Overview of the Georgia Student Growth Model

Goals

- Understand student growth percentiles
- Be able to share SGP information with other educators
- Be prepared to use student growth data to help improve instruction and student performance

Why focus on student growth?

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- Previously, we have focused on status…
  - What percentage of students met state expectations?
  - Did more students meet expectations this year compared to last year?
- Now, we can incorporate growth…
  - Did this student grow more or less than academically-similar students?
    - How much progress has a student made, taking their starting point into consideration?
  - Are students growing as much in math as in reading?
  - Are students on track to reach or exceed proficiency?
- The GSGM provides student-level diagnostic information, supports teaching and learning, enhances accountability (CCRPI), and serves as one of multiple indicators of educator effectiveness (TKES and LKES).

Understanding Percentiles

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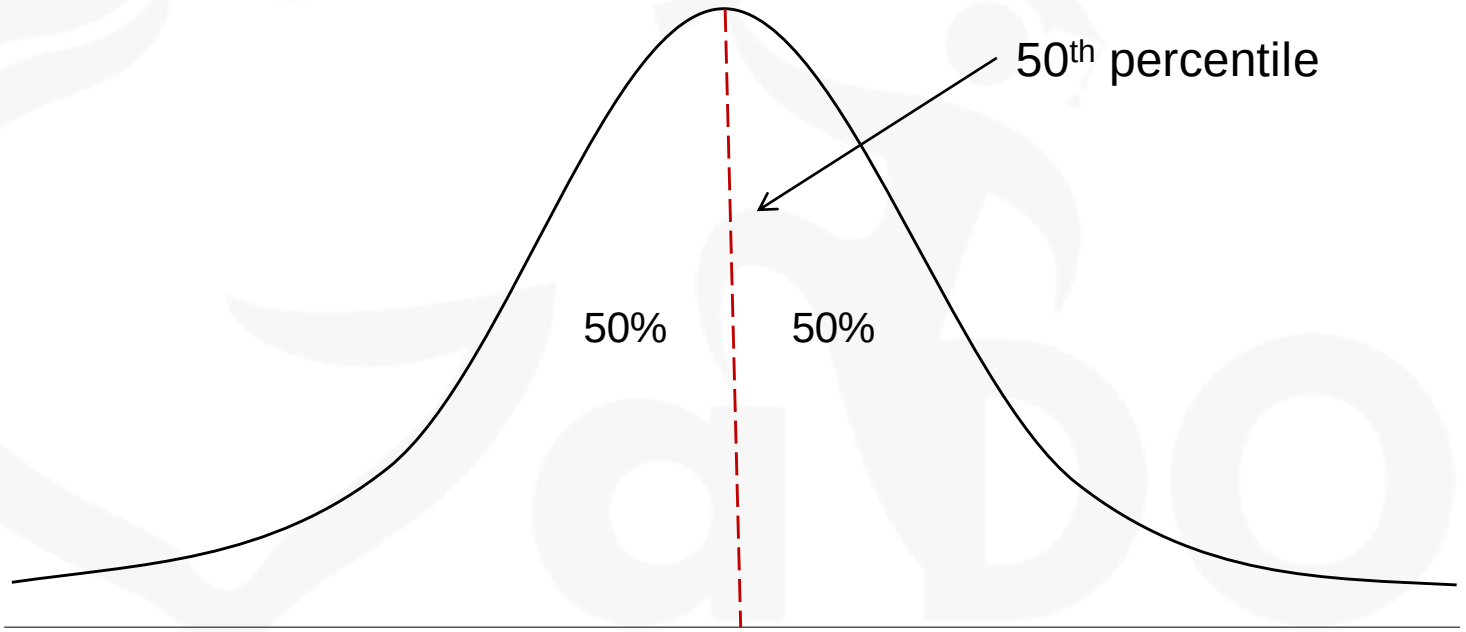

A distribution, for example, of height, weight, or academic growth

The 50th percentile is the value below which 50% of the distribution lies.

Student Change in Status

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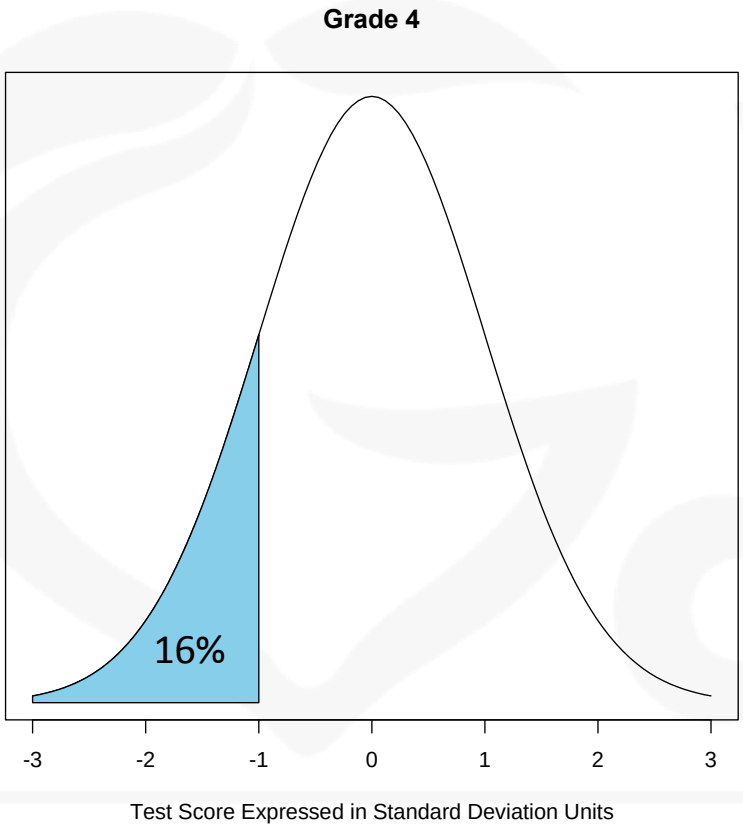

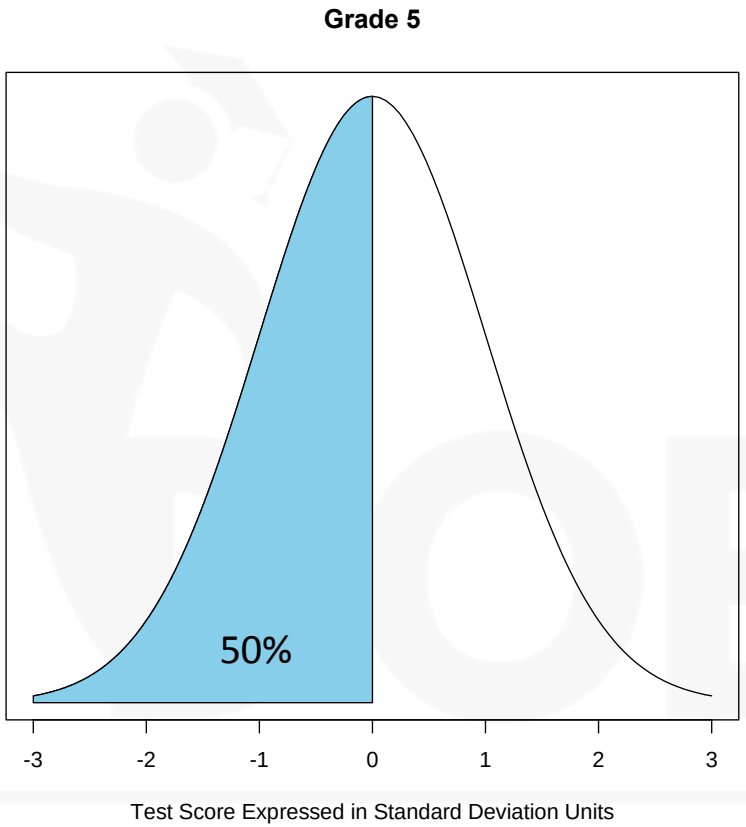

If a student goes from scoring better than 16% of all students in grade 4 to scoring better than 50% of students in grade 5, would this be evidence that growth had occurred?

What we miss if we focus on the proficiency bar…

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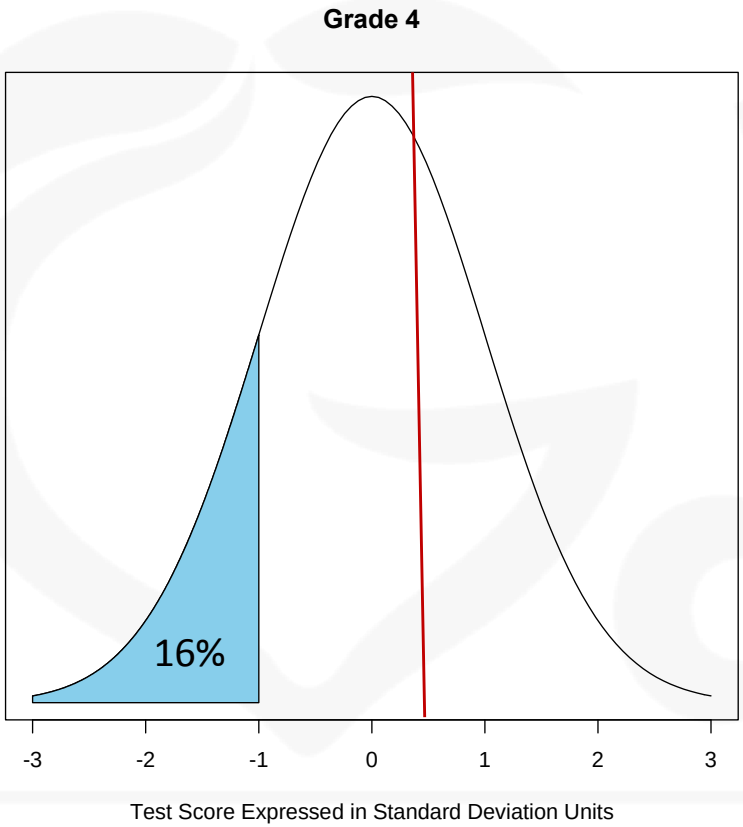

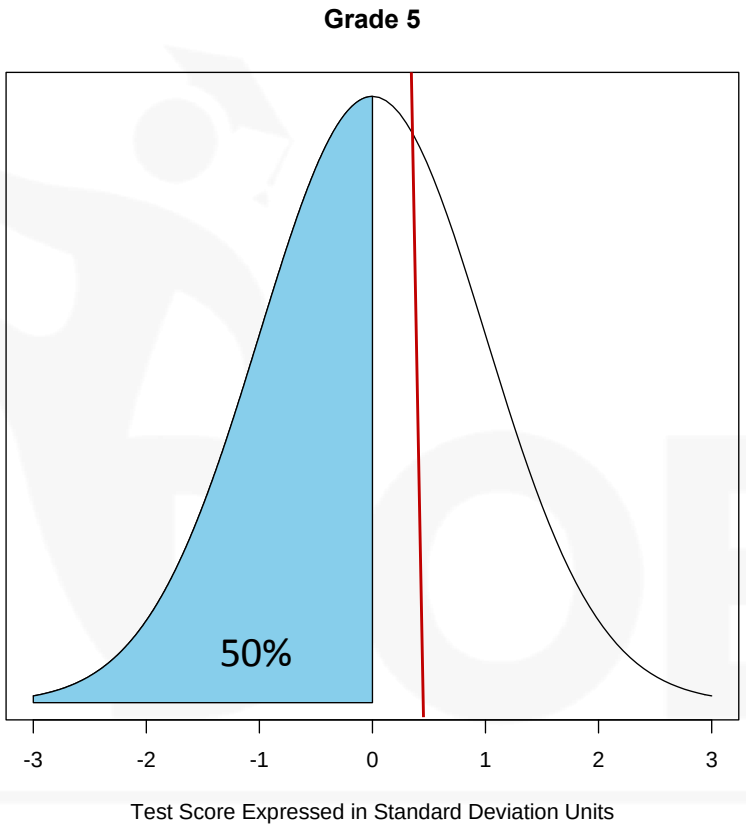

If the red line marks the cut point for "Meets," this is a student who was below "Meets" each year. But there is clear evidence that great progress has been made.

