

Sample Models for Setting Expected Growth Targets

Model Name	Summary	Benefits	Considerations
Graduated Percent Increase Model	<ul style="list-style-type: none"> Based on the quintile that the pre-test score falls into For lower quintiles a higher percent growth is set For student in the highest performing quintile, the target is to maintain high performance 	<ul style="list-style-type: none"> Moderately easy to understand Sets a growth target at the beginning of the year Sets a higher target for growth for students with lower BOY scores Sets a growth target for high achieving students 	<ul style="list-style-type: none"> Does not assume the same amount of growth across groups How will the district decide the percent growth they want to set for each category of students? (rigor equivalency)
Common Percent Growth for All (Flat Rate)	<ul style="list-style-type: none"> There is either a set amount of percentage points increase or a set percentage of growth, e.g. 45%, set as the target for all students The percent is applied to each student's beginning of year score to determine the expected end of year growth score Students' post-test scores are then compared to their expected growth scores to determine if they met expected growth or not 	<ul style="list-style-type: none"> Easy to understand A good fit for when students tend to perform with more uniform results Can be applied to all groups regardless of starting point 	<ul style="list-style-type: none"> What is the best way to determine which flat rate percent the district will use? May not be the best way to address gaps in performance by student groups May not apply if the assessment doesn't have enough stretch

Half the Gap	<ul style="list-style-type: none"> • Growth targets set at half of the gap between the student's actual pre-test score and a perfect score 	<ul style="list-style-type: none"> • A good fit for when there are gaps in performance between student groups • Sets the bar as a comparison to the maximum amount of growth possible, but in a scaled way 	<ul style="list-style-type: none"> • A bit more complicated • For students scoring the maximum points on the pre-test, no growth is possible
Individualized	<ul style="list-style-type: none"> • Custom growth targets established for individual students based on their own unique history/data 	<ul style="list-style-type: none"> • A good fit for students with IEPs • Allows for different expectations of growth, based on student current and historical data (custom) • Applies to all students regardless of baseline ability 	<ul style="list-style-type: none"> • Requires access to historical student data • Requires high degree of familiarity with the student • Can be overly burdensome for large groups of students
Quartile/Quintile	<ul style="list-style-type: none"> • Using the pre-test scores, the district sorts the scores into quartiles or quintiles for all of the students in the district who took the pre-test • After the post-test, the district sorts the scores into quartiles or quintiles for all of the students in the district who took the post-test • The average score for each quartile or quintile is determined • Students who demonstrated at or above either a) the average score or b) the average growth for their respective quartile or quintile will have met expected growth 	<ul style="list-style-type: none"> • Moderately easy to understand • A good fit for when students tend to perform at varying levels across groups • Can be applied to all groups regardless of starting point 	<ul style="list-style-type: none"> • Does not assume the same amount of growth across groups • Does not provide a target at the beginning of the year to aim for as a goal • Will the district use average score or average growth for each quartile/quintile? Why?

<p>Percent Growth Based on Actual District Growth Data</p>	<ul style="list-style-type: none"> • A variation of “flat rate” model • Based on actual district average growth and not on an agreed upon percent • Can be used in lieu of growth targets that “come with the test” when using 3rd party vendor assessments 	<ul style="list-style-type: none"> • Can be customized to local context • Can correct for cases when the 3rd party vendor growth targets are too high or too low • Based on actual district information 	<ul style="list-style-type: none"> • Involves calculation of average district growth ratings per grade level/content area • Setting growth target as “average” for the district may or may not be the best fit for all students • May not apply if the assessment doesn’t have enough stretch
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