Introduction to Student Growth Percentiles in Virginia

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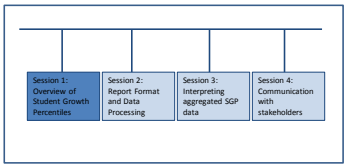

Virginia Department of Education

Welcome!

- Today's session is designed to increase division leadership teams':
  - Knowledge of Virginia's student growth measure—Student Growth Percentiles (SGPs); and
  - Understanding of how SGPs can provide one additional piece of data that can be used to inform decision making.

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Availability of growth data is linked with federal requirements

- The State Fiscal Stabilization Fund (SFSF) program of the American Recovery and Reinvestment Act of 2009 (ARRA) requires Virginia to:
  - Develop a student growth measure.
  - Provide student growth data to reading and mathematics teachers in tested grades.
  - Provide student growth data to both previous and current teachers.
  - Provide reports of individual teacher impact on student achievement on state assessments.
- The Virginia Department of Education (VDOE) established the Master Schedule Data Collection to meet this and other federal data collection and reporting requirements.

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States use different methods to measure student growth

- Virginia Department of Education chose to meet the growth measure requirement in the SFSF program using Student Growth Percentiles (SGPs).
- Virginia's SGPs describe students' progress on Standards of Learning (SOL) tests compared to other students statewide who have similar SOL score histories.

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Learning Objectives

Session 1

- Explain in conceptual terms how SGPs are derived from Standards of Learning (SOL) scores in the Commonwealth of Virginia

Session 2

- Examine Student Growth Percentile levels
- Articulate the business rules that influence the growth data that will be received
- Analyze examples of student growth information as it will be provided in Fall 2011 SGP report format

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Learning Objectives

Session 3

- Understand factors that may influence Student Growth Percentile data reports
- Interpret Student Growth Percentile data in relation to other data sources

Session 4

- Explain to a variety of stakeholders what a SGP is and how it differs from other measures of student achievement
- Discuss appropriate strategies for communicating with division personnel about growth data
- Explore role of growth data within division RTI program.

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The focus for today is on understanding data

- Virginia does not include student growth percentiles in school accountability measures; therefore these sessions will not cover the use of SGPs as a component of accountability in Virginia.
- Virginia's Board of Education has provided guidance on use of student growth percentiles in performance evaluation;* therefore, these workshop sessions will not focus on the specific use of SGPs for teacher performance evaluation.

*For more information visit, http://www.doe.virginia.gov/teaching/performance_evaluation

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Contact information

- Student growth percentiles: GrowthMeasure@doe.virginia.gov
- Teacher performance evaluations: licensure@doe.virginia.gov
- Data/master schedule collection: resultshelp@doe.virginia.gov

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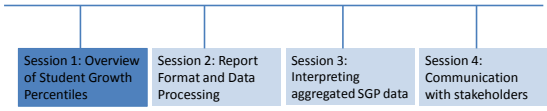
Session 1: Student Growth Percentiles in Virginia



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Learning Objectives

1. Explain in conceptual terms how SGPs are derived from Standards of Learning (SOL) scores in the Commonwealth of Virginia

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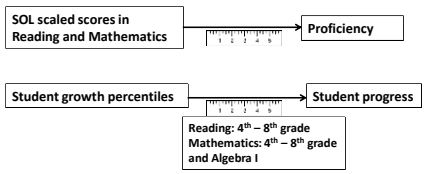
Beginning in Fall 2011, divisions can access reports that include SOL scaled scores and student growth percentiles



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Beginning in Fall 2011, divisions can access reports that include SOL scaled scores and student growth percentiles

Student	Grade 3 mathematics SOL scaled score	Grade 4 mathematics SOL scaled score
A	432	450
B	318	450

The student growth percentile captures growth while controlling for prior performance

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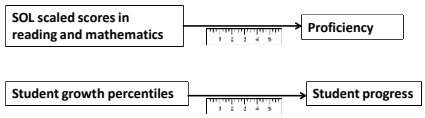
Beginning in Fall 2011, divisions can access reports that include SOL scaled scores and student growth percentiles



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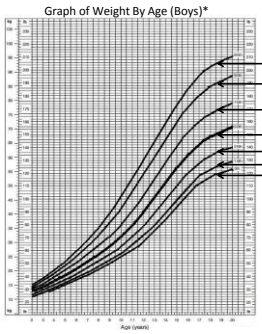
The concept of student growth percentiles can be compared to an example of pediatric growth charts

Graph of Weight By Age (Boys)*



Percentiles range from 1 to 99

95th percentile
90th percentile
75th percentile
50th percentile
25th percentile
10th percentile
5th percentile

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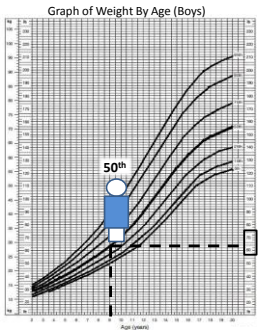
*Adapted from http://www.cdc.gov/growthcharts/data/set2/chart%2003.pdf

Pediatric growth charts compare a child to a group of other children who were measured at the same age

Graph of Weight By Age (Boys)



Here is a 9-year old boy at the 50th percentile for weight

He weighs more than 50% of the 9 year olds used to create the chart

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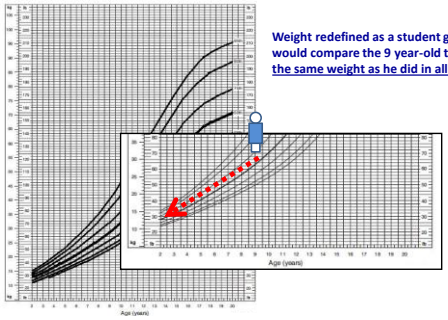
Unlike pediatric growth charts, student growth percentiles compare student achievement using historical data



Weight redefined as a student growth percentile would compare the 9 year-old to those who had the same weight as he did in all prior years.

