

Universal Reading Screener Guidance

Alternate Growth Score

Introduction

The Tennessee Literacy Success Act requires all districts to screen each student in grades Kindergarten through third grade three times a year. The screener data will help educators and the department better understand how students are learning to read across the state and help all stakeholders provide targeted supports to increase reading skills across Tennessee. Further, the law also allows school districts to use the results of the Tennessee Universal Reading Screener (TN-URS) or another universal reading screener, approved by the state board of education, as an approved alternative growth measure for K-2 teachers.

On July 23rd, 2021, the state board of education approved seven universal reading screeners that are eligible to be used for alternative growth measures. These approved screeners include **Tennessee Universal Reading Screener (aimswebPlus), DIBELS, 8th Edition, easyCBM, FastBridge/FAST Suite, iReady + iReady Early Reading Tasks, Measures of Academic Progress Suite (MAP), and STAR Early Literacy & Star Literacy**. Districts must identify the TN-URS or a State Board of Education approved alternate screener that they plan to implement no later than October 1.

When evaluating screener data for growth measures, a different approach must be taken because screeners are normative assessments not criterion referenced assessments such as the Tennessee Comprehensive Assessment Program. NOTE: For a screener to produce a growth score, the data set must include point A and point B data from at least six (6) students to generate a score.

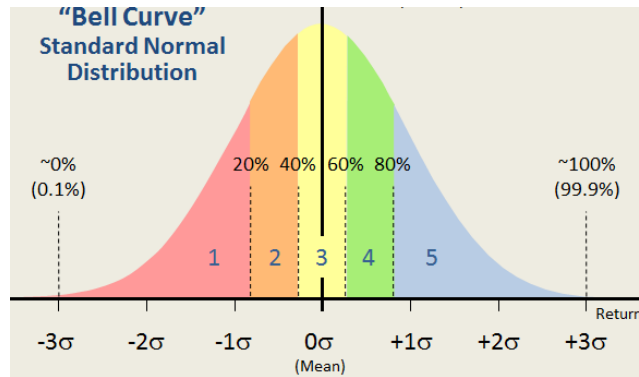
Normative Assessments, Criterion Referenced Assessments, and Student Growth Portfolios

Normative Assessments

The Tennessee Universal Reading Screener and the six other universal reading screeners approved by the state board of education are nationally normed assessments. National normed assessments or normative assessments compare individual student performance to the performance of same grade level peers. These normative assessments are designed to highlight differences in student performance on skills-based assessments. They are not designed to assess mastery of standards. Students do not pass or fail normative assessments. They receive a score that compares them to other students who have also taken the assessment. If a student scores at the 50th percentile on a normative assessment, that means the student has scored as well as or better than 50 percent of other test takers.

Normative assessments are designed to rank students along a normative curve. The visual below represents the score distributions occurring along the normative curve. Two characteristics of the normative curve distribution are the mean and standard deviation. The mean is the arithmetic average of the scores and provides a representative score for the entire group. Standard deviation is the average number of points between all the scores and the average score. It tells how far off students' scores are from the average score. It shows the diversity of the group of students that tested. A low standard deviation means that students' scores are closely aligned. A high standard deviation means a greater diversity of students' scores.

The normative curve distribution allows for students to move up or down the curve based on individual performance on the universal screener over time.



*σ – standard deviation

Student Growth Portfolios

Student growth portfolios may be used to generate a growth score for PreK-2 teachers. Portfolios are a streamlined approach to standards selection focused on skills-based mastery. There is a clear alignment between grade level standards and student expectations and an increased focus on foundational reading skills. Portfolios have embedded tasks provided to give clear expectations of student performance of the standard.

Criterion Referenced Assessments

Criterion referenced assessments, such as the Tennessee Comprehensive Assessment Program, are designed to assess what a student has mastered against a set of grade level standards. Criterion referenced assessments do not compare students, they evaluate a student’s knowledge against a set of criteria. It measures what students know or do not know at the time of assessment. Most criterion referenced tests have a cut score. If a student scores higher than the cut score, the student meets or exceeds expectations, if a student scores below the cut score the student does not meet expectations.