Student Growth Percentiles

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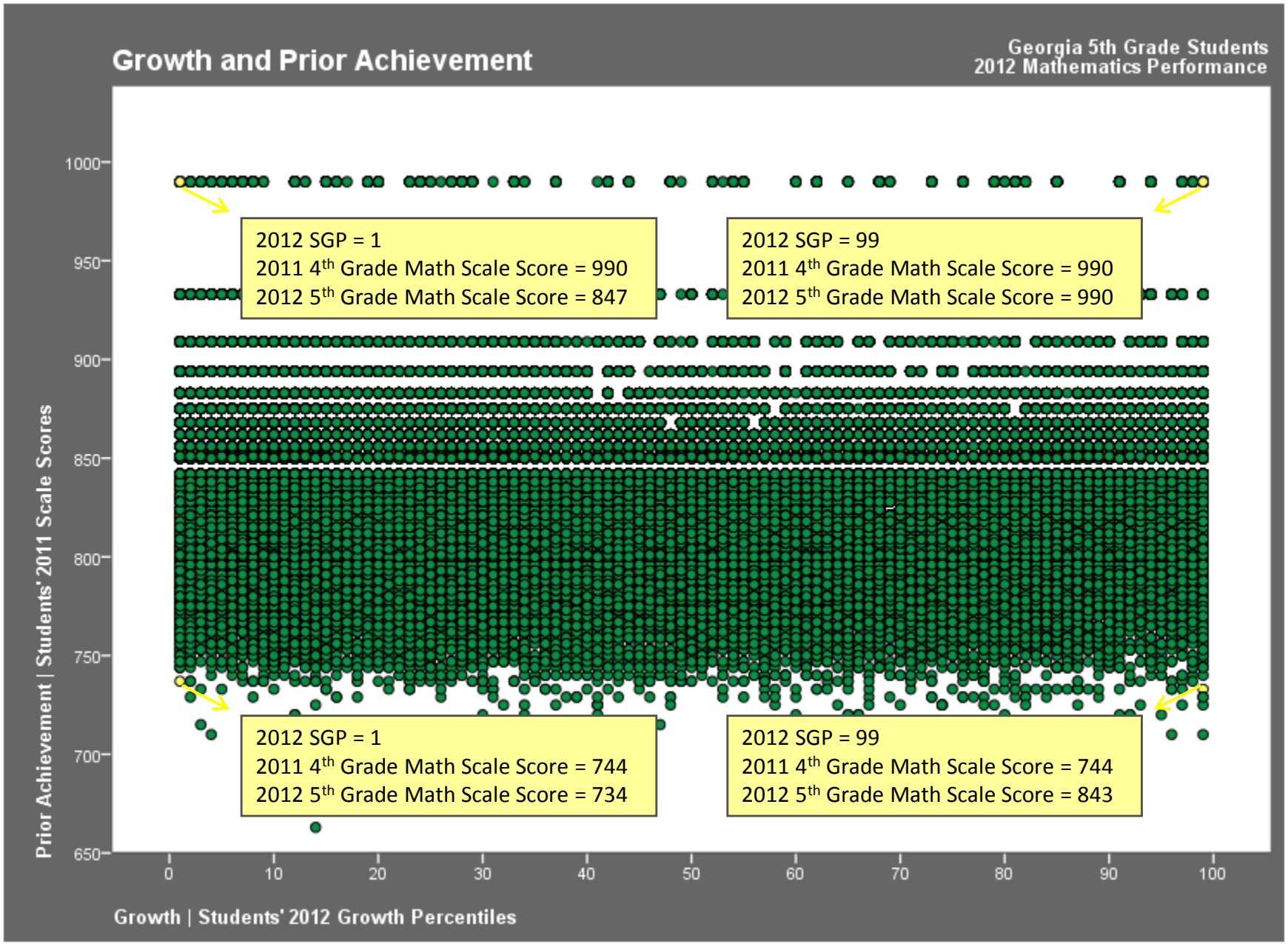
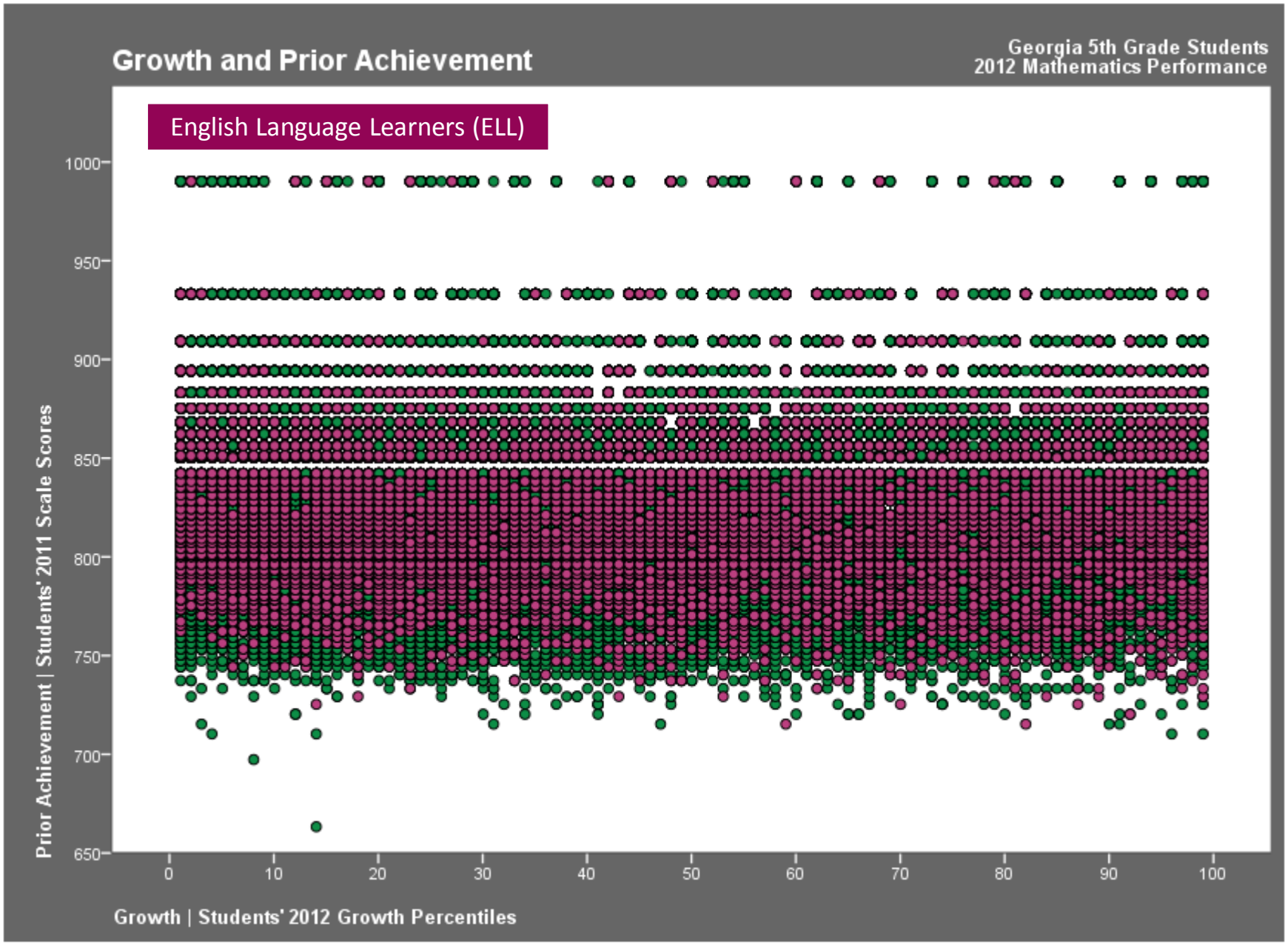
- A student growth percentile (SGP) describes a student's growth relative to academic peers
  - Academic peers are other students statewide with a similar score history
  - This ensures a student's starting point is considered when measuring his or her growth
- Growth percentiles range from 1 to 99
  - Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth
  - Uses two years of prior scores, when available. Retest data is not included. The use of EOCT opt-out data is under review.
- All students, regardless of their achievement level, have the ability to demonstrate all levels of growth

All students can demonstrate all levels of growth – regardless of their achievement level



All students can demonstrate all levels of growth – regardless of their achievement level



Achievement vs. Growth

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- Achievement
  - How well students are meeting or exceeding state expectations
  - Snapshot look at student performance
- Growth
  - How students are progressing from year to year
  - Takes students' starting points into consideration
- GSGM ≠ gain score model
  - Georgia's assessments are vertically aligned but not vertically scaled
- Growth is independent of proficiency cuts

Achievement vs. Growth

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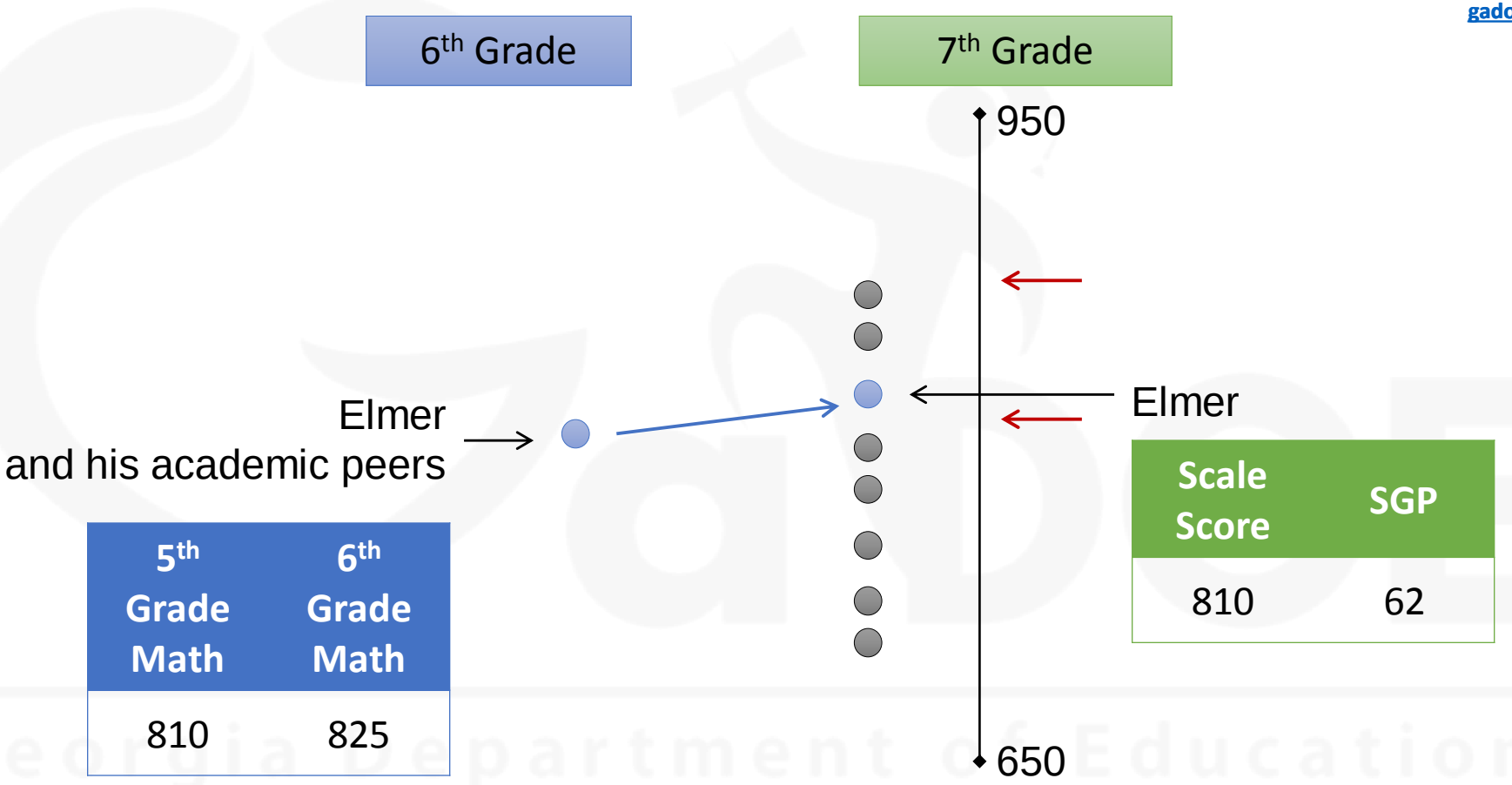

5th Grade Math	6th Grade Math
810	825

Scale Score	SGP
810	62

Transitioning to Georgia Milestones

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- SGPs will continue to be calculated
  - Until we have enough years of implementation, baselines, targets and projections will be delayed
- CRCT/EOCT scores will be used as priors for new Milestones scores until they can be phased out
- Will SGPs go down as a result of the increased rigor of Georgia Milestones?
  - No because…