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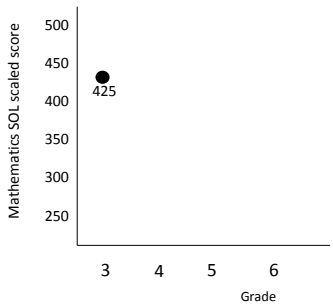
A student's mathematics SOL score can be plotted from one year to the next



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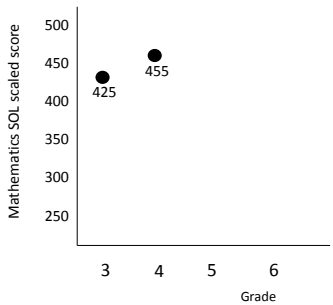
A student's mathematics SOL score can be plotted from one year to the next



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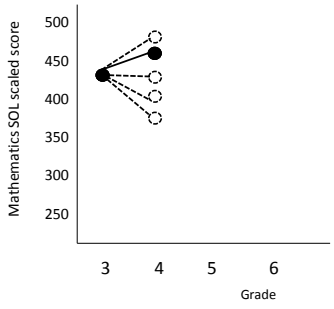
The fourth grade scores of students with the same third grade score can differ and form a distribution



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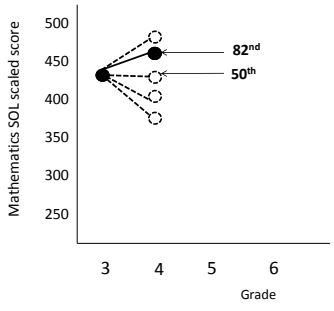
Comparing the example student's score to students with similar score histories yields a percentile



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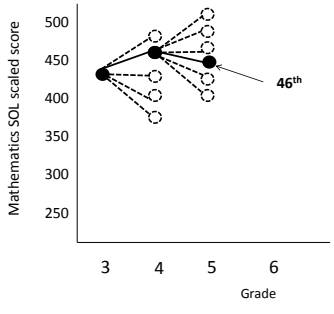
The fifth grade growth percentile is calculated relative to students with similar score histories at both grades three and four



Other students whose scores diverged from the example student are no longer considered to have a similar score history

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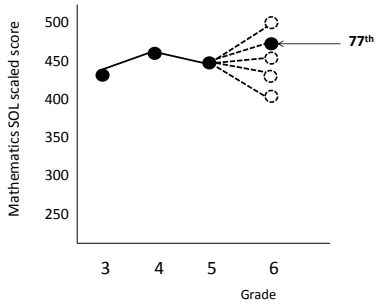
The sixth grade growth percentile is calculated relative to students with similar score histories at grades three, four and five



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These students all have the same score history because they scored 400 on the Grade 3 Mathematics SOL test

Five students across Virginia	Grade 3 mathematics SOL scaled score	Grade 4 mathematics SOL scaled score
A	400	318
B	400	400
C	400	400
D	400	434
E	400	482
F	400	530

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A student growth percentile compares the student's current SOL score with the scores of students throughout the state with similar score histories

Five students across Virginia	Grade 3 mathematics SOL scaled score	Grade 4 mathematics SOL scaled score	Grade 4 mathematics student growth percentile
A	400	318	16
B	400	400	28
C	400	400	28
D	400	434	49
E	400	482	64
F	400	530	89

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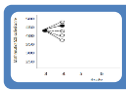
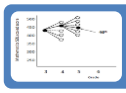
Three important features of the student growth percentile promote comprehension and interpretation of scores

SGP: 1-99

Student growth percentiles range from 1 to 99



A student growth percentile compares the student's current SOL score with students throughout the state with similar score histories



Each year, a student's growth percentile is calculated in reading and mathematics in reference to students with similar score histories

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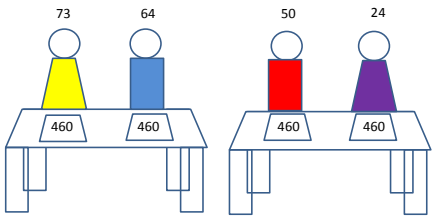
Students in the same class with the same SOL score may have different growth percentiles



Students are compared across the state to others with similar score histories, regardless of class or school

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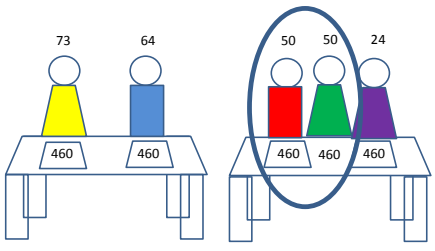
Students in the same class with the same SOL score may have different growth percentiles



What can we conclude about these two students?

These students must have similar score histories because they both achieved the same growth percentile between their prior score and their most recent score

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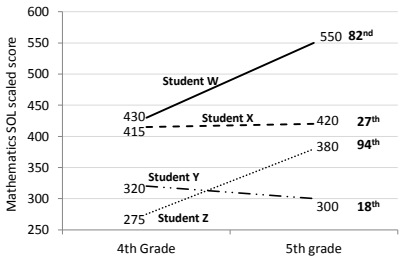
Comparison of growth and SOL achievement



Discuss growth in the context of proficiency for these students at fifth grade

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Session 1 Activity 1

Table 1. Suzie's scores

Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Suzie	270	300	365	70

How would you describe Suzie's 5th grade scaled score?
Suzie's 5th grade scaled score indicates that she did not pass the test.

What can you tell from Suzie's growth percentile of 70?
At fifth grade, Suzie outperformed 70 percent of students with similar score histories.

What have you gained from knowing that her growth percentile was 70 even though her score was 365?
Suzie experienced high growth in the prior year; this is encouraging.

Can you calculate Suzie's growth percentile just by knowing her previous years' scores?
No, because we do not have the distribution of scores from students with similar score histories.

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Table 2. Scores for Suzie and a selection of students with similar score histories

Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Peer student A	270	300	290	22
Peer student B	270	300	310	40
Peer student C	270	300	330	53
Suzie	270	300	365	70
Peer student D	270	300	380	88

Look at all the students' 4th and 5th grade scores in relation to the 5th grade growth percentiles. For the group as a whole, how do the growth percentile numbers relate to the difference between the 4th and 5th grade scores?

Because the data represent a portion of the state-wide group of students with a similar score history to Suzie, the difference between the 4th and 5th grade scores does relate to the growth percentile.

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Table 3. Scores for Suzie and her classmates

Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Suzie	270	300	365	70
Victor	310	340	365	30
Keisha	410	435	460	60
Dante	400	-	460	-
Jamar	-	470	500	50
Mya	260	290	335	65
Zachary	420	450	440	8

Explain to their 5th grade teacher how Suzie and Victor achieved the same 5th grade scaled score but different growth percentiles.

Suzie and Victor's growth percentiles are based on two different distributions of scores that reflect their different score histories.

Does Victor's growth percentile of 30 have any relation to Suzie's growth percentile of 70?

No, the two numbers are not directly comparable to one another.

How can Suzie and Mya have almost the same growth percentile, but different achievement?

Relative to each student's state-wide comparison distribution, Suzie and Mya achieved a similar rank. The scores associated with each distribution will differ.

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Table 4. Data including previous growth percentiles for Suzie and her class

Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Suzie	270	300	365	70
Victor	310	340	365	30
Emily	410	435	460	60
Dante	400	-	460	-
Jamar	-	470	500	50
Mya	260	290	335	65
Zachary	420	450	440	8

Why does Jamar but not Dante, have a student growth percentile?

Jamar has two consecutive years' worth of data; Dante does not.

Should Zachary's teacher be concerned about his performance, given his scaled score and growth percentiles?

Zachary is achieving at the pass proficient level but his progress relative to other students in the state who also have this score history, is low.