Selection of Teacher Effectiveness Measure

Normative assessments, criterion referenced assessments, and student growth portfolios are three types of assessments that may be used to generate the student growth measure component of a teacher's level of overall effectiveness (LOE) score. They represent distinct types of assessment data. Teachers in non-tested grades may access a student growth portfolio or an alternative growth measure, such as the TN-URS or an approved alternative growth model, to represent their individual impact on academic growth.

Student Growth Calculations and Universal Reading Screeners

Normative assessments allow educators to determine how students are progressing throughout the year using standardized growth calculations. There are different types of standardized growth calculations used dependent upon the universal reading screener used. Student growth calculations such as student growth percentiles (SGP), risk factors, and annual growth scores all describe a student’s growth compared to another student with the same initial test score. The student growth calculation allows for comparison of students at different performance levels. They are used to make student growth comparisons equitable by

comparing the growth of students who begin in academically similar places. Student growth calculations are important because they allow educators to know if students are growing compared to their academic peers. All the models used by each of the screeners provide educators with the information needed to determine how students are progressing on the foundational literacy skills measured.

Educators should note, growth for each student will be different depending on students' initial composite score. Students with a low composite score can show high growth and a student with a high composite score can demonstrate low growth. Likewise, students with different scale scores can have similar growth scores over the year. Every state board of education approved universal reading screener will provide growth calculation norms specific to their screener. Here are descriptions of different types of standardized growth calculations referenced above:

- **SGPs** describe a student's growth compared to other students with similar prior test scores. A SGP is a number between 1 and 99. If a student has a SGP of 88, we can say that the student shows more growth than 88 percent of this student's academic peers.
- **Risk factors** describe a student's growth based on an initial risk rating relative to national percentile cut scores determined by an algorithm using a composite of multiple measures. A student's annual growth is documented by evaluating the change in risk factors over the year. Risk factors indicate the likelihood the student will meet yearly expectations.
- **Annual growth scores** show whether students are on track for their target growth projections by comparing initial performance with projected, differentiated growth-to-growth targets based on percentile scores.

Final individual teacher growth scores will be determined by the following growth score ranges:

Growth Score	Growth Score Range
1	0-1.99
2	2.00-2.74
3	2.75-3.49
4	3.50-4.24
5	4.25-5.0

- I. The **TN-URS, STAR, Dibbles, 8th edition, Fastbridge/FAST Suite, and MAP** universal reading screeners provide standardized student growth calculations that can be scaled to determine a **Student Growth Percentile (SGP)**. For these screeners, SGPs will be provided for each student using the composite score reported during the Fall and Spring universal reading screening administrations. The approved screeners listed above generate an SGP report for individual teachers to track their students to ensure they are growing at expected rates based on the composite score from the initial screener. SGPs can be used as evidence that students are making adequate progress. Teachers can use this information to make instructional decisions to support student academic progress.

Please see the scales associated with each screener below:

Generation of Alternate Growth Score Using TN-URS

Level of Impact	Instructional Impact	SGP	Class (20 students)	Calculation*
1	Least Effective	5-15	4	$1 \times 4 = 4$
2	Approaching Average Effectiveness	25-35	3	$3 \times 2 = 6$
3	Average Effectiveness	45-55	8	$3 \times 8 = 24$
4	Above Average Effectiveness	65-75	3	$4 \times 3 = 12$
5	Most Effective	85-95	2	$5 \times 2 = 10$
				$= 56$
				$56 \div 20 = 2.8$

Generation of Alternate Growth Score Using STAR

Level of Impact	Instructional Impact	SGP	Class (20 students)	Calculation*
1	Least Effective	1-20	4	$1 \times 4 = 4$
2	Approaching Average Effectiveness	21-40	3	$2 \times 3 = 6$
3	Average Effectiveness	41-60	8	$3 \times 8 = 24$
4	Above Average Effectiveness	61-80	3	$4 \times 3 = 12$
5	Most Effective	81-99	2	$5 \times 2 = 10$
				$= 56$
				$56 \div 20 = 2.8$

