SALT LAKE CITY SCHOOL DISTRICT
Assessment and Evaluation

2016 District Student Growth Model

Students must meet ***all*** of the following requirements before a growth score can be calculated:

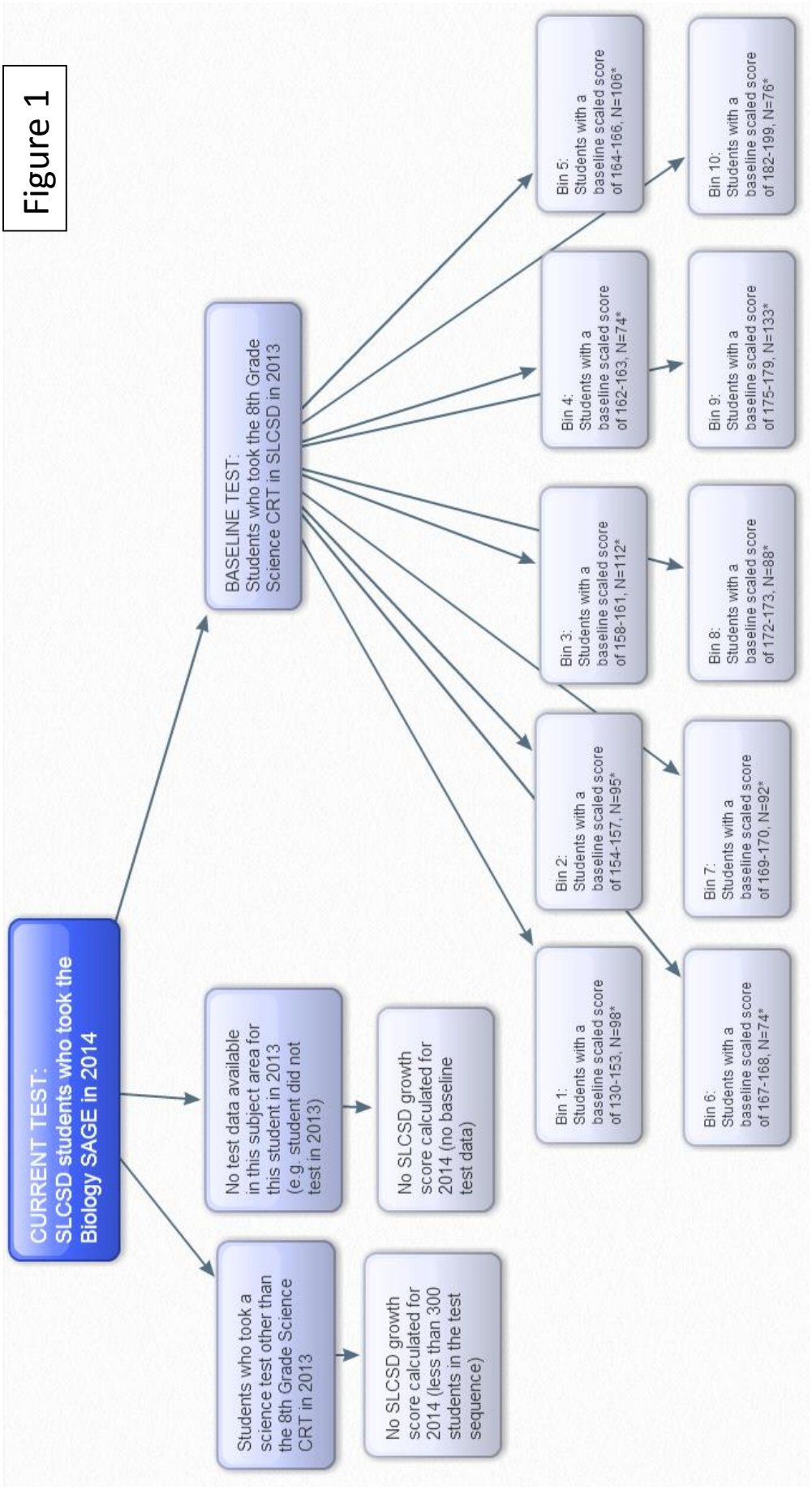
1. The student must have taken a test this year (2016) ***and*** a test in the same subject area last year (2015).
2. The student must have been enrolled in the school district in a home room, language arts, math, or science course for ***at least 90% of the instructional time prior to the start of the testing window.*** This year, the SAGE testing window starts on April 4th, giving us an average of 136 school days prior to the start of the testing window; this year students would need to be enrolled in SLCSD for 123 school days prior to April 4th to be included in the growth calculations.
3. There must be ***at least 300 students in the district that share a test sequence*** with the student (e.g. 4th Grade LA SAGE in 2015 and 5th Grade LA SAGE in 2016).