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Student	3rd grade	4th grade	5th grade	SGP associated with 5th grade score
Suzie	270	300 (30)	365	70
Victor	310	340 (25)	365	30
Keisha	410	435 (40)	460	60
Dante	400	-	460	-
Jamar	-	470	500	50
Mya	240	290 (35)	335	65
Zachary	390	450 (85)	440	8

Do you notice any trends, patterns or discrepancies? Which students would we be most concerned about, and why?

Suzie, Victor, and Mya show low achievement and are not meeting minimum proficiency levels. They all raise concerns. Victor also shows low relative growth for two consecutive years, which may raise additional concerns.

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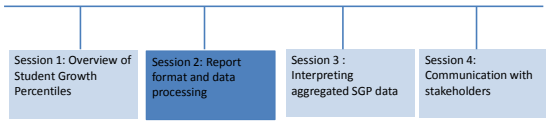
Session 2: Reporting of growth data



Learning Objectives

1. Examine Student Growth Percentile (SGP) levels
2. Articulate the business rules that influence the growth data you will receive
3. Analyze examples of student growth information
   - SGP report format

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Business rules describe categories of students who will not have student growth percentiles

- ✓ Students who take the SOL test for at least two consecutive years
- ✓ Reading: 4th – 8th grade
- ✓ Math: 4th – 8th grade and Algebra 1 (9th grade)

- X Students who take the alternative tests (VGLA, VAAP, VSEP)
- X Students who do not have two consecutive years of SOL scores
- X Students with two or more years of advanced scores (>500) in same area
- X Students who take the same level of SOL score two years in a row
- X Students with merged State Testing Identifiers (STI's) or absent from testing
- X Students who have unusual test sequences

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Student growth percentiles will be calculated for students with common math course taking sequences

- ✓ Grades 3, 4, 5
- ✓ Grades 6, 7, 8, Algebra I
- ✓ Grades 6, 7, Algebra I
- ✓ Grades 6, 8, Algebra I

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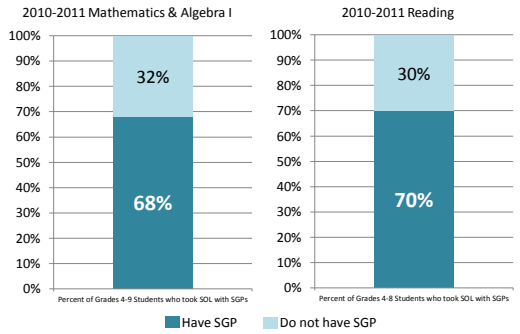
Statewide, the majority of students taking SOL tests will have growth data



*Of 434,737 students with applicable SOL data

*Of 408,605 students with applicable SOL data

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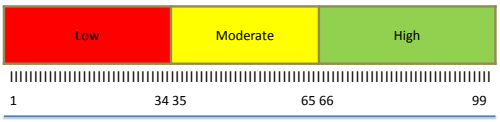
Student Growth Percentile Levels



To help interpret student growth percentiles, the VDOE has established categorical growth levels of low, moderate, and high. These data will be reported with the growth data for your division or school.

Low growth: represents students with SGPs of 1 to 34.

Moderate growth: includes students with SGPs of 35 to 65.

High growth: represents students with SGPs of 66 to 99.

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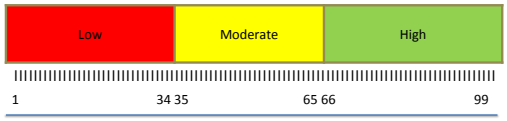
Student Growth Percentile Levels



When considering student level data:

- little practical difference exists between student growth percentiles that border the SGP categories (i.e., SGPs of 33 and 36 or SGPs of 64 and 67)
- SGPs that border the SGP categories could be considered as having low-to-moderate growth or moderate-to-high growth
- it is critical to consider the SGP <u>and</u> the SGP categories

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SGP reports can be generated through the Single Sign-on for Web Systems (SSWS) application

- Division SSWS Account Managers will assign access to the Growth Measure Reports application
- School divisions will determine locally which staff are authorized to have access to these student-level data
- School division personnel will have the option of providing access to division-level or school-level reports

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A variety of options allow student growth percentile reports to be viewed in different ways

- School year
- Reporting window (End of Year or fall)
- Entire division/particular school
- All teachers/single teacher
- Mathematics, reading, or both

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Year selected for report generation determined which teacher is associated with the data

- SGP reports generated for spring 2011 will provide data with teacher information for the 2010-11 school year.
- SGP reports generated for fall 2011 will provide the spring 2011 data with fall 2011 teacher information