Transitioning Assessments

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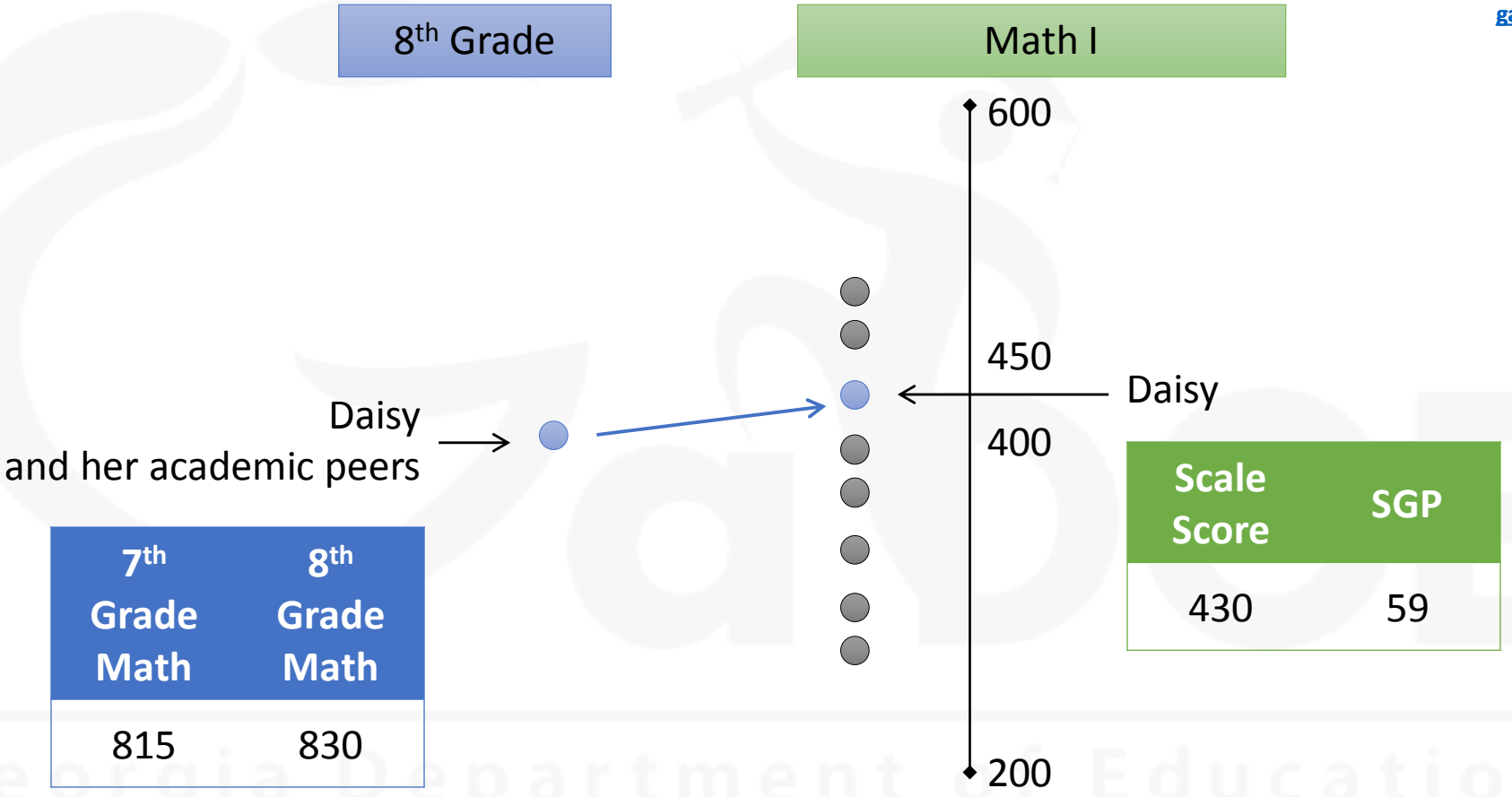

7th Grade Math	8th Grade Math
815	830

Scale Score	SGP
430	59

Transitioning Assessments

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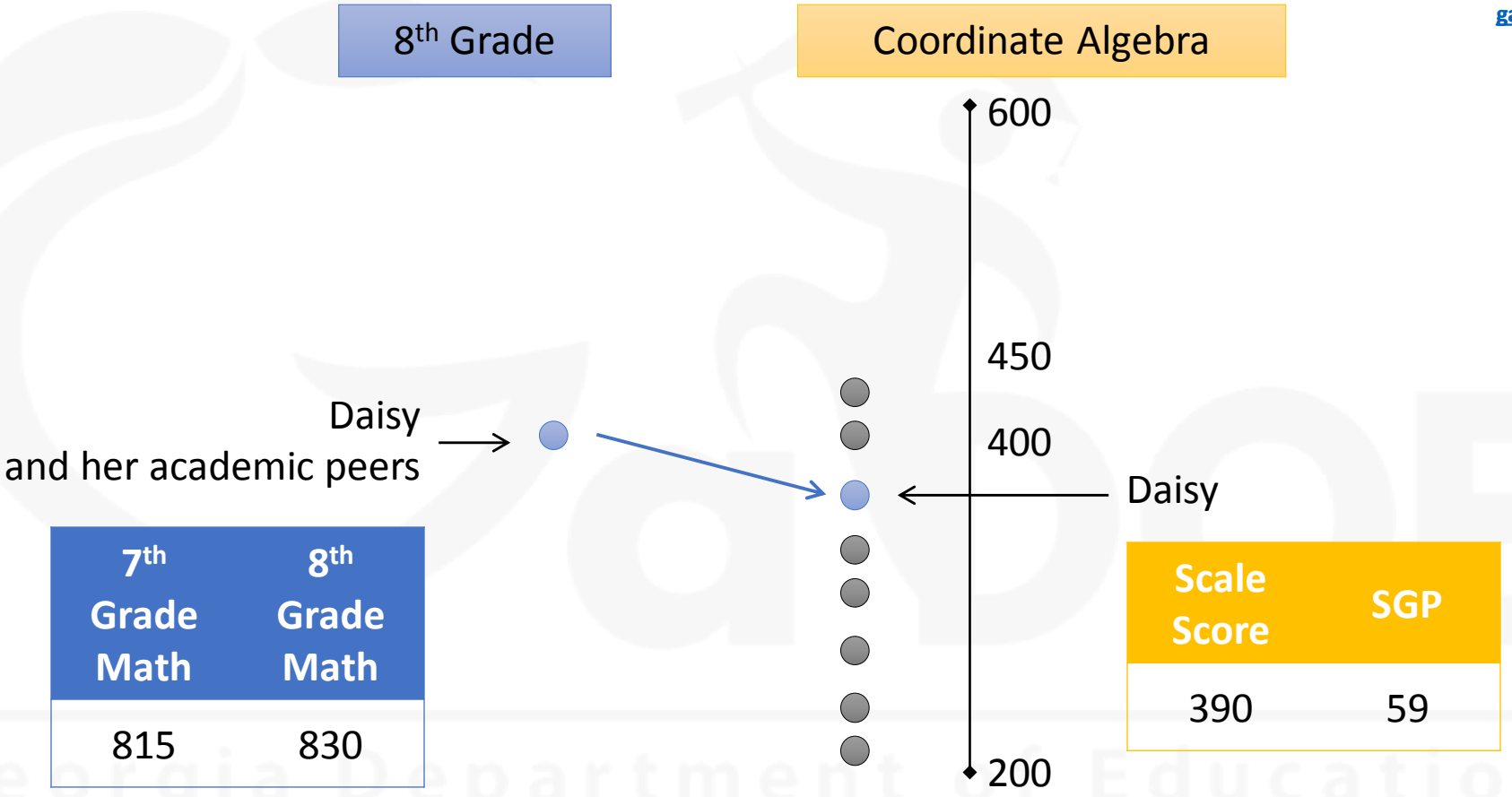
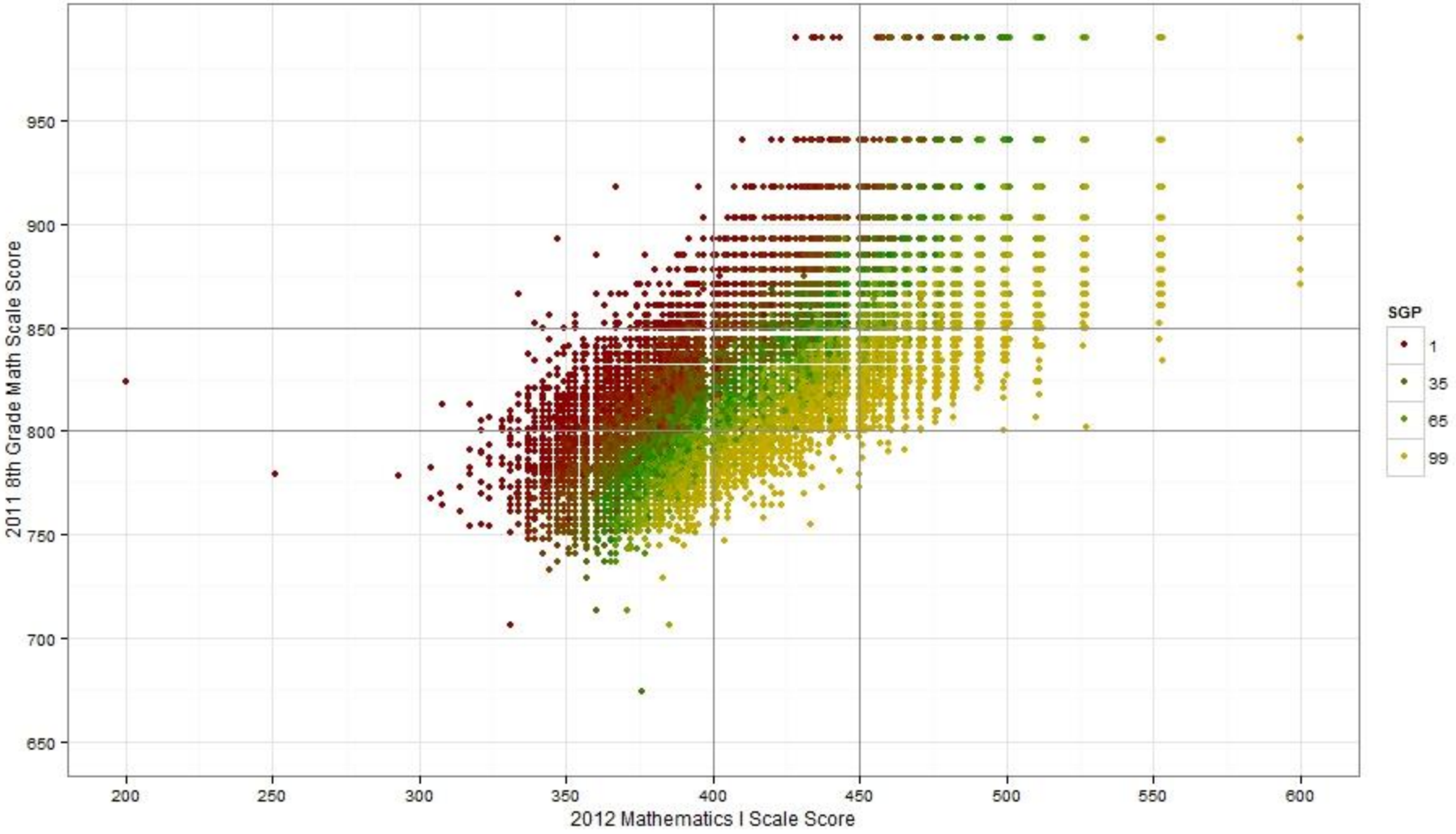


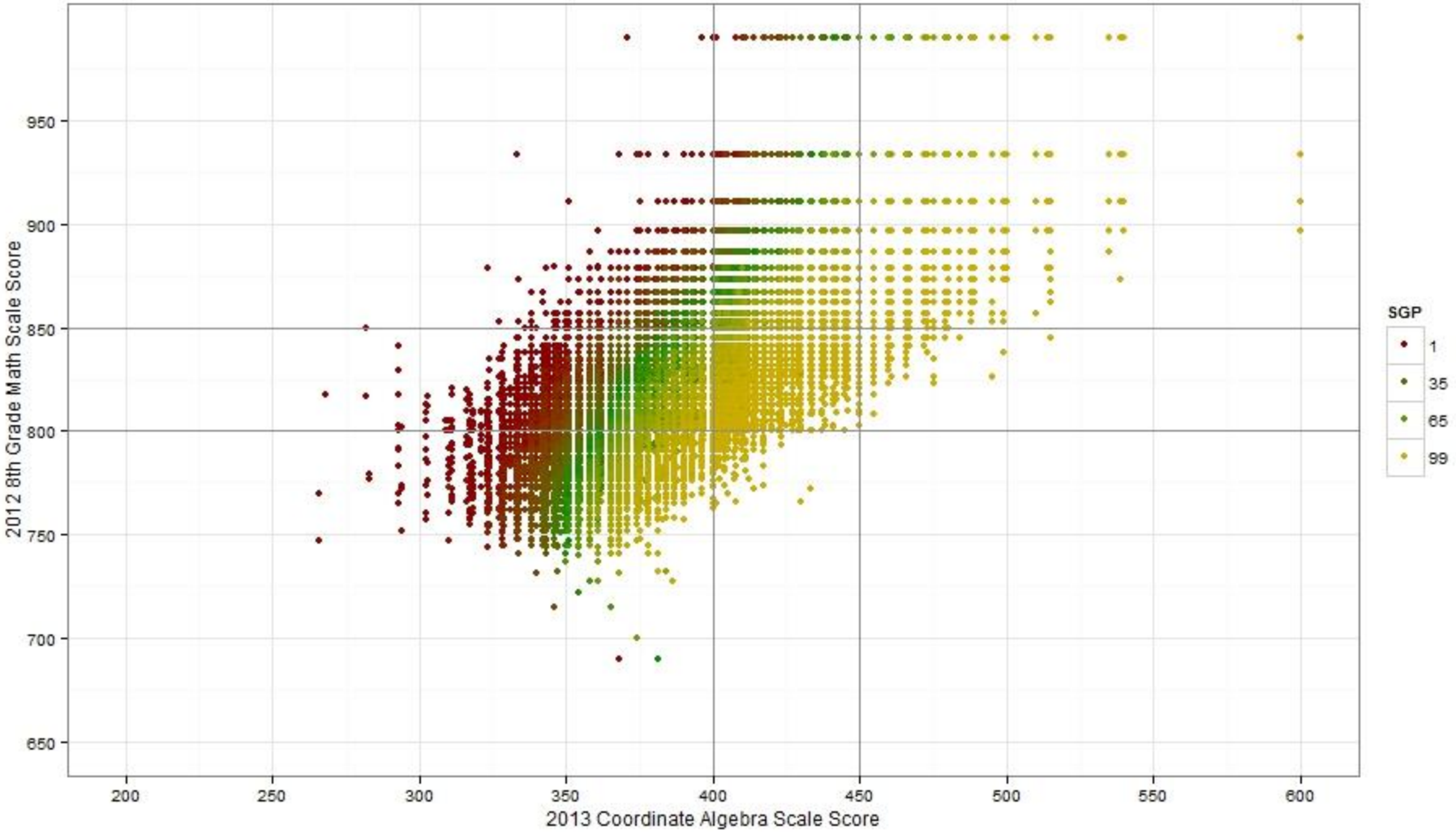
7th Grade Math	8th Grade Math
815	830

Scale Score	SGP
390	59

Relationship Between Prior Score, Current Score, and SGP
2012 Mathematics I



Relationship Between Prior Score, Current Score, and SGP
2013 Coordinate Algebra



EOCT Test Progressions

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- For EOCTs, both prior achievement and test sequence (including year taken) must be considered.
- While most EOCT students will receive SGPs, those participating in uncommon sequences (small N) will not receive SGPs

