Sample Models for Setting Expected Growth Targets

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| **Model Name** | **Summary** | **Benefits** | **Considerations** |
| Graduated Percent Increase Model | * 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 | * 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 | * 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) | * 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 | * 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 | * 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 |
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| Half the Gap | * Growth targets set at half of the gap between the student’s actual pre-test score and a perfect score | * 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 | * A bit more complicated * For students scoring the maximum points on the pre-test, no growth is possible |
| Individualized | * Custom growth targets established for individual students based on their own unique history/data | * 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 | * 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 | * 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 | * 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 | * 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? |
| Percent Growth Based on Actual District Growth Data | * 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 | * 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 | * 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 |