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The student growth percentile report:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
1	2010-2011 Division number	2010-2011 Division Name	2010-2011 School Number	2010-2011 School Name	2010-2011 Teacher License Number	2010-2011 Teacher last name	2010-2011 Teacher first name	Student last name	Student first name	Date of Birth	State Testing Identifier	2010-2011 Division number at time of test	2010-2011 Division name at time of test	2010-2011 School number at time of test	2010-2011 School name at time of test	Course taken	Test Administration Year	Test Type	Subject Area Code	Test Name	Scaled Score	SGL Proficiency Level	SGP	SGP Level	Disability Status	Parent education	LEP subgroup (yes/no)	Gender
2	X	Sample	1	Elem	XXXX	Doe	John	Student	One	mm/dd/yyyy	1111111	X	Sample	1	Elem	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	139	Fail Basic			Yes	White	Yes	Male
3	X	Sample	1	Elem	XXXX	Doe	John	Student	One	mm/dd/yyyy	1111111	X	Sample	1	Elem	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	384	Fail Basic	41	Moderate	Yes	White	Yes	Male
4	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222	X	Sample	1	Elem	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	552	Pass Advanced			No	Asian	No	Female
5	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222	X	Sample	1	Elem	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	554	Pass Advanced			No	Asian	No	Female
6	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222	X	Sample	1	Elem	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	659	Pass Advanced			No	Asian	No	Female
7	X	Sample	1	Elem	XXXX	Doe	John	Student	Three	mm/dd/yyyy	3333333	X	Sample	1	Elem	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	484	Pass Proficient			No	Black	Yes	Male
8	X	Sample	1	Elem	XXXX	Doe	John	Student	Three	mm/dd/yyyy	3333333	X	Sample	1	Elem	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	518	Pass Advanced	51	Low	No	Black	Yes	Male
9	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444	X	Sample	1	Elem	Grade 1 Math	2007-2008	SGL	Mathematics	Grade 1 Math	452	Pass Proficient			No	Black	No	Female
10	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444	X	Sample	1	Elem	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	423	Pass Proficient	31	Low	No	White	No	Female
11	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444	X	Sample	1	Elem	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	519	Pass Advanced	91	Moderate	No	White	Yes	Male
12	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555	X	Sample	1	Elem	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	339	Fail Basic			Yes	White	Yes	Male
13	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555	X	Sample	1	Elem	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	326	Fail Basic	8	Low	Yes	White	Yes	Female
14	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555	X	Sample	1	Elem	Algebra	2009-2010	SGL	Mathematics	Algebra	407	Pass Proficient	30	Low	No	White	Yes	Female
15																												
16	X	Sample	2	Middl	ZXXX	Smith	John	Student	Six	mm/dd/yyyy	6666666	X	Sample	2	Middl	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	390	Fail Basic	9	Low	Yes	White	Yes	Female
17	X	Sample	2	Middl	ZXXX	Smith	John	Student	Six	mm/dd/yyyy	6666666	X	Sample	2	Middl	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	450	Pass Proficient			No	Asian	No	Male
18	X	Sample	2	Middl	ZXXX	Smith	John	Student	Seven	mm/dd/yyyy	7777777	X	Sample	2	Middl	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	364	Fail Basic			No	Black	Yes	Female
19	X	Sample	2	Middl	ZXXX	Smith	John	Student	Eight	mm/dd/yyyy	8888888	X	Sample	2	Middl	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	426	Pass Proficient	69	High	No	Black	Yes	Female
20	X	Sample	2	Middl	ZXXX	Smith	John	Student	Eight	mm/dd/yyyy	8888888	X	Sample	2	Middl	Algebra	2009-2010	SGL	Mathematics	Algebra	407	Pass Proficient	30	Low	No	White	Yes	Female
21	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999	X	Sample	2	Middl	Grade 1 Math	2007-2008	SGL	Mathematics	Grade 1 Math	452	Pass Proficient	41	Moderate	No	White	Yes	Male
22	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999	X	Sample	2	Middl	Grade 1 Math	2010-2011	SGL	Mathematics	Grade 1 Math	555	Pass Advanced	95	High	No	Black	No	Male
23	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999	X	Sample	2	Middl	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	455	Pass Proficient	17	Low	No	Black	No	Male
24	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	10101010	X	Sample	2	Middl	Grade 1 Math	2007-2008	SGL	Mathematics	Grade 1 Math	442	Pass Proficient	17	Moderate	No	White	Yes	Female
25	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	10101010	X	Sample	2	Middl	Grade 1 Math	2009-2010	SGL	Mathematics	Grade 1 Math	417	Pass Proficient	28	Low	No	White	Yes	Female
26	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	10101010	X	Sample	2	Middl	Algebra	2009-2010	SGL	Mathematics	Algebra	407	Pass Proficient	30	Low	No	White	Yes	Female

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Current Year Information

	A	B	C	D	E	F	G	H	I	J	K
1	2010-2011 Division number	2010-2011 Division Name	2010-2011 School Number	2010-2011 School Name	2010-2011 Teacher License Number	2010-2011 Teacher last name	2010-2011 Teacher first name	Student last name	Student first name	Date of Birth	State Testing Identifier
2	X	Sample	1	Elem	XXXX	Doe	John	Student	One	mm/dd/yyyy	1111111
3	X	Sample	1	Elem	XXXX	Doe	John	Student	One	mm/dd/yyyy	1111111
4	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222
5	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222
6	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222
7	X	Sample	1	Elem	XXXX	Doe	John	Student	Three	mm/dd/yyyy	3333333
8	X	Sample	1	Elem	XXXX	Doe	John	Student	Three	mm/dd/yyyy	3333333
9	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444
10	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444
11	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444
12	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555
13	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555
14	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555
15											
16	X	Sample	2	Middl	ZXXX	Smith	John	Student	Six	mm/dd/yyyy	6666666
17	X	Sample	2	Middl	ZXXX	Smith	John	Student	Six	mm/dd/yyyy	6666666
18	X	Sample	2	Middl	ZXXX	Smith	John	Student	Seven	mm/dd/yyyy	7777777
19	X	Sample	2	Middl	ZXXX	Smith	John	Student	Eight	mm/dd/yyyy	8888888
20	X	Sample	2	Middl	ZXXX	Smith	John	Student	Eight	mm/dd/yyyy	8888888
21	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999
22	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999
23	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999
24	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	10101010
25	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	10101010
26	X	Sample	2	Middl	YXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	10101010
27											

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Division and school data at time test was administered

L	M	N	O	P	Q	R	S
Division number at time of test	Division name at time of test	School number at time of test	School name at time of test	Course taken	Test Administration Year	Test Type	Subject Area Code
X	Sample	1	Elem	Grade 4 Math	2008-2009	SOL	Mathematics
X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics
X	Sample	1	Elem	Grade 3 Math	2008-2009	SOL	Mathematics
X	Sample	1	Elem	Grade 4 Math	2008-2009	SOL	Mathematics
X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics
X	Sample	1	Elem	Grade 4 Math	2008-2009	SOL	Mathematics
X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics
X	Sample	1	Elem	Grade 3 Math	2007-2008	SOL	Mathematics
X	Sample	1	Elem	Grade 4 Math	2008-2009	SOL	Mathematics
X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics
X	Sample	1	Elem	Grade 3 Math	2007-2008	SOL	Mathematics
X	Sample	1	Elem	Grade 4 Math	2008-2009	SOL	Mathematics
X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics
X	Sample	2	Midd	Grade 6 Math	2008-2009	SOL	Mathematics
X	Sample	2	Midd	Grade 7 Math	2009-2010	SOL	Mathematics
X	Sample	2	Midd	Grade 8 Math	2009-2010	SOL	Mathematics
X	Sample	2	Midd	Grade 7 Math	2008-2009	SOL	Mathematics
X	Sample	2	Midd	Grade 8 Math	2009-2010	SOL	Mathematics
X	Sample	2	Midd	Grade 6 Math	2007-2008	SOL	Mathematics
X	Sample	2	Midd	Grade 7 Math	2008-2009	SOL	Mathematics
X	Sample	2	Midd	Grade 8 Math	2009-2010	SOL	Mathematics
X	Sample	2	Midd	Grade 6 Math	2007-2008	SOL	Mathematics
X	Sample	2	Midd	Grade 7 Math	2008-2009	SOL	Mathematics
X	Sample	2	Midd	Algebra	2009-2010	SOL	Mathematics

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Test name, SOL scaled score and proficiency level, and growth percentile and growth level