Generation of Alternate Growth Score Using Dibels 8th

Level of Impact	Instructional Impact	Growth Percentile	Class (20 students)	Calculation*
-----------------	----------------------	-------------------	---------------------	--------------

1	Least Effective	0-19%ile	4	$1 \times 4 = 4$
2	Approaching Average Effectiveness	20-39%ile	3	$2 \times 3 = 6$
3	Average Effectiveness	40-59%ile	8	$3 \times 8 = 24$
4	Above Average Effectiveness	60-79%ile	3	$4 \times 3 = 12$
5	Most Effective	80-99%ile	2	$5 \times 2 = 10$
				$= 56$
				$56 \div 20 = 2.8$

Generation of Alternate Growth Score Using FastBridge Suite/FAST

Level of Impact	Instructional Impact	SGP	Class (20 students)	Calculation*
1	Least Effective	1-10	4	$1 \times 4 = 4$
2	Approaching Average Effectiveness	11-24	3	$2 \times 3 = 6$
3	Average Effectiveness	25-75	8	$3 \times 8 = 24$
4	Above Average Effectiveness	76-89	3	$4 \times 3 = 12$
5	Most Effective	90-99	2	$5 \times 2 = 10$
				$= 56$

Generation of Alternate Growth Score Using MAP

Level of Impact	Instructional Impact	Conditional Growth Percentile	Class (20 students)	Calculation*
1	Least Effective	0-19%ile	4	$1 \times 4 = 4$
2	Approaching Average Effectiveness	20-39%ile	3	$2 \times 3 = 6$

3	Average Effectiveness	40-59%ile	8	$3 \times 8 = 24$
4	Above Average Effectiveness	60-79%ile	3	$4 \times 3 = 12$
5	Most Effective	80-99%ile	2	$5 \times 2 = 10$
				$= 56$
				$56 \div 20 = 2.8$

- II. Additionally, **i-Ready** uses a Student Growth Model to provide differentiated growth expectations to measure students' **Typical Growth** over the year. Typical Growth indicates how much students are growing compared to an average student nationally.

Generation of Alternate Growth Score Using i-Ready

Level of Impact	Instructional Impact	Percentage toward Typical Growth Goal	Class (20 students)	Calculation*
1	Least Effective	Less than 50%	4	$1 \times 4 = 4$
2	Approaching Average Effectiveness	At least 50%, but less than 100%	3	$2 \times 3 = 6$
3	Average Effectiveness	At least 100%, but less than 150%	8	$3 \times 8 = 24$
4	Above Average Effectiveness	At least 150%, but less than 200%	3	$4 \times 3 = 12$
5	Most Effective	At least 200% or greater	2	$5 \times 2 = 10$
				$= 56$
				$56 \div 20 = 2.8$

- III. Finally, **easyCBM** uses a Risk Factor Analysis Growth model to document student growth throughout the year. Risk Factor Analysis indicates if student’s growth is at expected levels relative to changes in risk factor during the year based on national percentile cut scores.

Generation of Alternate Growth Score Using easyCBM

Level of Impact	Instructional Impact	Risk Factor	Class (20 students)	Calculation*
1	Least Effective	↓ ₂	4	1 X 4 = 4
2	Approaching Average Effectiveness	↓ ₁	3	2 x 3 =6
3	Average Effectiveness	Expected Growth	8	3 X 8 = 24
4	Above Average Effectiveness	↑ ₁	3	4 X 3 = 12
5	Most Effective	↑ ₂	2	5 X 2 =10
				= 56
				56 ÷ 20 = 2.8

2021-22 TN-URS/URS Generated Growth Scores

Because this will be the first year using universal reading screeners as an optional alternative growth measure, educator level of overall effectiveness (LOE) scores based on TN-URS data will be used only if those scores are higher than LOE scores produced with the educator’s selected TVAAS composite growth score. (The TVAAS composite growth score is captured in TNCompass via the evaluation measure selection process conducted with each teacher at the beginning of each school year.) Both LOE scores will be displayed in the TNCompass platform, but only the higher of the two will be used for the LOE or final evaluation score calculation. This “best possible” process will apply only to the 2021-22 school year.