If a student meets the three criteria listed above, then their growth score will be calculated in the following manner:

1. Students are separated into groups based on their "**test sequence**" in a particular subject area (e.g. 8th Grade Science in 2015 and Biology in 2016).
2. Within each test sequence, students are placed into ten groups or "**bins**" with roughly equal numbers of students. The groupings are determined by students' scaled scores[1] on the baseline test in the test sequence. See Figure 1 for an example.
3. The change in scaled scores from the first year to the second is calculated for individual students (e.g. Jane Doe's 2016 Biology Scaled Score – Jane Doe's 2015 8th Grade Science Scaled Score). The mean change in scaled score for the student's bin becomes the student's "**growth goal**."
4. Each student's change in scaled score is compared to the mean change for their bin. A student meets their growth goal if they match or exceed the growth goal for their test sequence and bin.

[1] The District does not calculate scaled scores for the Spring K-2 Tests. For these tests, percent correct is used in place of the scaled scores.

Figure 1



*The data used in this figure are for illustrative purposes only. The bin sizes (i.e. number of students in the bin) and the range of scaled scores for each bin will vary depending on the *test sequence* and the *year* in which the tests were given.

2016 Teacher Five Year Growth Reports

A student must have been enrolled in a teacher's class for ***at least 40 days prior to the start of the testing window*** for them to be included in that teacher's Five Year Growth Report. If a student meets this requirement, as well as the other three requirements listed on Page 1, then their growth is prorated depending on how many days they were enrolled in the teacher's class prior to the testing window. *In general*, this means that students that are enrolled in a teacher's class for only the last quarter will not be included on the teacher's Five Year Growth Report. However, students will be included on report if they were enrolled for any of the other three quarters *on a prorated basis.*

For example, let's say a teacher had only four students during the 2015-2016 School Year: Juan, Jessica, John, and Minna. All four of these students met the criteria listed above. The table below details how much each would contribute to your growth report.

	Number of Days Enrolled With Teacher Prior to the Testing Window	**% Instructional Time Spent With Teacher (Prior to the Testing Window)**	**Met Goal?**	**Growth Points Possible (Equal to the % Instructional Time W/ Teacher)**	**Growth Points Earned**
Jessica	70	51%	Y	0.51	0.51
Juan	136	100%	Y	1.00	1.00
Minna	40	29%	N	0.29	0
John	136	100%	N	1.00	0
			Totals:	**2.80**	**1.51**

Percent of Students Meeting Growth Goal (Total Growth Points Earned / Total Growth Points Possible):	**54%**

Frequently Asked Questions

- **95% of my students were proficient on last year's LA test, but only 55% of my students met their growth goals. How is that possible?**

  Proficiency rates and growth scores are completely different ways of measuring student achievement. Proficiency rates are related to student performance in one year and on one particular test. Growth scores look at the *change of a student's score* from one year to the next *in comparison to students with similar achievement on the baseline test.* It is possible for a student to fail to meet their growth goal even if they are considered proficient in both of the school years in question.

  For example, the students in Bin 10 in Figure 1 performed well on their baseline test, and were likely all considered "proficient" in 2013. On the 2014 tests, it is also likely that the same students continued to be "proficient," but there may be some students who did not see as much change in their score, or whose scores actually decreased when compared to other students in the bin. These students will would not meet their growth goals because they would not demonstrate as much progress from 2013-2014 as the average student in their bin.

- **How can you calculate growth for students in 2014 when their baseline test was a CRT and the current test was a SAGE test?**

  A comparison of CRT and SAGE test proficiency rates would not be valid as the two tests differ in difficulty level, emphasis, and test question types. However, growth scores are a measurement of the change in an individual student's scores from one year to the next in comparison to other students who performed similarly on the baseline test and took the same tests in the same sequence. This essentially controls for many of the dissimilarities between different tests.

- **Is a teacher ineffective if a low percentage of their students meet their growth goals?**

  Not necessarily. The percent of students meeting growth goals is one indicator of core instruction results for a teacher, but there are many factors that influence growth scores other than teacher quality and effectiveness (e.g. the percent of students with disabilities in the classroom, attendance rates, class size etc.). It is essential that growth scores be used *only in context of the conditions in each classroom/school*, and that growth scores are only *one of many tools* used for evaluating teachers.

- **Can you tell me what scaled scores each of my students must earn this year to meet their SLCSD growth goals?**

  Unfortunately we can only determine this information *after* all students finish their summative testing for the year. We have to wait until testing is finished to determine:
  - the test sequence to which a student belongs
  - if there are enough students in the test sequence (300 or more) to calculate growth scores
  - the bin to which each student belongs
  - the average change in scores for each bin

  At this point we could then tell you the scaled score or percent correct that each student needs to earn to meet their district growth goal, but again, this can only be done once summative testing is finished for the year.