T	U	V	W	X
Test Name	Scaled Score	SOL Proficiency Level	SGP	SGP Level
Grade 4 Math	339	Fail Basic		
Grade 5 Math	394	Fail Basic	47	Moderate
Grade 3 Math	502	Pass Advanced		
Grade 4 Math	550	Pass Advanced		
Grade 5 Math	600	Pass Advanced		
Grade 4 Math	480	Pass Proficient		
Grade 5 Math	518	Pass Advanced	32	Low
Grade 3 Math	463	Pass Proficient		
Grade 4 Math	426	Pass Proficient	24	Low
Grade 5 Math	468	Pass Proficient	49	Moderate
Grade 3 Math	294	Fail Basic		
Grade 4 Math	298	Fail Basic	24	Low
Grade 5 Math	328	Fail Basic	55	Moderate
Grade 6 Math	464	Pass Proficient		
Grade 7 Math	395	Fail Basic	8	Low
Grade 8 Math	432	Pass Proficient		
Grade 7 Math	398	Fail Basic		
Grade 8 Math	436	Pass Proficient	69	High
Grade 6 Math	459	Pass Proficient	45	Moderate
Grade 7 Math	595	Pass Advanced	85	High
Grade 8 Math	459	Pass Proficient	17	Low
Grade 6 Math	443	Pass Proficient	61	Moderate
Grade 7 Math	417	Pass Proficient	26	Low
Algebra	467	Pass Proficient	30	Low

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Student demographic data

Y	Z	AA	AB
Disability Status	Race/ethnicity	LEP subgroup (yes/no)	Gender
Yes	White	Yes	Male
Yes	White	Yes	Male
No	Asian	No	Female
No	Asian	No	Female
No	Asian	No	Female
No	Black	Yes	Male
No	Black	Yes	Male
No	Black	No	Female
No	Black	No	Female
No	Black	No	Female
No	White	Yes	Male
No	White	Yes	Male
No	White	Yes	Male
Yes	White	Yes	Female
Yes	White	Yes	Female
No	Asian	No	Male
No	Black	Yes	Female
No	Black	Yes	Female
No	Black	No	Male
No	Black	No	Male
No	Black	No	Male
No	White	Yes	Female
No	White	Yes	Female
No	White	Yes	Female

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To properly assess student performance, we need to have as much data as possible

I	T	U	V	W	X
Student first name	Test Name	Scaled Score	SOL Proficiency Level	SGP	SGP Level
One	Grade 4 Math	339	Fail Basic		
One	Grade 5 Math	394	Fail Basic	47	Moderate
Two	Grade 3 Math	502	Pass Advanced		
Two	Grade 4 Math	550	Pass Advanced		
Two	Grade 5 Math	600	Pass Advanced		
Three	Grade 4 Math	480	Pass Proficient		
Three	Grade 5 Math	518	Pass Advanced	32	Low
Four	Grade 3 Math	463	Pass Proficient		
Four	Grade 4 Math	426	Pass Proficient	24	Low
Four	Grade 5 Math	468	Pass Proficient	49	Moderate
Five	Grade 3 Math	294	Fail Basic		
Five	Grade 4 Math	298	Fail Basic	24	Low
Five	Grade 5 Math	328	Fail Basic	55	Moderate
Six	Grade 6 Math	464	Pass Proficient		
Six	Grade 7 Math	395	Fail Basic	8	Low
Seven	Grade 8 Math	492	Pass Proficient		
Eight	Grade 7 Math	366	Fail Basic		
Eight	Grade 8 Math	436	Pass Proficient	69	High
Nine	Grade 6 Math	459	Pass Proficient	45	Moderate
Nine	Grade 7 Math	595	Pass Advanced	85	High
Nine	Grade 8 Math	459	Pass Proficient	17	Low
Ten	Grade 6 Math	443	Pass Proficient	61	Moderate
Ten	Grade 7 Math	417	Pass Proficient	26	Low
Ten	Algebra	467	Pass Proficient	30	Low

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Student growth percentiles must be considered in context of other available information

I	T	U	V	W	X
Student first name	Test Name	Scaled Score	SOL Proficiency Level	SGP	SGP Level
One	Grade 4 Math	339	Fail Basic		
One	Grade 5 Math	394	Fail Basic	47	Moderate
Two	Grade 3 Math	502	Pass Advanced		
Two	Grade 4 Math	550	Pass Advanced		
Two	Grade 5 Math	600	Pass Advanced		
Three	Grade 4 Math	480	Pass Proficient		
Three	Grade 5 Math	518	Pass Advanced	32	Low
Four	Grade 3 Math	463	Pass Proficient		
Four	Grade 4 Math	426	Pass Proficient	24	Low
Four	Grade 5 Math	468	Pass Proficient	49	Moderate
Five	Grade 3 Math	294	Fail Basic		
Five	Grade 4 Math	298	Fail Basic	24	Low
Five	Grade 5 Math	328	Fail Basic	55	Moderate
Six	Grade 6 Math	464	Pass Proficient		
Six	Grade 7 Math	395	Fail Basic	8	Low
Seven	Grade 8 Math	492	Pass Proficient		
Eight	Grade 7 Math	366	Fail Basic		
Eight	Grade 8 Math	436	Pass Proficient	69	High
Nine	Grade 6 Math	459	Pass Proficient	45	Moderate
Nine	Grade 7 Math	595	Pass Advanced	85	High
Nine	Grade 8 Math	459	Pass Proficient	17	Low
Ten	Grade 6 Math	443	Pass Proficient	61	Moderate
Ten	Grade 7 Math	417	Pass Proficient	26	Low
Ten	Algebra	467	Pass Proficient	30	Low

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Session 2, Activity 1:

- For each highlighted cell on your worksheet, determine why there is no student growth percentile value
  - Refer to Business Rules
- Analyze the data on your sample report:
  - Consider/describe mathematics growth at the student level
  - Consider/describe reading growth at the student level