	2011	2012	2013	2014
John 	7th Grade 805	8th Grade 820	Physical Science 414	Biology
Sam 		7th Grade 805	8th Grade 820	Biology
Kara 	7th Grade 805	8th Grade 820		Biology

Student Growth Levels

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- Low (1-34), Typical (35-65), and High (66-99)
- Levels were set using information about the interaction between student growth and status-based achievement
  - A student who demonstrates low growth generally will regress academically (i.e., not maintain his/her current level of achievement)
  - A student who demonstrates typical growth generally will maintain or improve academically
  - A student who demonstrates high growth generally will make greater improvement academically

Student Example 1

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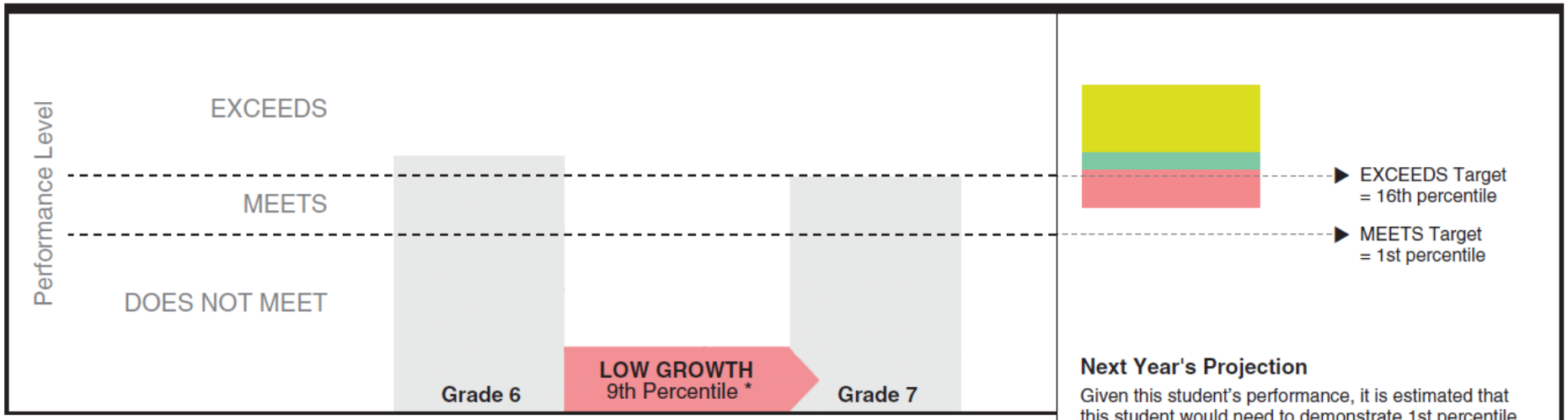
ENGLISH/LANGUAGE ARTS



HIGH GROWTH
66th - 99th Percentile

TYPICAL GROWTH
35th - 65th Percentile

LOW GROWTH
1st - 34th Percentile

EXCEEDS
867

In the 6th grade, this student's scale score of 867 exceeded expectations.

EXCEEDS
852

In the 7th grade, this student's scale score of 852 exceeded expectations.

* Between the 6th and 7th grades, this student grew more than 9% of academically-similar students.

Student Example 2

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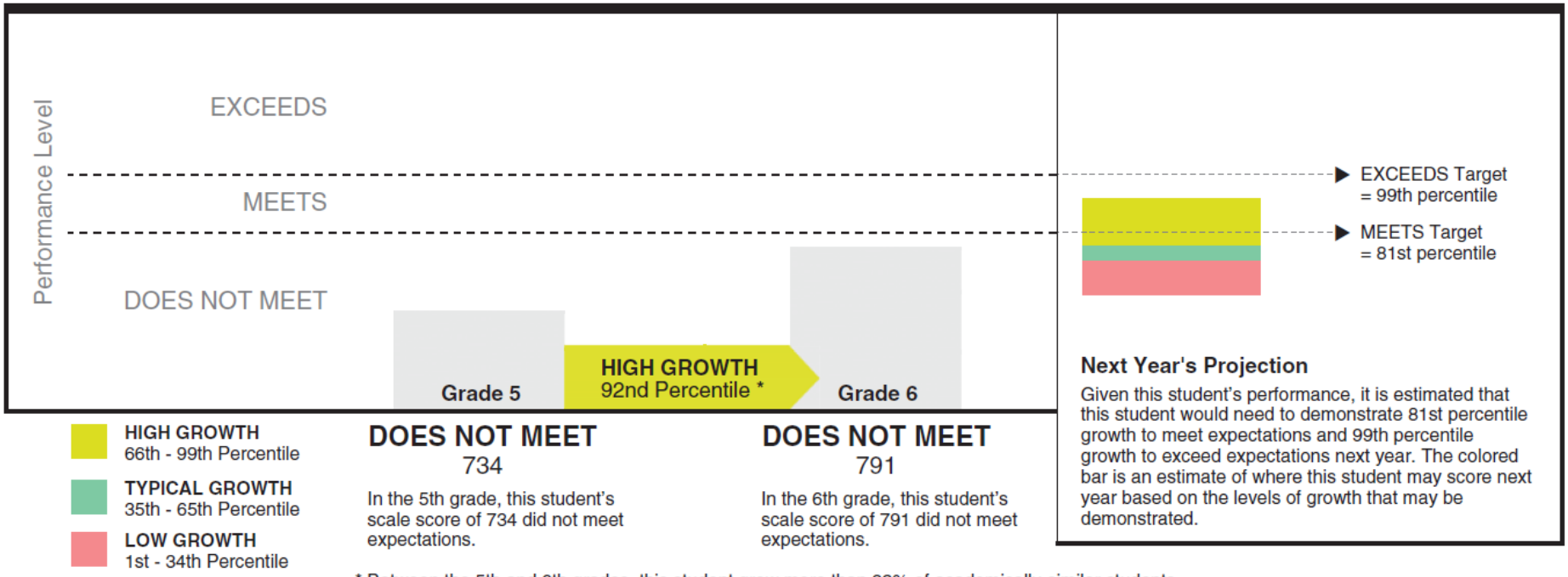
SCIENCE



* Between the 5th and 6th grades, this student grew more than 92% of academically-similar students.

Teacher Example 1 – CRCT

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- Example 1 (real data, fake names)
  - Acme Middle School
    - Only middle school in district
    - Has 3 6th-grade mathematics teachers
  - Mr. W.E. Coyote
    - Taught 6th grade mathematics in 2012
    - Taught 116 students in 5 classes

How did Mr. Coyote's students do on the 6th grade mathematics CRCT?

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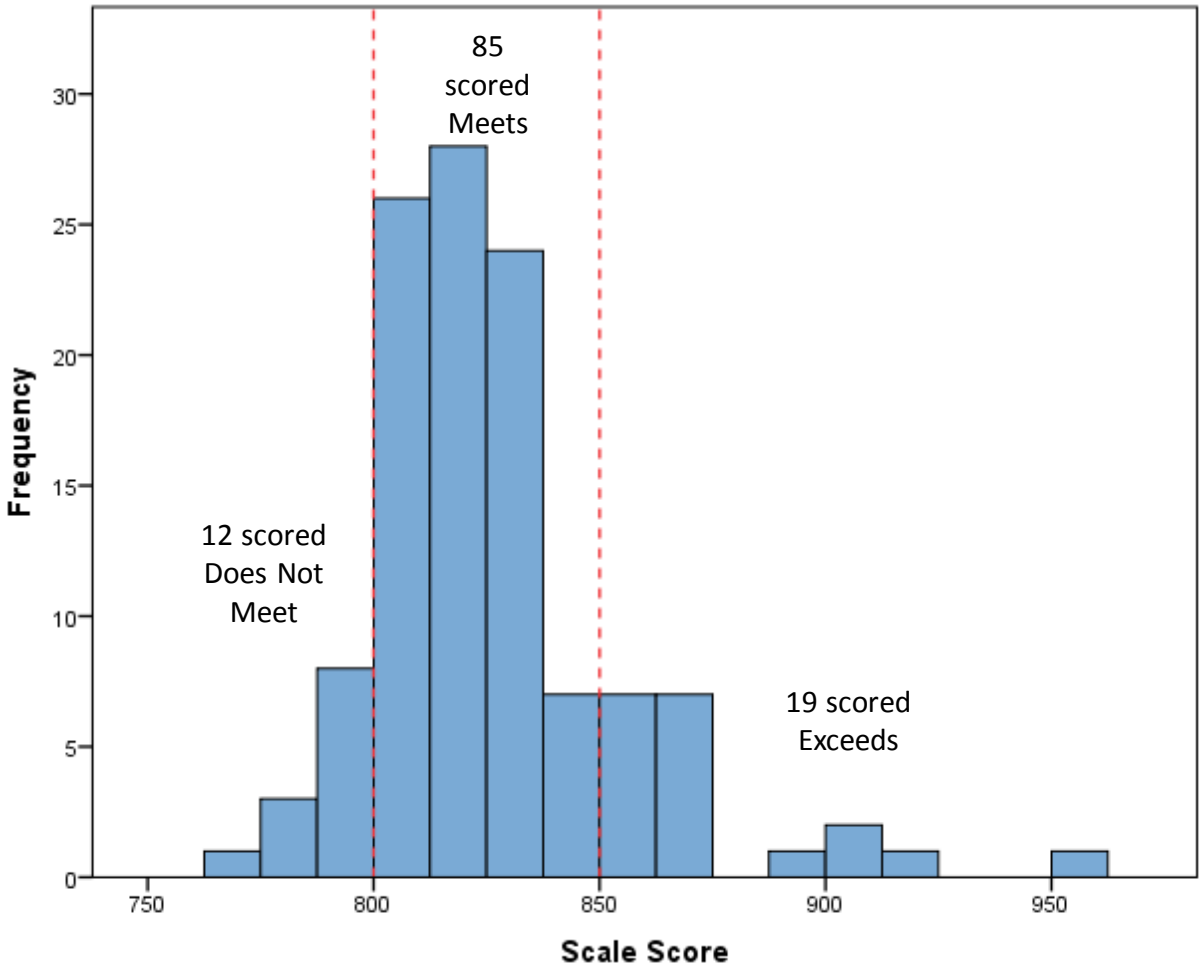

90% of students (104 of 116) met the state standard

But did these students grow?

