 Mathematics Intervention (Grades 6-8)  
270719 High school readiness mathematics (Explore)  
600104 FMD Math  
702040 Intermediate Math  
703066 Elementary Mathematics Intervention  
270302 Algebra 1 (Part 1)/Algebra 1 (Part A)/ Algebra 0.5  
270303 Algebra 1 (Part 2)/Algebra 1 (Part B)  
270304 Algebra 1

270305 Honors Algebra 1  
270306 Accelerated Algebra 1  
270307 MST Algebra 1  
270308 Algebra 1 Intervention  
270309 Mathematics Intervention  
270310 Algebra 1.5/Introduction to Algebra 2  
270311 Algebra 2  
270312 Honors Algebra 2 *(No longer a valid course code)*  
270313 Accelerated Algebra 2 *(No longer a valid course code)*  
270314 MST Algebra 2 *(No longer a valid course code)*  
270318 Algebra 2 Intervention  
270401 Geometry  
270402 Honors Geometry  
270403 Accelerated Geometry  
270404 MST Geometry  
270406 Geometry Intervention  
270690 Multi-subject/Multi-Grade Mathematics

**Reading:**

230101 English 6  
230103 English 7  
230105 English 8  
230190 Multi-subject/Multi-Grade English Language Arts  
230196 EXPLORE ELA for College and Career Readiness  
231205 Middle School Reading  
231211 Reading Development 1  
231212 Reading Development 2  
231213 Reading Development 3  
231214 Reading Development 4  
231216 Advanced Reading and Study Skills  
231290 Literacy Ready: Ready for reading in all disciplines  
231295 Reading for College Success  
231296 EXPLORE Reading for College & Career Readiness  
231299 Reading Intervention  
600105 FMD English/Language Arts  
702020 Intermediate Language Arts  
702030 Intermediate Reading  
703060 Elementary Literacy  
703065 Elementary Reading Intervention

## Custom Reports

Two custom reports are available in IC to assist districts with analysis of a teacher's MSGP. The reports may be accessed in IC:

KY State Reporting > KDE Reports > Median Student Growth Percentile – Summary

KY State Reporting > KDE Reports > Median Student Growth Percentile – Detail

**Report Parameters**

The reports may be run district-wide, school-wide, or for a specific teacher.

If “All Schools” is selected in the menu bar, the report will be run for the entire district. If a school is selected in the menu bar, the report will contain data for the specified school.



Note: Selecting a year in the menu bar will not affect the data included on the report.

On the report parameters page, select the end year to run the report for. This will determine the scope of data included on the report (ex. end year 2014 will include data for school years 11-12, 12-13, and 13-14.) Select a subject (Math/Reading). Optionally, limit the report to be run for a specific teacher.

**Summary Report**

The Median Student Growth Percentile – Summary report is designed for an administrator to quickly view the MSGP data for teachers in the district or school. The report runs as a PDF and contains one row per teacher.

The data elements on the report include:

Report header: district name, district number, content area (Math/Reading), and end year.

Report footer: date, page number/total pages

Column Header	Short Description		Business Rules
School Name	The end year related to the record.		
Teacher	Three-digit district number.		
EPSBID	Teacher EPSB ID.		1.) EPSBID will be included if populated in IC.
Median Student Growth Percentile	2XXX	Teacher’s single year MSGP (year 1).	1.) Teacher must have at least 10 attributed students with scores in order to have single year MSGP calculated.
	2XXX	Teacher’s single year MSGP (year 2).	
	2XXX	Teacher’s single year MSGP (year 3).	
	3-Year Combined Median	Teacher’s three year combined MSGP.	
Attributed Students with SG Scores	2XXX	The number of attributed students with scores that went into the MSGP calculation (year 1).	
	2XXX	The number of attributed students with scores that went into the MSGP calculation (year 2).	
	2XXX	The number of attributed students with scores that went into the MSGP calculation (year 3).	

**Detail Report**

The Median Student Growth Percentile – Detail report is designed for in-depth analysis of how the MSGP was calculated for a teacher. The report is generated in a CSV (opens in Excel) format which allows for easy sorting, filtering, and manipulation of data. The report includes each teacher-student link, regardless if the student’s score was eligible to be attributed to the teacher for the MSGP calculation. The report also includes Y/N indicators for key attribution requirements (100-day concurrent, 10 student minimum, teacher 100 day, student 100 day).