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Activity 1

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Virginia Department of Education					Growth Data Report Year: 2010-2011				Division: Sample County Public Schools				
2	Student first name	Male Testing Identifier	School # at time of test	Test Year	Test Type	Test Name	Scaled Score	SOL Proficiency Level	SGP	SGP Level	Disability Status	Race/ ethnicity	LEP	Gender
3	One	1111111	1	2007-2008	SOL	Grade 3 Mathematics	312	Fail Basic			Yes	White	Yes	Male
4	One	1111111	1	2008-2009	SOL	Grade 4 Mathematics	391	Fail Basic	88	High	Yes	White	Yes	Male
5	One	1111111	1	2009-2010	SOL	Grade 5 Mathematics	351	Fail Basic	27	Low	Yes	White	Yes	Male
6	Two	2222222	1	2008-2009	SOL	Grade 4 Mathematics	426	Pass Proficient			No	Hispanic	No	Female
7	Two	2222222	1	2009-2010	SOL	Grade 5 Mathematics	354	Fail Basic	27	Low	No	Hispanic	No	Female
8	Three	3333333	1	2007-2008	SOL	Grade 3 Mathematics	402	Pass Proficient			No	Unspecified	Yes	Male
9	Three	3333333	1	2008-2009	SOL	Grade 4 Mathematics	422	Pass Proficient	43	Moderate	No	Unspecified	Yes	Male
10	Three	3333333	1	2009-2010	SOL	Grade 5 Mathematics	488	Pass Proficient	66	High	No	Unspecified	Yes	Male
11	Four	4444444	1	2007-2008	SOL	Grade 3 Mathematics	600	Pass Advanced			No	Black	No	Female
12	Four	4444444	1	2008-2009	SOL	Grade 4 Mathematics	600	Pass Advanced	7		No	Black	No	Female
13	Four	4444444	1	2009-2010	SOL	Grade 5 Mathematics	510	Pass Advanced			No	Black	No	Female
14	Five	5555555	1	2007-2008	SOL	Grade 3 Mathematics	322	Fail Basic			Yes	White	Yes	Male
15	Five	5555555	1	2008-2009	SOL	Grade 4 Mathematics	374	Fail Basic	67	High	Yes	White	Yes	Male
16	Five	5555555	1	2009-2010	SOL	Grade 5 Mathematics	398	Fail Basic	38	Moderate	Yes	White	Yes	Male
17														
18	Six	6666666	1	2007-2008	SOL	Grade 3 Reading	427	Pass Proficient			Yes	White	Yes	Male
19	Six	6666666	1	2008-2009	SOL	Grade 4 Reading	443	Pass Proficient	7	Low	Yes	White	Yes	Male
20	Six	6666666	1	2009-2010	SOL	Grade 5 Reading	450	Pass Proficient	20	Low	Yes	White	Yes	Male
21	Seven	7777777	1	2008-2009	SOL	Grade 4 Reading	454	Pass Proficient			No	Hispanic	No	Female
22	Seven	7777777	1	2009-2010	SOL	Grade 5 Reading	474	Pass Proficient	34	Low	No	Hispanic	No	Female
23	Eight	8888888	1	2007-2008	SOL	Grade 3 Reading	502	Pass Advanced				Unspecified	Yes	Male
24	Eight	8888888	1	2008-2009	SOL	Grade 4 Reading	545	Pass Advanced			No	Unspecified	Yes	Male
25	Eight	8888888	1	2009-2010	SOL	Grade 5 Reading	595	Pass Advanced			No	Unspecified	Yes	Male
26	Nine	9999999	1	2008-2009	SOL	Grade 4 Reading	400	Pass Proficient			No	Black	No	Female
27	Nine	9999999	1	2009-2010	SOL	Grade 5 Reading	452	Pass Proficient	63	Moderate	No	Black	No	Female
28	Ten	1010101	1	2007-2008	SOL	Grade 3 Reading	458	Pass Proficient			No	White	Yes	Male
29	Ten	1010101	1	2008-2009	SOL	Grade 4 Reading	532	Pass Advanced	78	High	No	White	Yes	Male
30	Ten	1010101	1	2009-2010	SOL	Grade 5 Reading	463	Pass Proficient	23	Low	No	White	Yes	Male

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Session 2 Activity Answers

Students One, Three, Four, Five, Six, Eight, Nine, Ten
- Growth percentiles are not calculated for Grade 3

Student Two
- Student does not have a Grade 3 Mathematics score, so there are not two consecutive years of data to calculate an SGP for Grade 4 Mathematics

Student Four
- Student has scored Passed Advanced for two or more consecutive years, Grade 4 and Grade 5 Mathematics; therefore an SGP will not be calculated.

Student Seven
- Student does not have a Grade 3 Reading score, so there are not two consecutive years of data to calculate an SGP for Grade 4 Mathematics

Student Eight
- Student has scored Passed Advanced for two or more consecutive years, Grade 3, Grade 4 and Grade 5 Reading; therefore an SGP will not be calculated.

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Session 3: Interpreting aggregated student growth percentile data

Session 1: Overview of Student Growth Percentiles

Session 2: Report format and data processing

Session 3: Interpreting aggregated SGP data

Session 4: Communication with stakeholders

Link to the full version of the session 3 slides: http://www.doe.virginia.gov/testing/scoring/student_growth_percentiles/index.shtml#profdev

Credit: Donna Meeks, Assessment, Virginia Department of Education

Virginia Department of Education

Learning Objectives

1. Understand factors that may influence the interpretation of aggregated student growth percentile data
2. Understand the need to interpret growth percentile data in relation to other data sources

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Student level data contained in the reports may be reorganized using a spreadsheet application

Options for sorting the data include:

- SOL subject code
- SOL proficiency level
- SOL test level
- Gender
- Disability status
- LEP status
- Testing year

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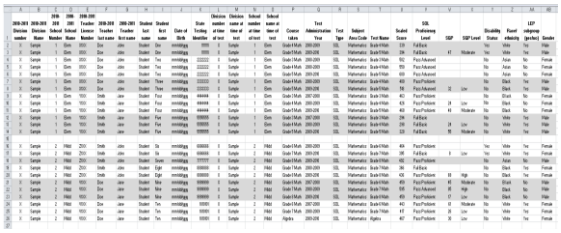
The decision to create aggregate reports should be based on systematic consideration of multiple factors

1. Aggregate reports may be subject to FOIA
2. Small *n* counts are problematic
3. Unavailable or missing data should be included in aggregate percentages
4. Growth data need to be examined in context of other data sources
5. Teacher data may vary in accuracy

57

Student growth percentile reports can be sorted by school, test and student characteristics