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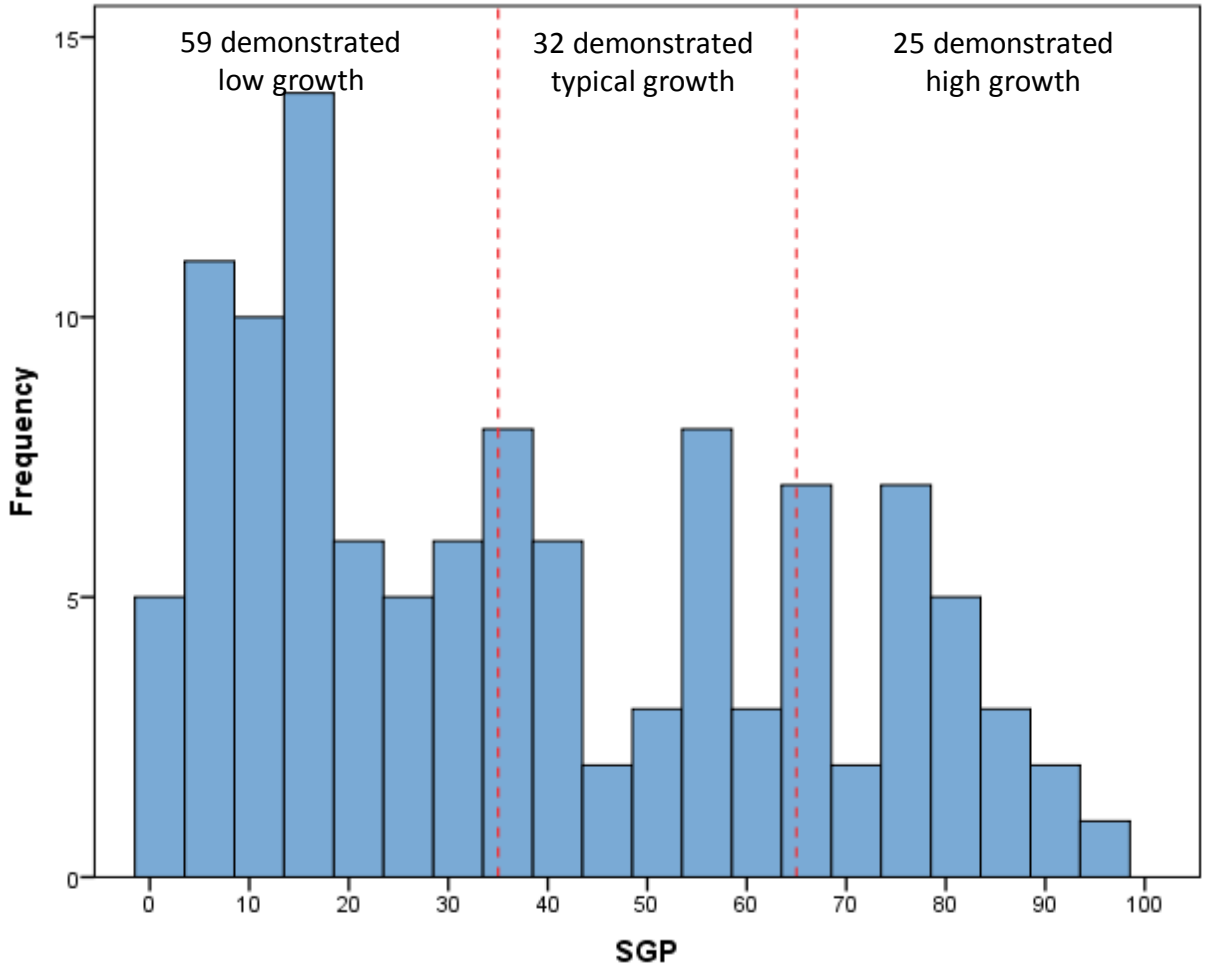

Not really –
50% demonstrated low growth

Was there a difference across Mr. Coyote's classes?

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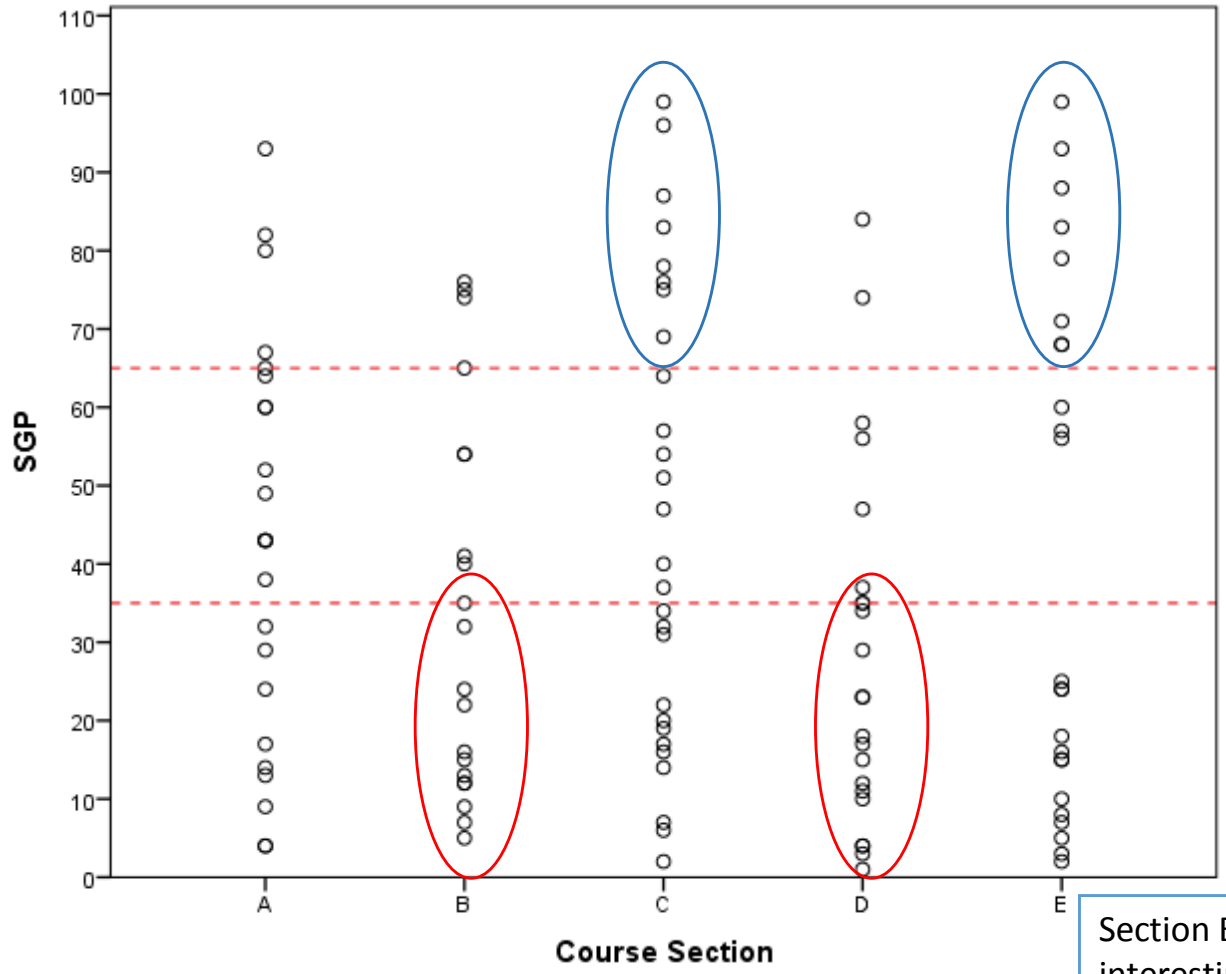

Sections C and E have some students demonstrating high growth

But Sections B and D have more students demonstrating low growth

Section E is particularly interesting – students either grew very little or a lot

Was there a difference across student performance levels?

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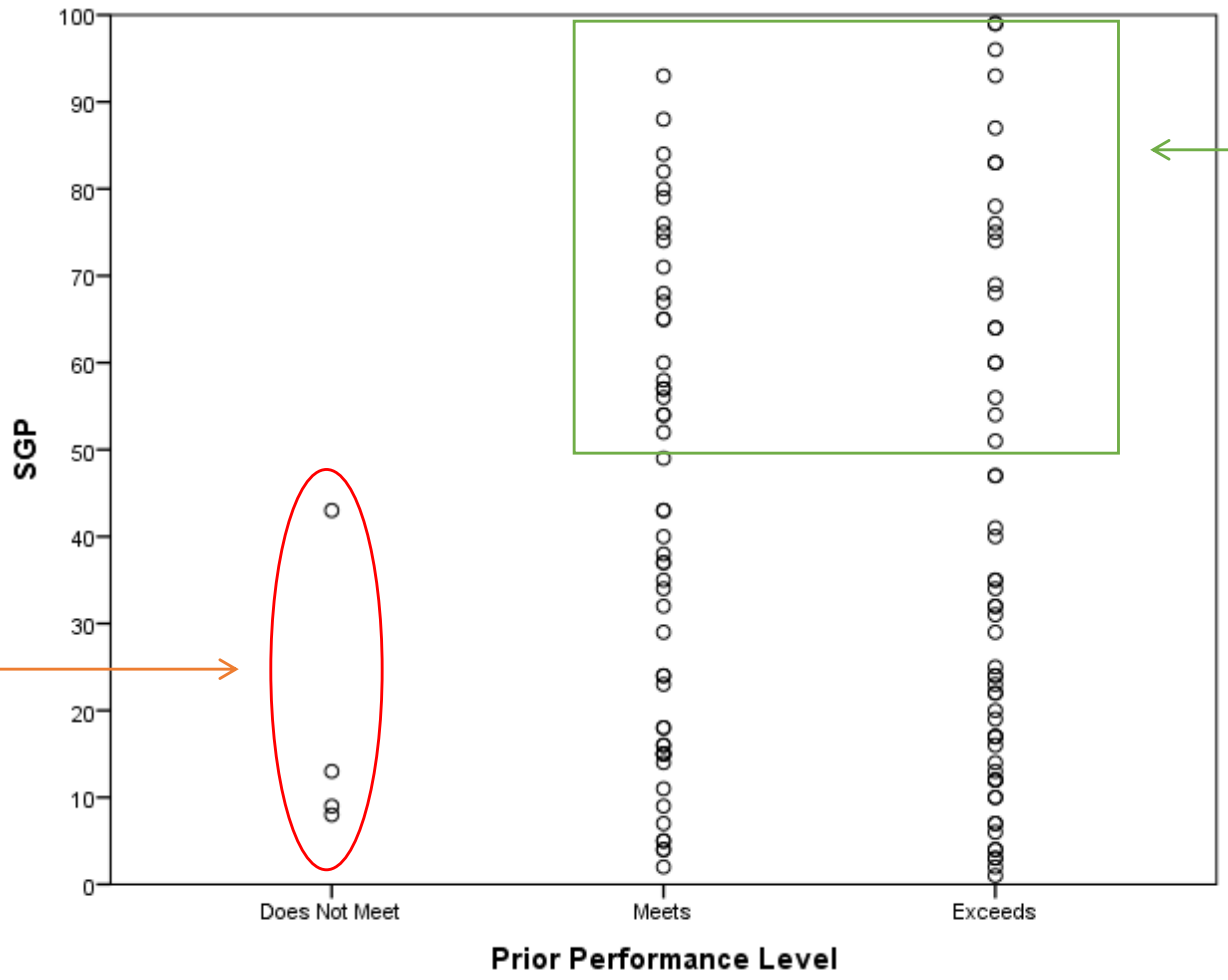
Why did students who started the year below standards not grow much with this teacher?



Why did these students grow more than other students with the same prior performance level?

What about the other 6th grade math teachers in the school?

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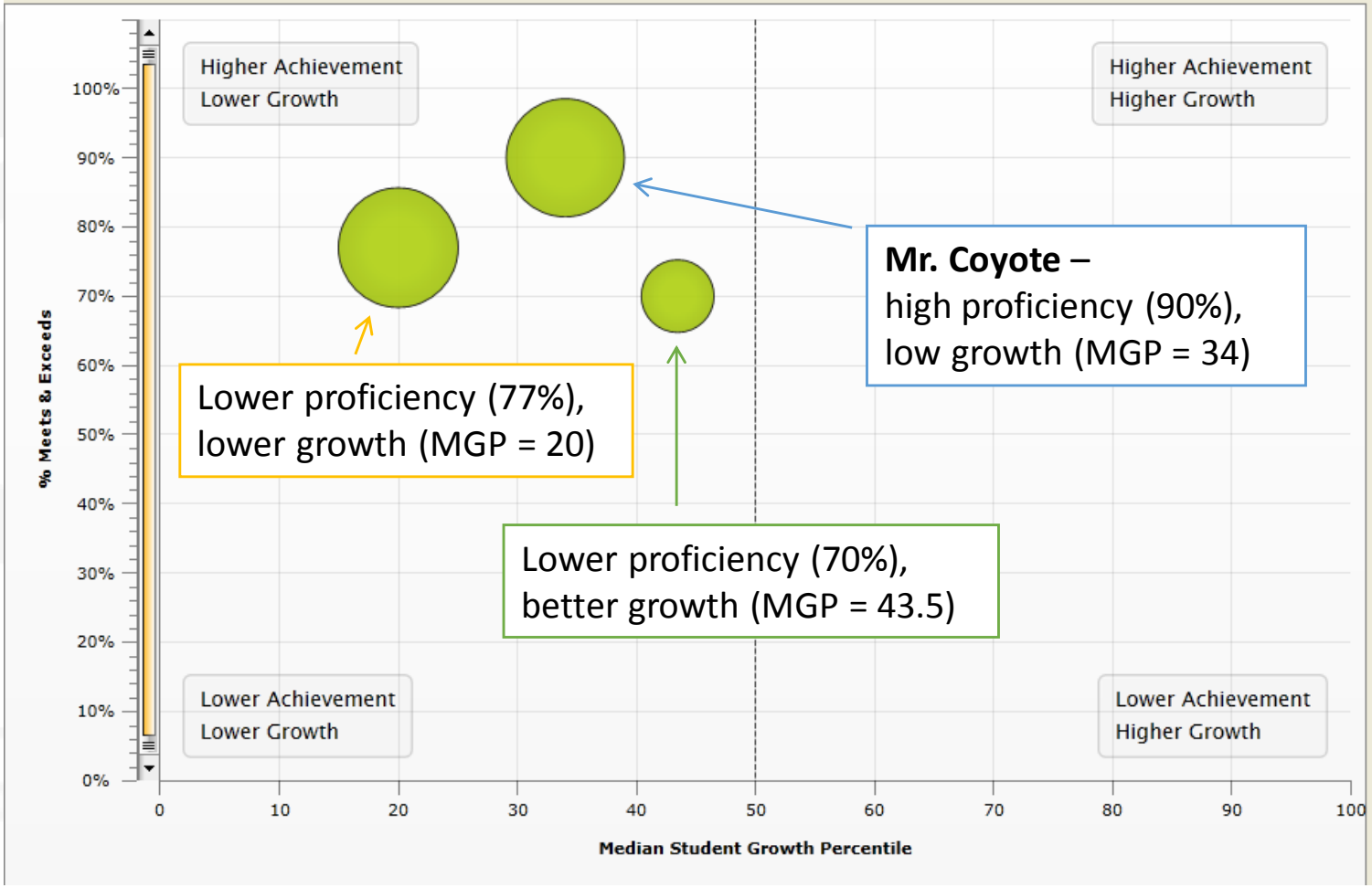

What about other schools/districts?