The data elements included on the report include:

Column Header	Short Description	Business Rules
endYear	The end year related to the record.	
districtNumber	Three-digit district number.	
districtName	District name.	
teacherSEPersonID	Teacher IC state edition personID.	
teacherDEPersonID	Teacher IC district edition personID.	
EPSBID	Teacher EPSB ID.	
teacherLastName	Teacher last name.	
teacherFirstName	Teacher first name.	
courses	Courses/sections in which teacher/student(s) were together.	The values are displayed in courseNumber-sectionNumber format (e.g. 270401-1). To search for the course in IC, only search for the course number.
subjectIndicator	Identifies whether the courses and MSGP is for content area Math or Reading.	
teacherStart	Earliest date the teacher was assigned to any of the courses/sections listed in the courses column for the specified end year.	1.) The teacher’s start date on the section is used; if blank, the term start date is used.
teacherEnd	Latest date the teacher was assigned to any of the courses/sections listed in the courses column for the specified end year.	1.) The teacher’s end date on the section is used; if blank, the term start date is used.
teacherDays	The number of distinct instructional days that the teacher was assigned to any of the courses/sections in the courses column for the specified end year.	
ssid	The student’s state identification number.	1.) If student is aligned to more than one ssid, the ssids will be concatenated in this column.
studentSEPersonID	The student’s IC state edition person	1.) If student is aligned to

	ID.	more than one personID, the personIDs will be concatenated in this column.
studentStart	Earliest date the student was assigned to any of the courses/sections listed in the courses column for the specified end year.	1.) The student’s start date on the section is used; if blank, the term start date is used.
studentEnd	Latest date the student was assigned to any of the courses/sections listed in the courses column for the specified end year.	1.) The student’s start date on the section is used; if blank, the term start date is used.
studentDays	The number of distinct instructional days that the student was assigned to any of the courses/sections in the courses column for the specified end year.	
concurrentDays	The number of distinct instructional days that the teacher/student were together in any of the courses/sections in the courses column for the specified end year.	
studentGrade	Student’s grade level.	1.) If student was enrolled in more than one grade level during the year, the grade levels will be concatenated in this column.
sgScore	The student’s growth score for the specified end year and content area.	
teacher100Days	Indicator (Y/N) whether the teacher was assigned to any of the courses/sections in the courses column for 100 or more distinct instructional days.	1.) Instructional days are defined by the school’s calendar.
teacherSectionMultiAssign	Indicator (Y/N) whether the teacher has multiple section assignments on any of the courses/sections listed in the courses column for the specified end year.	
student100Days	Indicator (Y/N) whether the student was assigned to any of the courses/sections in the courses column for 100 or more distinct instructional days, as defined by the school’s calendar.	1.) Instructional days are defined by the school’s calendar.
studentSectionMultiSched	Indicator (Y/N) whether the student has multiple roster entries in any of the courses/sections listed in the	

	courses column for the specified end year.	
teacherStudentConcurrent	Indicator (Y/N) whether the teacher and student were together for at least 100 distinct instructional days, in any of the courses/sections listed in the courses column during the specified end year.	1.) Instructional days are defined by the school’s calendar.
teacher10StudentMin	Indicator (Y/N) whether the teacher has at least 10 attributed students for the specified end year.	1.) Teacher must have 10 students, <b>with growth scores</b> , where teacherStudentConcurrent indicator = Y.
icTeacherMedianSingleYear	Single year MSGP for the specified content area and end year.	1.) teacher10StudentMin must be Y for single year MSGP to be calculated.
icTeacherMedianCombinedYears	Three year MSGP for the specified content area and end year.	1.) teacher10StudentMin must be Y for all three years in scope in order for the three year combined MSGP to be calculated.

## Assigning Tool Rights to Reports

Districts may assign tools rights in IC to specific individuals or to user groups to allow users to run the Median Student Growth Percentile reports. Users may only run the report for school(s) in which they have calendar rights.

**NOTE:** The Median Student Growth Percentile reports contain sensitive information. Assign tool rights conservatively, on a “need to know” basis.

## FAQs

**Q:** The wrong course code was used on a course in a prior school year, causing a teacher not to receive a MSGP. Should the data be corrected in Infinite Campus?

**A:** No, districts should NOT update information in Infinite Campus for prior school years. Changes to data in prior school years will not result in an automatically recalculated MSGP. In addition, changing data in prior school years may result in inaccuracies in data that has already been reported on the School Report Card and for other initiatives.

**Q:** The wrong students are attributed to a teacher in a course/section in a prior school year, or students are not attributed to a teacher in a prior school year, causing a teacher to receive an incorrect MSGP or no MSGP. Should the data be corrected in Infinite Campus?