	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB
1	2010-2011 Division number	2010-2011 Division Name	2010-2011 School Number	2010-2011 School Name	2010-2011 Teacher Number	2010-2011 Teacher last name	2010-2011 Teacher first name	Student last name	Student first name	Date of Birth	State Tracking Identifier	Division number at time of test	Division name at time of test	School number at time of test	School name at time of test	Course taken	Test Administration Year	Test Type	Subject Area Code	Test Name	Scaled Score	SOL Proficiency Level	SGP	SGP Level	Disability Status	Parent ethnicity	LEP indicator (yes/no)	Gender
2	X	Sample	1	Elem	1000	Doe	John	Student	Doe	mm/dd/yyyy	99999	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	339	Fail/Basic			No	White	Yes	Male
3	X	Sample	1	Elem	1000	Doe	John	Student	Doe	mm/dd/yyyy	99999	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	411	Pass/Proficient	41	Moderate	Yes	White	Yes	Male
4	X	Sample	1	Elem	1000	Doe	John	Student	Two	mm/dd/yyyy	00000	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	502	Pass/Advanced			No	Asian	No	Female
5	X	Sample	1	Elem	1000	Doe	John	Student	Two	mm/dd/yyyy	00000	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	550	Pass/Advanced			No	Asian	No	Female
6	X	Sample	1	Elem	1000	Doe	John	Student	Two	mm/dd/yyyy	00000	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	439	Pass/Advanced			No	Asian	No	Female
7	X	Sample	1	Elem	1000	Doe	John	Student	Three	mm/dd/yyyy	00000	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	403	Pass/Proficient			No	Black	Yes	Male
8	X	Sample	1	Elem	1000	Doe	John	Student	Three	mm/dd/yyyy	00000	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	541	Pass/Advanced	32	Low	No	Black	Yes	Male
9	X	Sample	1	Elem	1000	Smith	Jane	Student	Four	mm/dd/yyyy	444444	X	Sample	1	Elem	Grade 5 Math	2007-2008	SOL	Mathematics	Grade 5 Math	402	Pass/Proficient			No	Black	No	Female
10	X	Sample	1	Elem	1000	Smith	Jane	Student	Four	mm/dd/yyyy	444444	X	Sample	1	Elem	Grade 5 Math	2008-2009	SOL	Mathematics	Grade 5 Math	424	Pass/Proficient	24	Low	No	Black	No	Female
11	X	Sample	1	Elem	1000	Smith	Jane	Student	Four	mm/dd/yyyy	444444	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	403	Pass/Proficient	44	Moderate	No	Black	No	Female
12	X	Sample	1	Elem	1000	Smith	Jane	Student	Five	mm/dd/yyyy	555555	X	Sample	1	Elem	Grade 5 Math	2007-2008	SOL	Mathematics	Grade 5 Math	294	Fail/Basic			No	White	Yes	Male
13	X	Sample	1	Elem	1000	Smith	Jane	Student	Five	mm/dd/yyyy	555555	X	Sample	1	Elem	Grade 5 Math	2008-2009	SOL	Mathematics	Grade 5 Math	294	Fail/Basic	29	Low	No	White	Yes	Male
14	X	Sample	1	Elem	1000	Smith	Jane	Student	Five	mm/dd/yyyy	555555	X	Sample	1	Elem	Grade 5 Math	2009-2010	SOL	Mathematics	Grade 5 Math	320	Fail/Basic	95	Moderate	No	White	Yes	Male
15																												
16	X	Sample	2	Middle	2000	Smith	John	Student	Six	mm/dd/yyyy	666666	X	Sample	2	Middle	Grade 8 Math	2009-2010	SOL	Mathematics	Grade 8 Math	404	Pass/Proficient			Yes	White	Yes	Female
17	X	Sample	2	Middle	2000	Smith	John	Student	Six	mm/dd/yyyy	666666	X	Sample	2	Middle	Grade 8 Math	2009-2010	SOL	Mathematics	Grade 8 Math	288	Fail/Basic	1	Low	Yes	White	Yes	Female
18	X	Sample	2	Middle	2000	Smith	John	Student	Seven	mm/dd/yyyy	777777	X	Sample	2	Middle	Grade 8 Math	2009-2010	SOL	Mathematics	Grade 8 Math	401	Pass/Proficient			No	Asian	No	Male
19	X	Sample	2	Middle	2000	Smith	John	Student	Eight	mm/dd/yyyy	888888	X	Sample	2	Middle	Grade 8 Math	2009-2010	SOL	Mathematics	Grade 8 Math	286	Fail/Basic			No	Black	Yes	Female
20	X	Sample	2	Middle	2000	Smith	John	Student	Eight	mm/dd/yyyy	888888	X	Sample	2	Middle	Grade 8 Math	2009-2010	SOL	Mathematics	Grade 8 Math	424	Pass/Proficient	58	High	No	Black	Yes	Female
21	X	Sample	2	Middle	2000	Doe	Jane	Student	Nine	mm/dd/yyyy	999999	X	Sample	2	Middle	Grade 8 Math	2007-2008	SOL	Mathematics	Grade 8 Math	459	Pass/Proficient	49	Moderate	No	Black	No	Male
22	X	Sample	2	Middle	2000	Doe	Jane	Student	Nine	mm/dd/yyyy	999999	X	Sample	2	Middle	Grade 8 Math	2008-2009	SOL	Mathematics	Grade 8 Math	518	Pass/Advanced	98	High	No	Black	No	Male
23	X	Sample	2	Middle	2000	Doe	Jane	Student	Nine	mm/dd/yyyy	999999	X	Sample	2	Middle	Grade 8 Math	2009-2010	SOL	Mathematics	Grade 8 Math	459	Pass/Proficient	17	Low	No	Black	No	Male
24	X	Sample	2	Middle	2000	Doe	Jane	Student	Ten	mm/dd/yyyy	000000	X	Sample	2	Middle	Grade 8 Math	2007-2008	SOL	Mathematics	Grade 8 Math	440	Pass/Proficient	61	Moderate	No	White	Yes	Female
25	X	Sample	2	Middle	2000	Doe	Jane	Student	Ten	mm/dd/yyyy	000000	X	Sample	2	Middle	Grade 8 Math	2008-2009	SOL	Mathematics	Grade 8 Math	441	Pass/Proficient	28	Low	No	White	Yes	Female
26	X	Sample	2	Middle	2000	Doe	Jane	Student	Ten	mm/dd/yyyy	000000	X	Sample	2	Middle	Algebra	2009-2010	SOL	Mathematics	Algebra	407	Pass/Proficient	36	Low	No	White	Yes	Female
27																												

Aggregated information may be subject to public release under Virginia's Freedom of Information Act (FOIA)

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A small n-count indicates that growth data should not be used to draw inferences about that group

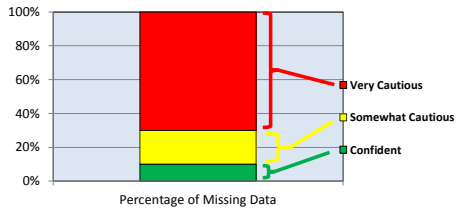
		Student Growth Percentile Level									
Test Level	SOL Proficiency Level	Missing SGP		Low Growth		Moderate Growth		High Growth		Total	
		n	%	n	%	n	%	n	%	n	%
6th Grade English Reading	Fail	1	9%	2	18%	1	9%	7	64%	11	100%
	Pass Proficient	1	3%	15	52%	7	24%	6	21%	29	100%
	Advanced	9	25%	16	44%	6	17%	5	14%	36	100%

Less than 15 per group IS too small.

Less than 30 MAY BE too small for low-stakes decisions.

High stakes decisions are inappropriate with data from fewer than 30 students.

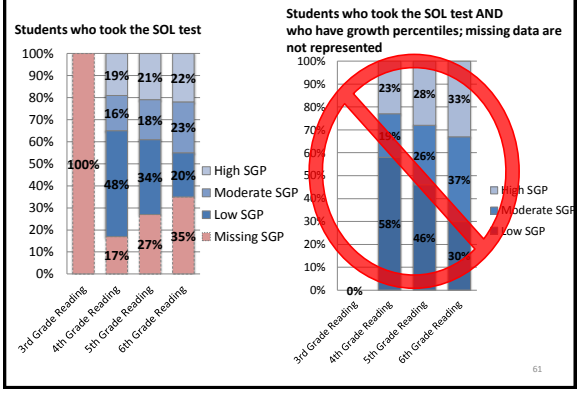
If a large percentage of the growth data for a particular group is unavailable, growth data should not be used to draw inferences about that group



It is important to consider the percentage of missing or unavailable data and to ensure it is reflected in aggregate calculations and reports.