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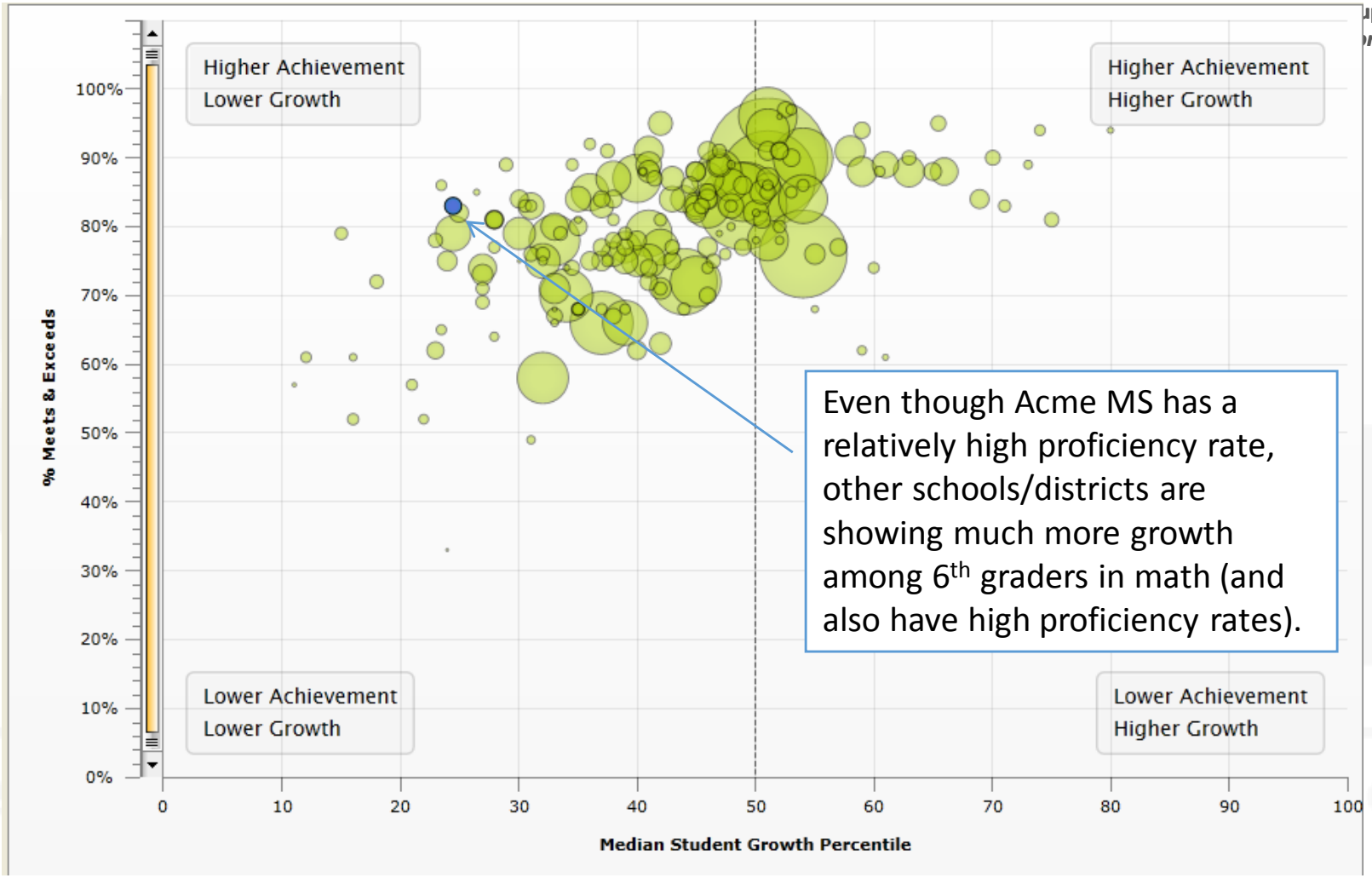

6th Grade Proficiency

Even though Acme MS has a relatively high proficiency rate, other schools/districts are showing much more growth among 6th graders in math (and also have high proficiency rates).

6th Grade Growth

What if we consider where our students started?

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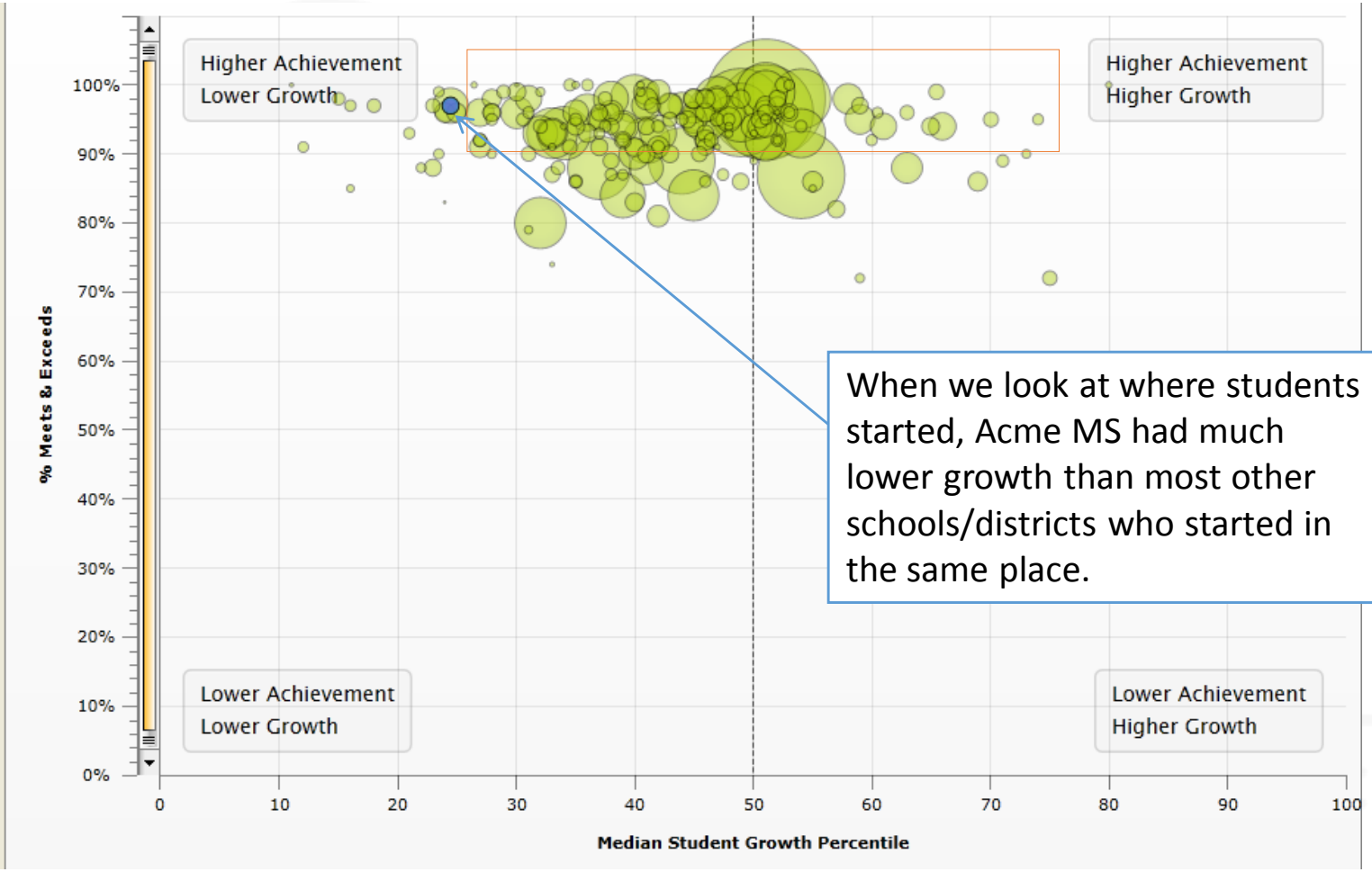

When we look at where students started, Acme MS had much lower growth than most other schools/districts who started in the same place.

5th Grade Proficiency

6th Grade Growth

Teacher Example 2 – EOCT

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- Example 2 (real data, fake names)
  - Clubhouse High School
    - Urban
    - One of many high schools in district
    - Has 12 9th-Grade Literature teachers in 2012
  - Ms. M. Mouse
    - Taught 9th Grade Literature in 2012
    - Taught 28 students in 3 classes

How did Ms. Mouse's students do on the 9th Grade Lit EOCT?

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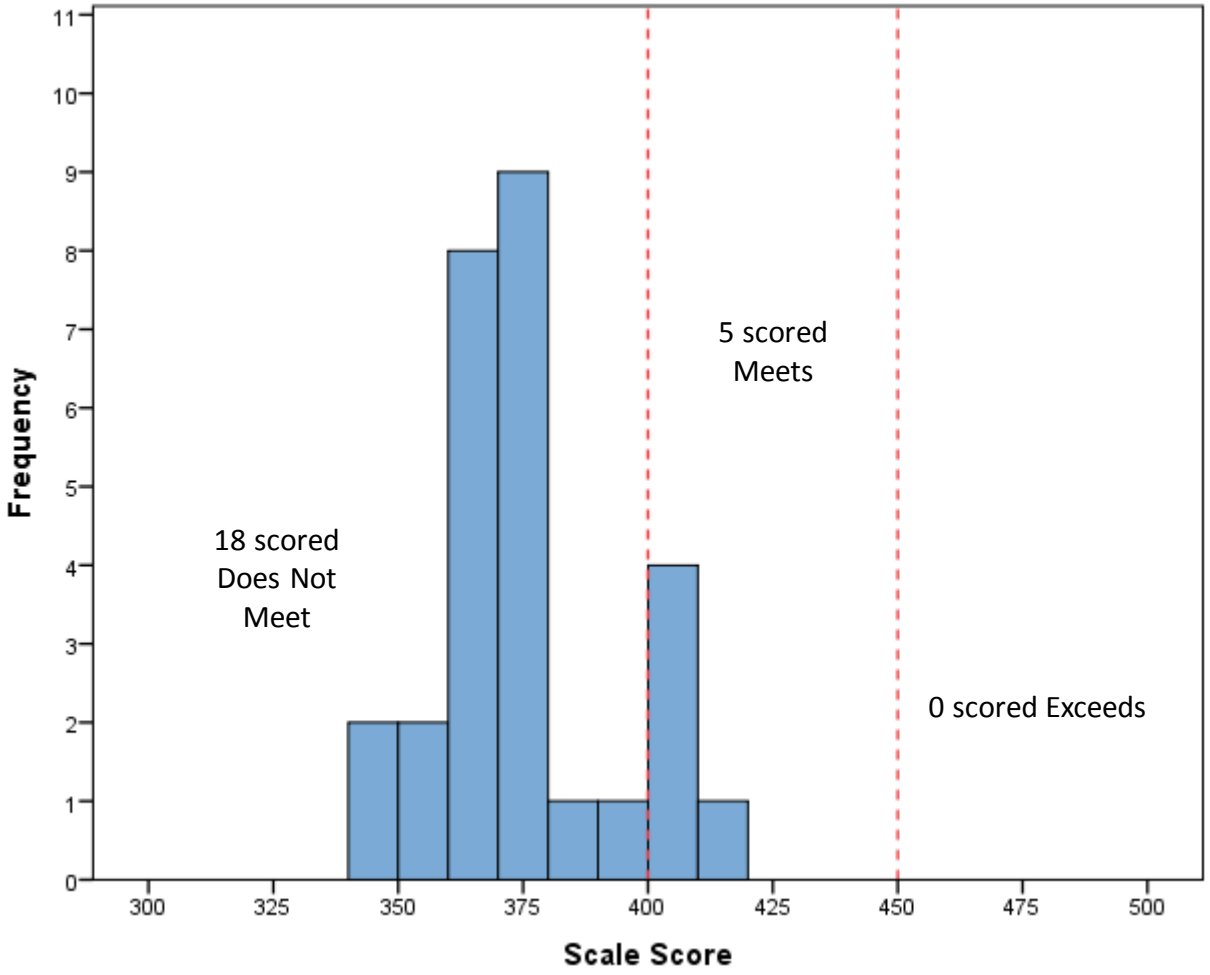

18% of students (5 of 23) met the state standard

But did these students grow?

