

Features of the New Growth Formulas

- Whenever possible uses two years of actual student performance in the same subject to predict student performance. (The current formula only uses one year.)
- Based on eight years of data on student performance. (Current formula used three years of history.)
- Unbiased estimate of student performance. (Same as the current formula, better in some cases.)
- Simpler than the original formulas. (Easier to explain.)
- Expected growth is based on the expectation that a student will perform similarly from year to year. (Current formulas anticipate points on a scale from the early 1990's.)
- Provide information on student growth. (Not just school level data.)
- Uses the "Change Scale" which allows comparison of students across test editions. (Instead of converting to an early 1990's scale.)
- Schools cannot meet the high growth standard without helping at least 60% of their students achieve the growth expectation. (Currently a school could be rewarded based on the outstanding performance of only a few students.)
- The dropout rate continues to be included for the high school model along with other components.
- Provides more classroom level feedback to schools as a tool for improvement. (Currently no growth data is provided at this level.)
- Addresses each issue discovered under the review based on HB 1414.

Caution: results from the proposed formulas will not be the same as results from the original formulas.

Understanding the Three Results

- Performance Composite = The percentage of the test scores in the school at or above Achievement Level III (how well the students in the school did against the set standard of proficiency).
- Growth = An indication of the rate at which the students in the school learned over the past year. The standard is equivalent to a year's worth of material for a year of instruction.
- AYP Status = Whether the students in the school as a whole and in each identified group met the performance standards set by each state following federal guidelines with the long-term goal of 100% proficiency by 2013-14.