60

Missing data should be included if percentages are reported



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Tables with aggregated data should include the percent of students with missing growth data

		Student Growth Percentile Level									
Test Level	SOL Proficiency Level	Missing SGP		Low Growth		Moderate Growth		High Growth		Total	
		n	%	n	%	n	%	n	%	n	%
6th Grade English Reading	Fail	1	9%	2	18%	1	9%	7	64%	11	100%
	Pass Proficient	1	3%	15	52%	7	24%	6	21%	29	100%
	Advanced	9	25%	16	44%	6	17%	5	14%	36	100%

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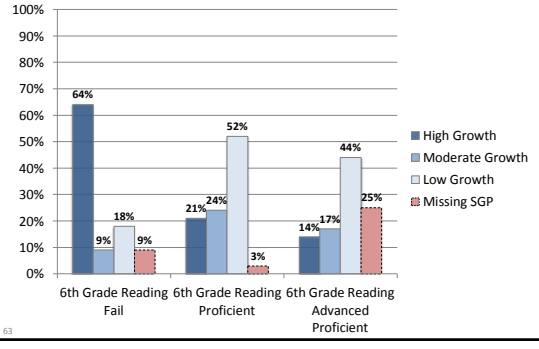
SOL Performance Levels and SGP Category Levels for Sixth Grade Reading at Sweetwater County Elementary School



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Session III Activity

- Student Grade SGP SOL
- Student A - Grade 6 SGP = 30 SOL = 298
- Student B – Grade 6 SGP = 81 SOL = 388
- Student C – Grade 6 SGP = 55 SOL = 512
- Student D – Grade 6 SGP = 30 SOL = 450
- Student E – Grade 6 SGP = none SOL = 591

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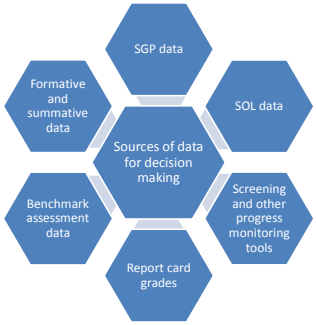
It is unwise to base decisions on isolated data; consider multiple sources of data and trends over time



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The accuracy of teacher information is determined by the Master Schedule Collection

	A	B	C	D	E	F	G	H	I	J	K
1	2010-2011 Division number	2010-2011 Division Name	2010-2011 School Number	2010-2011 School Name	2010-2011 Teacher License Number	2010-2011 Teacher last name	2010-2011 Teacher first name	Student last name	Student first name	Date of Birth	State Testing Identifier
2	X	Sample	1	Elem	XXXX	Doe	John	Student	One	mm/dd/yyyy	1111111
3	X	Sample	1	Elem	XXXX	Doe	John	Student	One	mm/dd/yyyy	1111111
4	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222
5	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222
6	X	Sample	1	Elem	XXXX	Doe	John	Student	Two	mm/dd/yyyy	2222222
7	X	Sample	1	Elem	XXXX	Doe	John	Student	Three	mm/dd/yyyy	3333333
8	X	Sample	1	Elem	XXXX	Doe	John	Student	Three	mm/dd/yyyy	3333333
9	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444
10	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444
11	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Four	mm/dd/yyyy	4444444
12	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555
13	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555
14	X	Sample	1	Elem	YXXX	Smith	Jane	Student	Five	mm/dd/yyyy	5555555
15											
16	X	Sample	2	Midd	ZXXX	Smith	John	Student	Six	mm/dd/yyyy	6666666
17	X	Sample	2	Midd	ZXXX	Smith	John	Student	Six	mm/dd/yyyy	6666666
18	X	Sample	2	Midd	ZXXX	Smith	John	Student	Seven	mm/dd/yyyy	7777777
19	X	Sample	2	Midd	ZXXX	Smith	John	Student	Eight	mm/dd/yyyy	8888888
20	X	Sample	2	Midd	ZXXX	Smith	John	Student	Eight	mm/dd/yyyy	8888888
21	X	Sample	2	Midd	VXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999
22	X	Sample	2	Midd	VXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999
23	X	Sample	2	Midd	VXXX	Doe	Jane	Student	Nine	mm/dd/yyyy	9999999
24	X	Sample	2	Midd	VXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	1010101
25	X	Sample	2	Midd	VXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	1010101
26	X	Sample	2	Midd	VXXX	Doe	Jane	Student	Ten	mm/dd/yyyy	1010101
27											

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In summary, the decision to create and interpret aggregate reports needs to take key issues into consideration

1. Aggregate reports may be subject to FOIA
2. Small *n* counts are problematic—be cautious in generalizing
3. Unavailable or missing data should be included in aggregate percentages
4. Growth data need to be examined in context of other data sources
5. SGP links to teachers/classroom-level data may vary in accuracy

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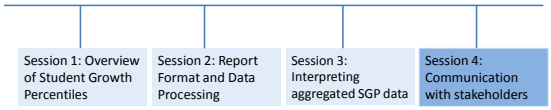
Session 4: Communication with stakeholders and professional development with staff



Session 4 learning objectives focus on communication strategies

1. Explain to a variety of stakeholders what a growth percentile is and how it differs from other measures of student achievement.
2. Discuss appropriate strategies for communicating with division personnel about growth data.
3. Explore role of growth data within division RTI program.

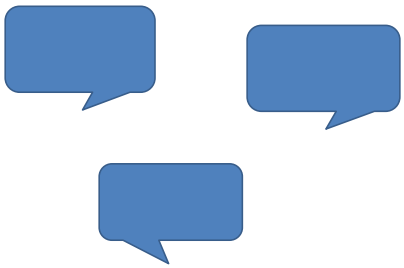
Who are key audiences for student growth information and what do they need to know?

Inside the division	Outside the division

Who are key audiences for student growth information and what do they need to know?

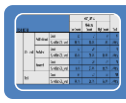
Inside the division	Outside the division
Data manager(s)	Parents
Directors of Instruction	Media
Gifted Education Services	School Board Members
Special Education Services	Realtors
Principals	Local public administrators
Instructional coaches	Local political representatives
Teachers who will have growth data	
Teachers who will not have growth data	
School Counselors	
School Psychologists	

How might student growth percentiles be incorporated into your division's RTI efforts?



The next steps for growth percentile data might include:

1. Identify key personnel within the division who will act as leaders in the analysis and use of growth data.



2. Review the distribution of student growth percentiles at the division, school and grade level alongside proficiency data; examine the percentage of students at each growth level and percentage of students with no growth data.

3. Establish steps for communicating about and using growth data in the division.

Introduction to Student Growth Percentiles in Virginia

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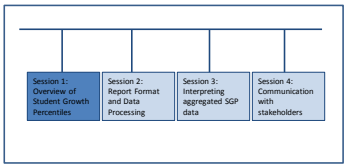
Old Dominion University

January 31st 2012



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