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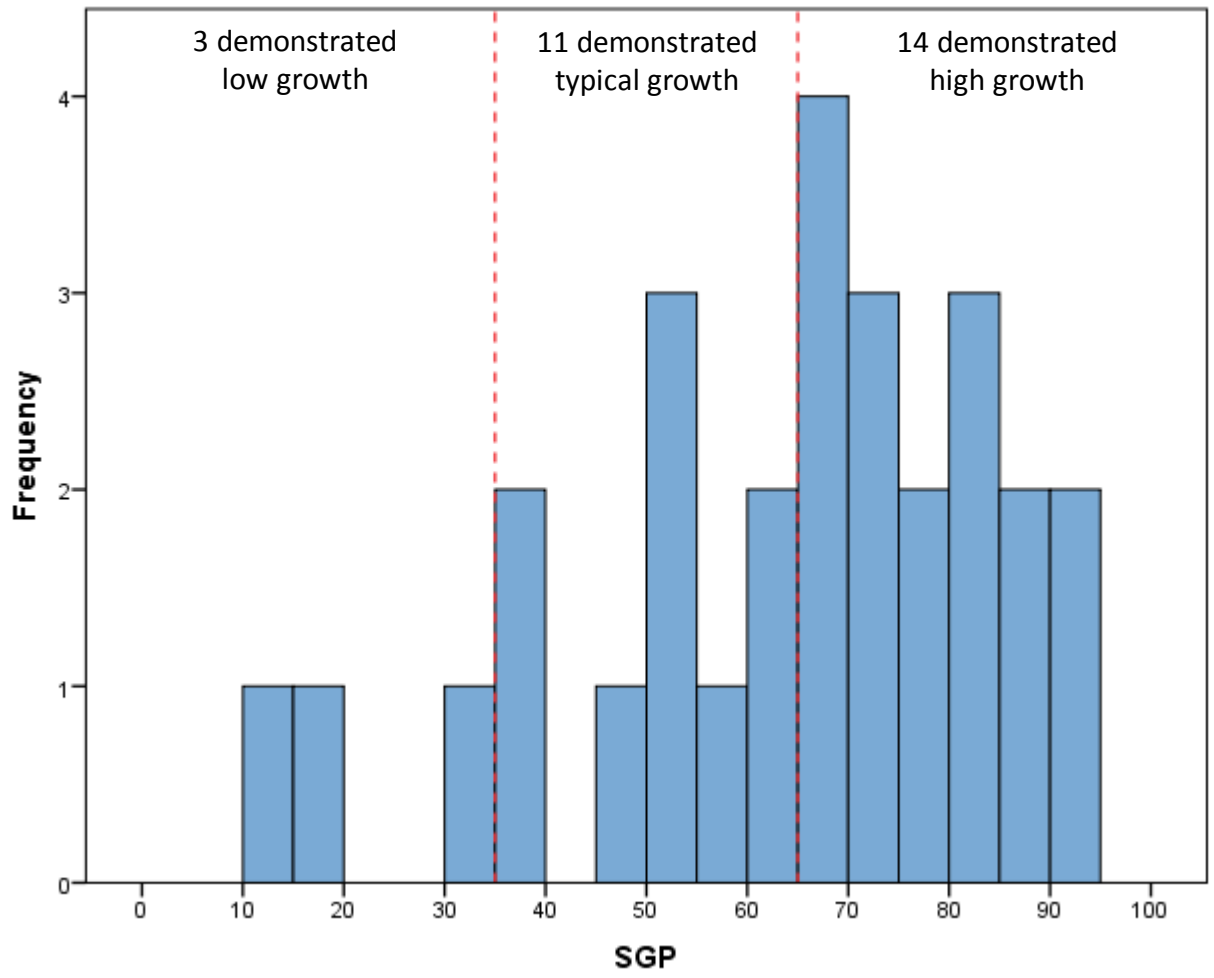

Yes – 89% demonstrated typical or high growth

MGP = 66

Was there a difference across Ms. Mouse's classes?

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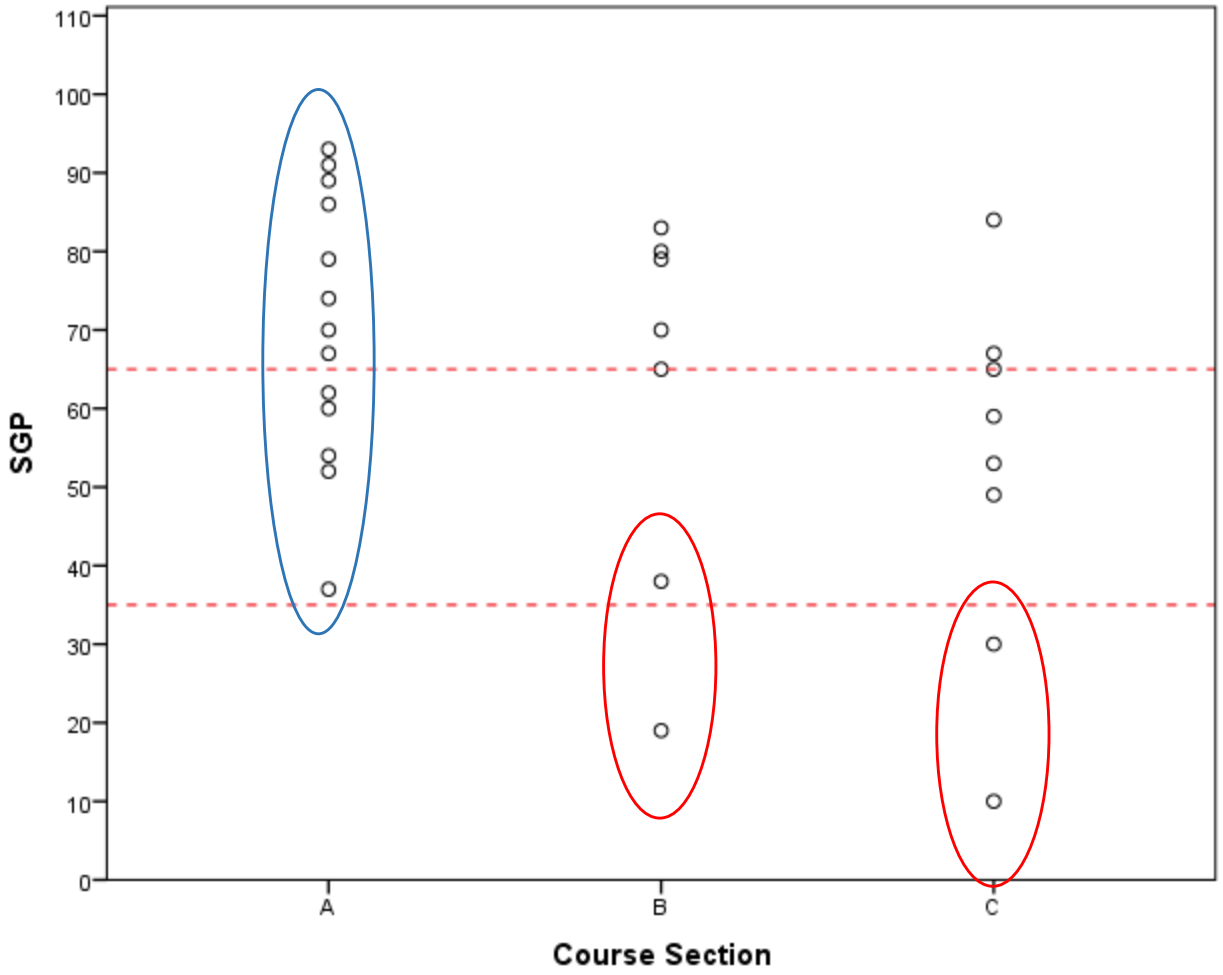

All students in Section A demonstrate typical or high growth

Some students in Sections B and C didn't grow quite as much

What about the other 9th Grade Lit teachers in the school?

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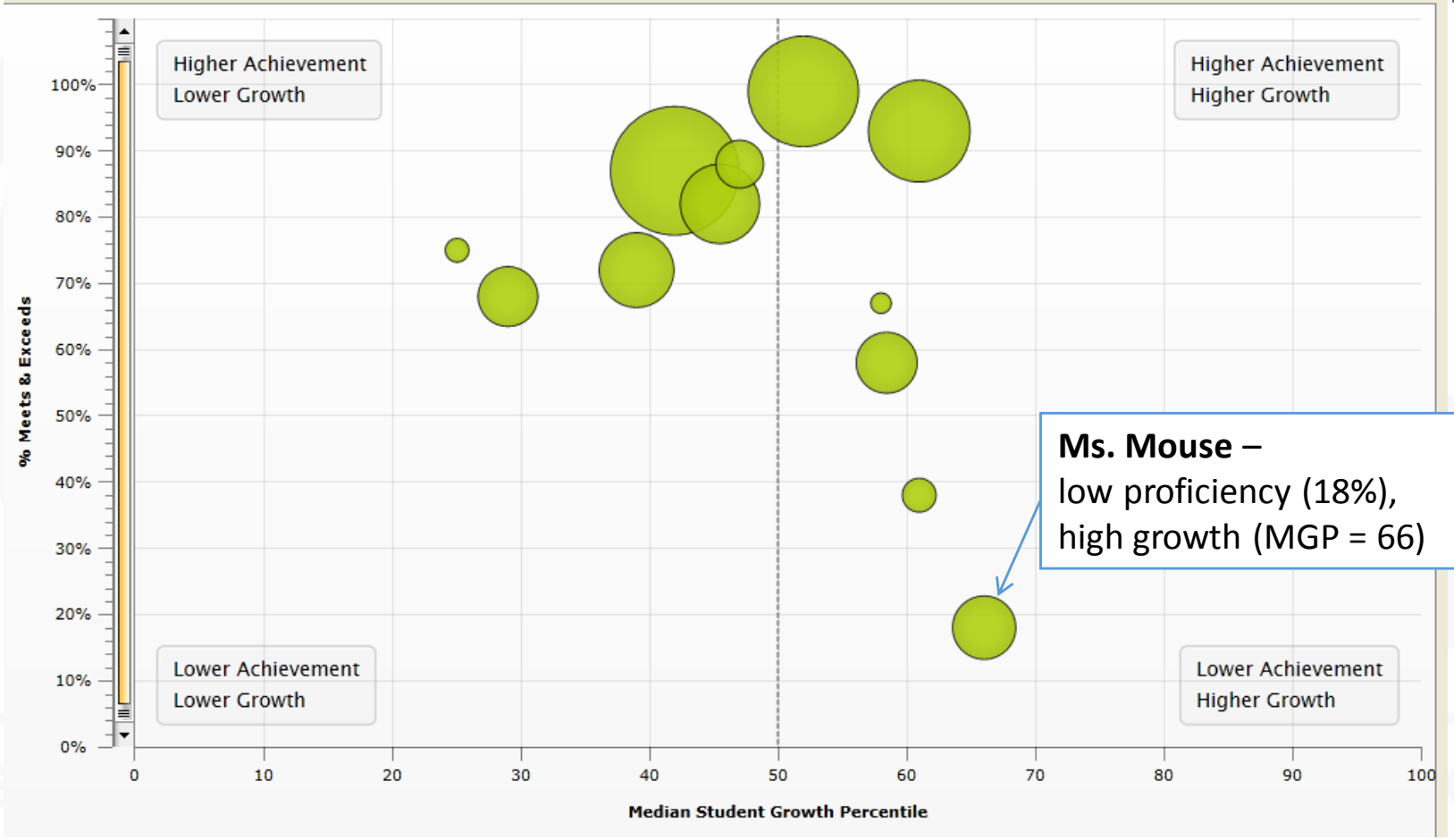

9th Grade Lit Proficiency

Ms. Mouse –
low proficiency (18%),
high growth (MGP = 66)

9th Grade Lit Growth

What if we consider where students started?