**A:** No, districts should NOT update information in Infinite Campus for prior school years. Changes to data in prior school years will not result in an automatically recalculated MSGP. In addition, changing

data in prior school years may result in inaccuracies in data that has already been reported on the School Report Card and for other initiatives.

**Q:** A Reading or Math teacher in grades 4-8 does not have a single year or three year combined MSGP calculated. Why?

**A:** If a teacher does not have a single year or three year combined MSGP calculated, verify the following:

- An eligible Reading or Math state course code was used on the course(s) that the teacher taught. See applicable state course codes contained in this document.
- Teacher taught at least 10 students for 100 instructional days or more during the school year, in the specific subject area (Math or Reading). (teacherStudentConcurrent indicator is Y for at least 10 students, per end year, per subject).
- The students who are attributed to the teacher had growth scores. If a student does not have a growth score, they will not be counted toward the teacher's 10 student minimum.
- The teacher had a single year MSGP calculated **each year**. A teacher will only receive a three year combined MSGP if he/she had a single year MSGP calculated each of the years in scope.

**Q:** A teacher that taught Math and/or Reading classes and then moved schools. Why doesn't the teacher show up on the IC report for the school they are currently teaching in?

**A:** Teacher's MGSP details will only appear in the school(s) in which they taught students. When the scores are loaded in CIITS, the score will be displayed in the school in which the teacher is currently assigned. The teacher must be listed as the primary teacher on the course/section and the courses/sections must be active in order for the score to display in CIITS.

**Q:** Why is a single year MSGP not calculated for a teacher?

**A:** A single year MSGP will not be calculated for a teacher if the teacher does not have at least attributed students, per content area, with a growth score. In this case, the teacher10StudentMin indicator will be N for the specified school year.

**Q:** Why is a three year combined MSGP not calculated for a teacher?

**A:** A three year combined MSGP will not be calculated for a teacher if the teacher does not have a single year MSGP calculated for each of the three previous school years.

**Q:** Why is the teacher10StudentMin indicator N and a MSGP is not calculated for a teacher who taught 10 students during the year in either Math or Reading?

**A:** A single year MSGP will only be calculated if the teacher taught at least 10 students for 100 distinct days during the specified year.

**Q:** A teacher has 10 students where the teacherStudentConcurrent indicator is Y for the specified year and content area, but the teacher10StudentMin is N and a MSGP is not calculated. Why?

**A:** A teacher must have 10 students where teacherStudentConcurrentIndicator = Y **with a growth score** in order for the teacher10StudentMin indicator to be Y and a MSGP to be calculated.

**Q:** The number of teacher days displayed on the report is incorrect. Why?

**A:** The number of teacher days is the number of distinct instructional days, as defined by the school calendar, which the teacher was assigned to the courses/sections listed in the courses column. The teacher start/end dates shown on the report show the earliest date the teacher was assigned to any of the courses/sections in the courses column and the latest date the teacher was assigned to any of the courses/sections in the courses column. There may be gaps between these dates where the teacher was not assigned to a course/section, therefore those days are not included in the teacher days.

**Q:** The number of student days displayed on the report is incorrect. Why?

**A:** The number of student days is the number of distinct instructional days, as defined by the school calendar, which the student was assigned to the courses/sections listed in the courses column. The student start/end dates shown on the report show the earliest date the teacher was assigned to any of the courses/sections in the courses column and the latest date the teacher was assigned to any of the courses/sections in the courses column. There may be gaps between these dates where the teacher was not assigned to a course/section; therefore those days are not included in the teacher days.

**Q:** There are multiple courses/sections listed in the courses column. Why?

**A:** Each eligible course/section that teacher/student were together in during the specified year will be shown in the courses column.

**Q:** A teacher taught students in a reading or math course but the course/sections and students are not included in the MSGP calculation and are not shown on the report. Why?

**A:** Courses must be aligned to one of the eligible state course codes in order to be included in the MSGP calculation. *Note: Districts should not update data in prior school years. Updating data in prior school years will NOT result in an automatically recalculated MSGP and may lead to data inconsistencies.*

**Q:** The number of concurrent days is not correct on the report based on the start/end dates shown. Why?

**A:** The number of concurrent days is reflective of the number of distinct instructional days that the teacher and student were together in any of the courses/sections listed in the courses column. It is

possible that the teacher and/or student were not assigned to the courses/sections on the same instructional days.