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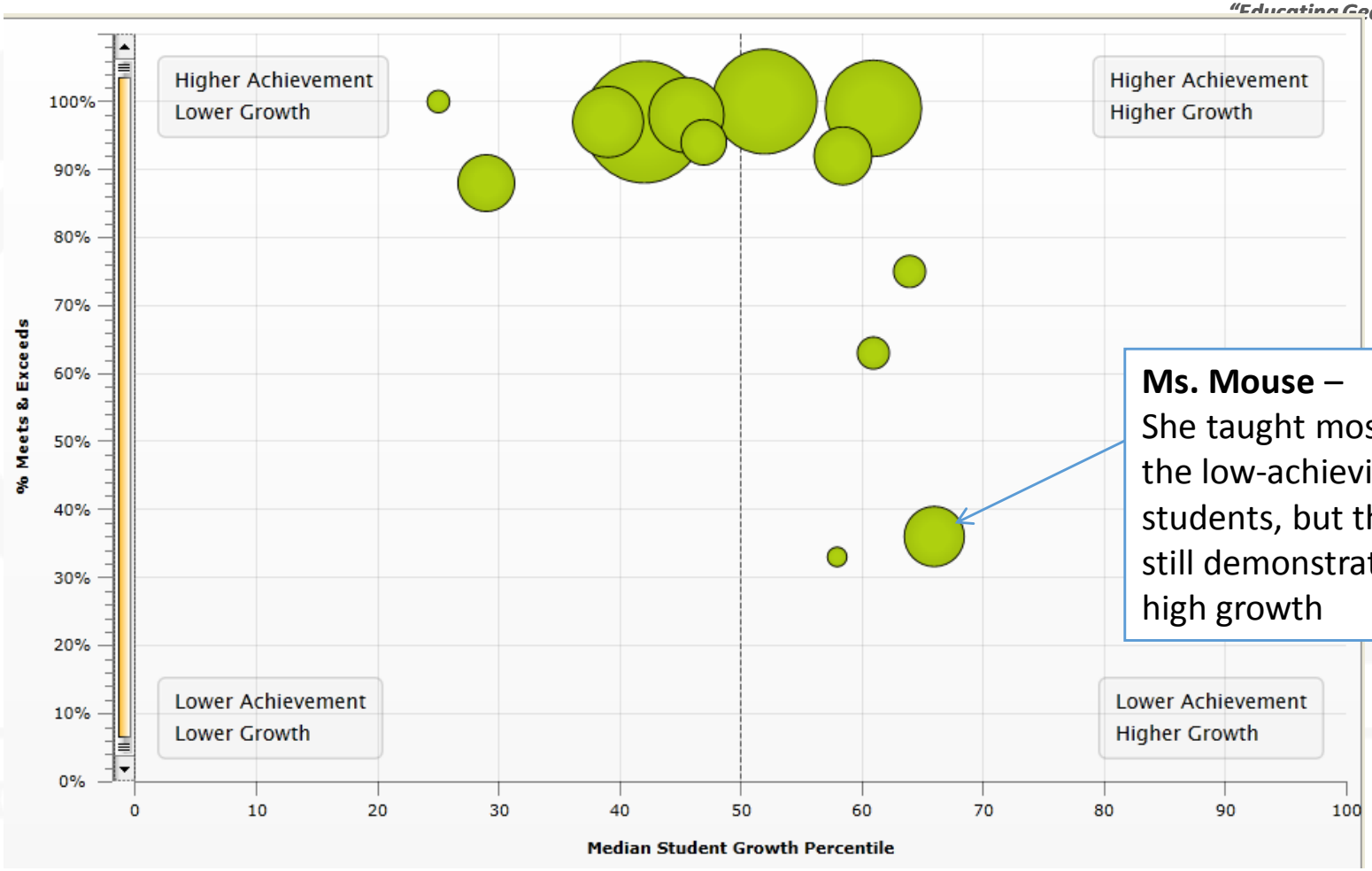

8th Grade Proficiency

Ms. Mouse –
She taught most of the low-achieving students, but they still demonstrated high growth

9th Grade Lit Growth

What if we consider where students started – across the district?

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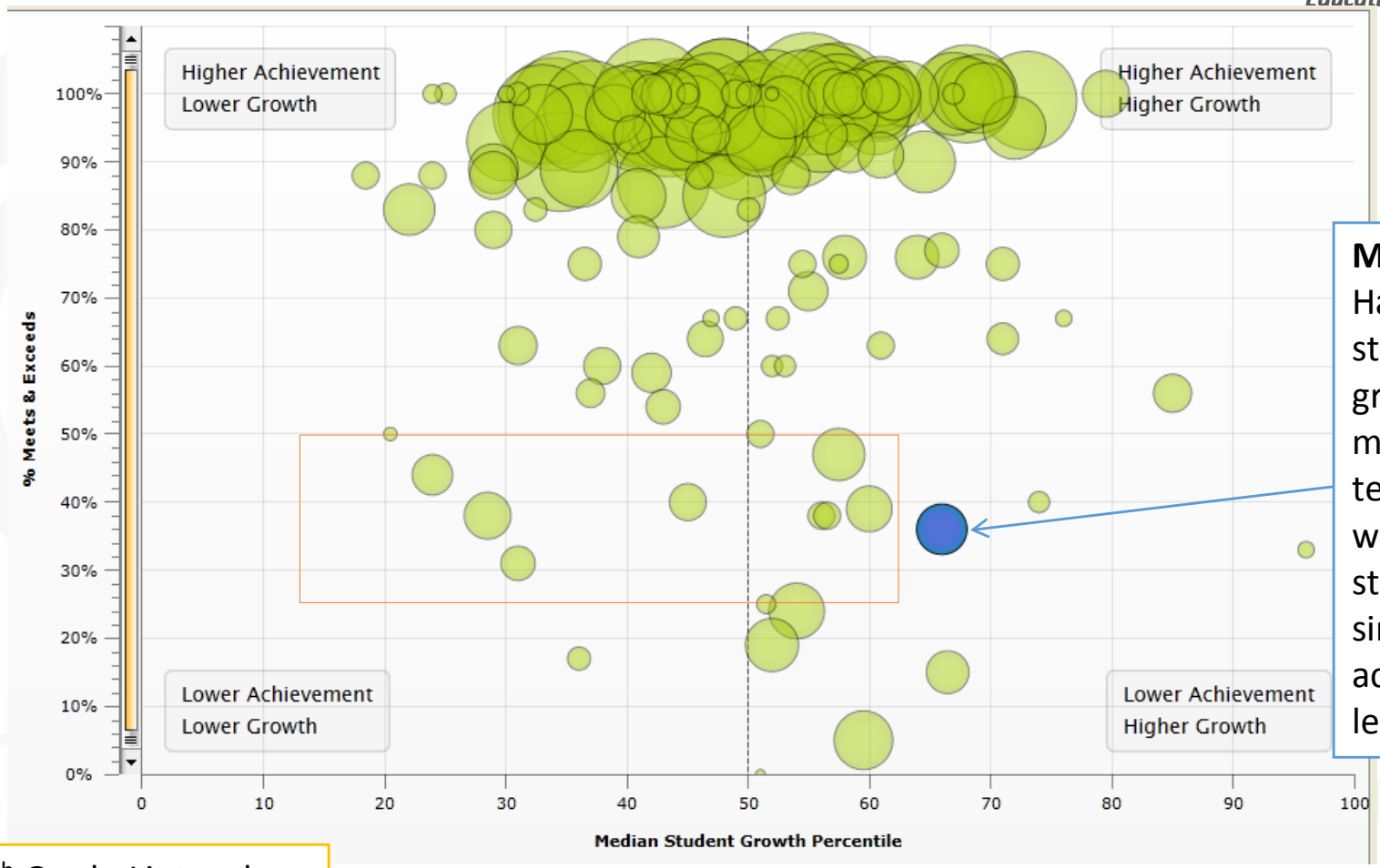


8th Grade Proficiency

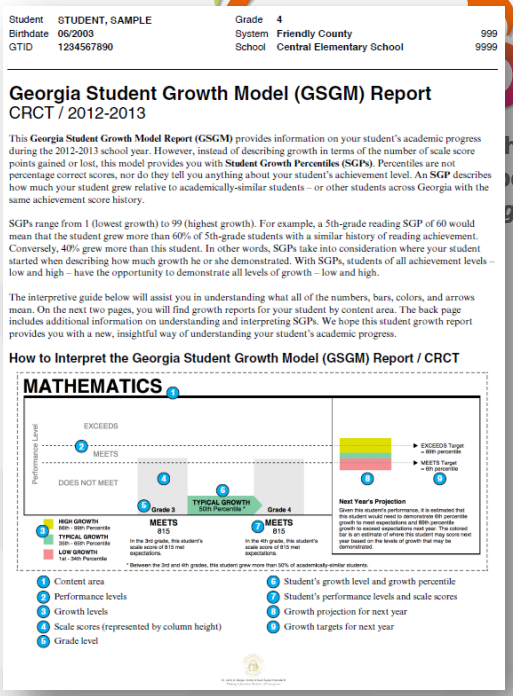
Ms. Mouse – Had more student growth than most other teachers with students of similar prior achievement levels

All 9th Grade Lit teachers in this district

9th Grade Lit Growth

Reporting

- Student growth reports
- Public tool
  - School and district level results only
  - gastudentgrowth.gadoe.org
- Educator tool
  - SLDS
  - Detailed results accessible based on role
  - Median growth percentile



Student STUDENT, SAMPLE Grade 4
Birthdate 06/2003 System Friendly County 999
GTID 1234567890 School Central Elementary School 9999

Georgia Student Growth Model (GSGM) Report
CRCT / 2012-2013

This **Georgia Student Growth Model Report (GSGM)** provides information on your student's academic progress during the 2012-2013 school year. However, instead of describing growth in terms of the number of scale score points gained or lost, this model provides you with **Student Growth Percentiles (SGPs)**. Percentiles are not percentage correct scores, nor do they tell you anything about your student's achievement level. An **SGP** describes how much your student grew relative to academically-similar students – or other students across Georgia with the same achievement score history.

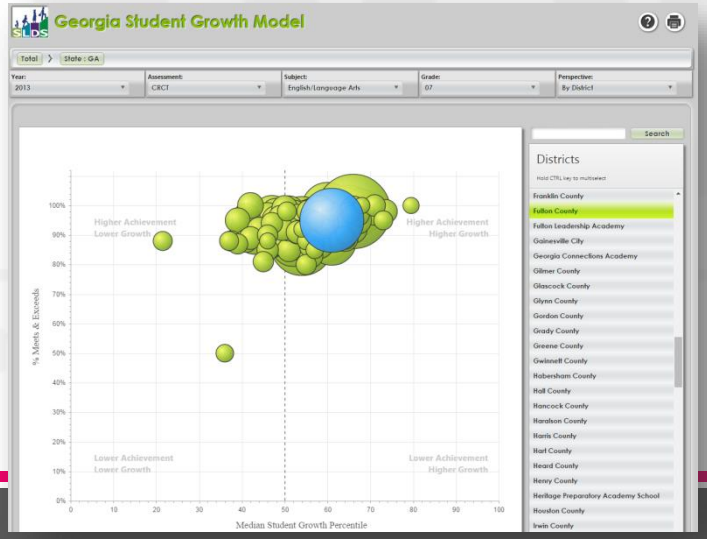
SGPs range from 1 (lowest growth) to 99 (highest growth). For example, a 5th-grade reading SGP of 60 would mean that the student grew more than 60% of 5th-grade students with a similar history of reading achievement. Conversely, 40% grew more than this student. In other words, SGPs take into consideration where your student started when describing how much growth he or she demonstrated. With SGPs, students of all achievement levels – low and high – have the opportunity to demonstrate all levels of growth – low and high.

The interpretive guide below will assist you in understanding what all of the numbers, bars, colors, and arrows mean. On the next two pages, you will find growth reports for your student by content area. The back page includes additional information on understanding and interpreting SGPs. We hope this student growth report provides you with a new, insightful way of understanding your student's academic progress.

How to Interpret the Georgia Student Growth Model (GSGM) Report / CRCT

MATHEMATICS

1 Content area
2 Performance levels
3 Growth levels
4 Scale scores (represented by column height)
5 Grade level
6 Student's growth level and growth percentile
7 Student's performance levels and scale scores
8 Growth projection for next year
9 Growth targets for next year



SGPs for Accountability

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- CCRPI
  - Progress component (25 points)
  - % typical/high growth (SGP ≥ 35)
- TKES and LKES
  - Student growth component for tested grades/subjects
    - Along with SLOs, comprises 50% of the TEM
  - Mean growth percentile
  - TEM business rules apply (65% rule, etc.)
  - Flexibility requested - http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseDetails.aspx?PressView=default&pid=227

MeanGP Rating	Mean Growth Percentile Range
Level I	MeanGP < 30
Level II	MeanGP ≥ 30 and ≤ 40
Level III	MeanGP > 40 and ≤ 65
Level IV	MeanGP > 65

Resources

- Website – gsgm.gadoe.org
  - Introduction to SGPs video
  - Access to public school and district results
  - Documents (flyer, overview, guide, FAQ, methods of combining SGPs, intro PPT, transition to Milestones, technical information)
  - GSGM technical evaluation
    - Released December 2014
    - "An Overview of Georgia Student Growth Model Research" provides an overview of all of the studies
  - Tutorial series
  - Student growth report materials (interpretation videos, sample reports, sample letter)
  - Instructional modules for educators (coming soon!)

Questions?

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- For questions regarding the Georgia Student Growth Model, please contact:

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