

**IMPLICATIONS OF
“ONE-YEAR” STUDENT
GROWTH GOALS**

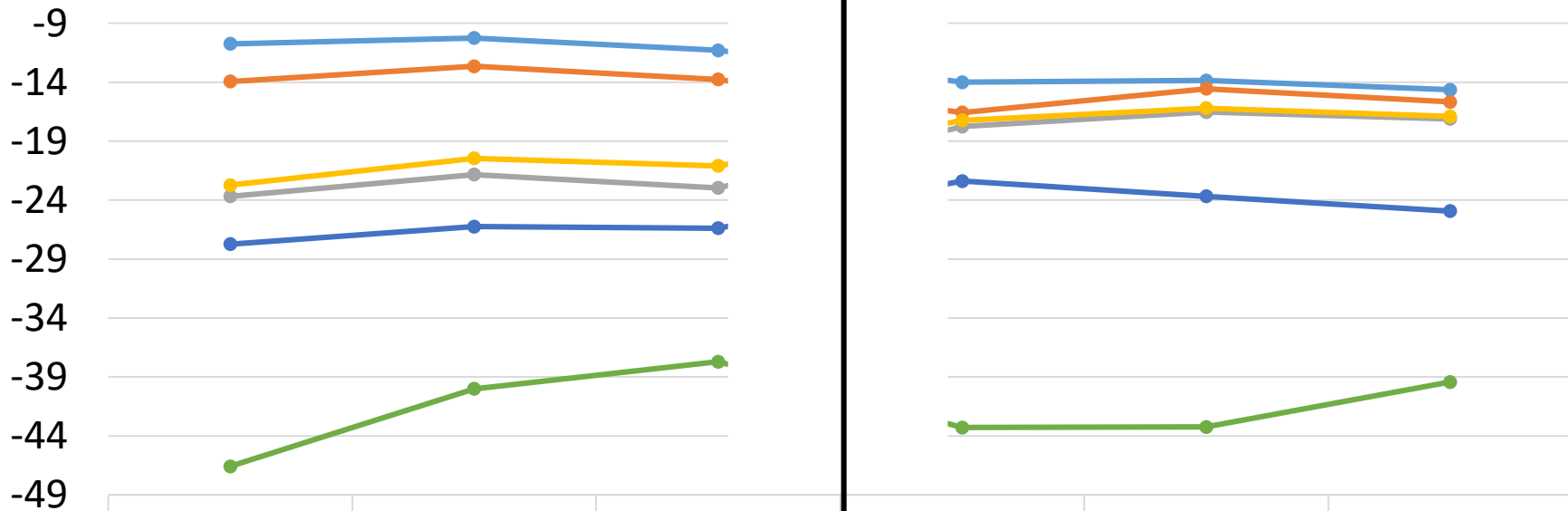
Setting Goals Based on National Norms for Benchmark Assessments

	Math		Reading	
Grade	State Proficiency Target	NWEA Norm	State Proficiency Target	NWEA Norm
3	194.3	190.0	189.7	188.0
4	208.6	202.0	197.5	198.0
5	216.6	211.0	204.3	206.0
6	221.5	218.0	209.5	211.0
7	232.9	223.0	217.0	214.0
8	252.8	226.0	219.3	217.0

Source: NWEA 2015 Comparative Data to Inform Instructional Decisions. Fall Norms Retrieved from

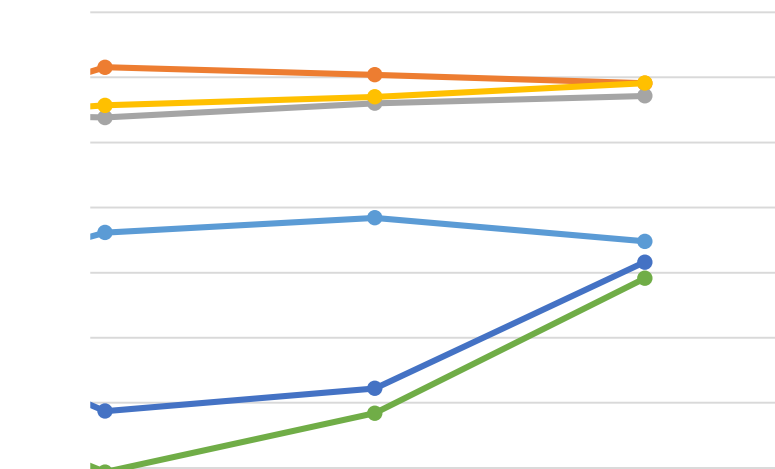
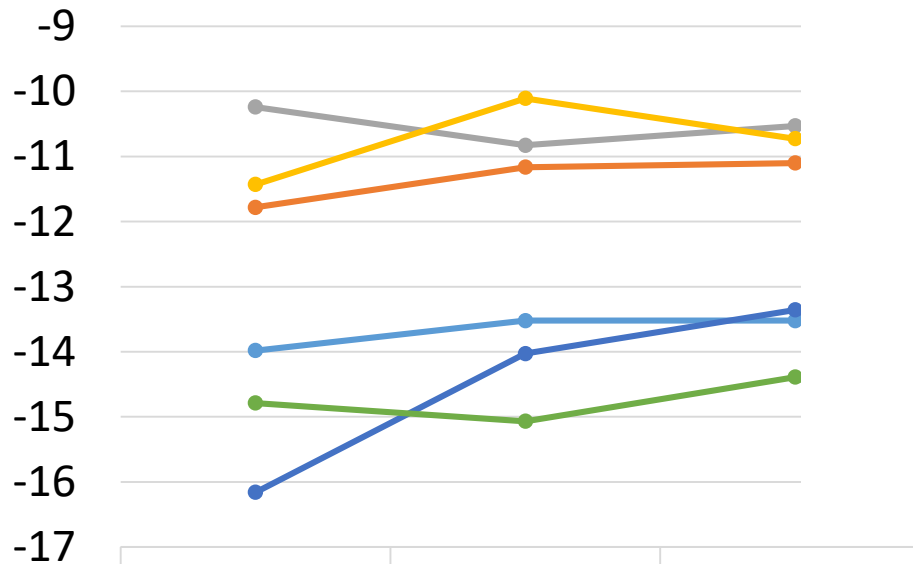
<https://www.nwea.org/content/uploads/2015/09/MAP-2015-Comparative-Data-to-Inform-Instruction-Decisions.pdf>

Gap Between Calculated NWEA Math State Target and District Mean Scale Scores



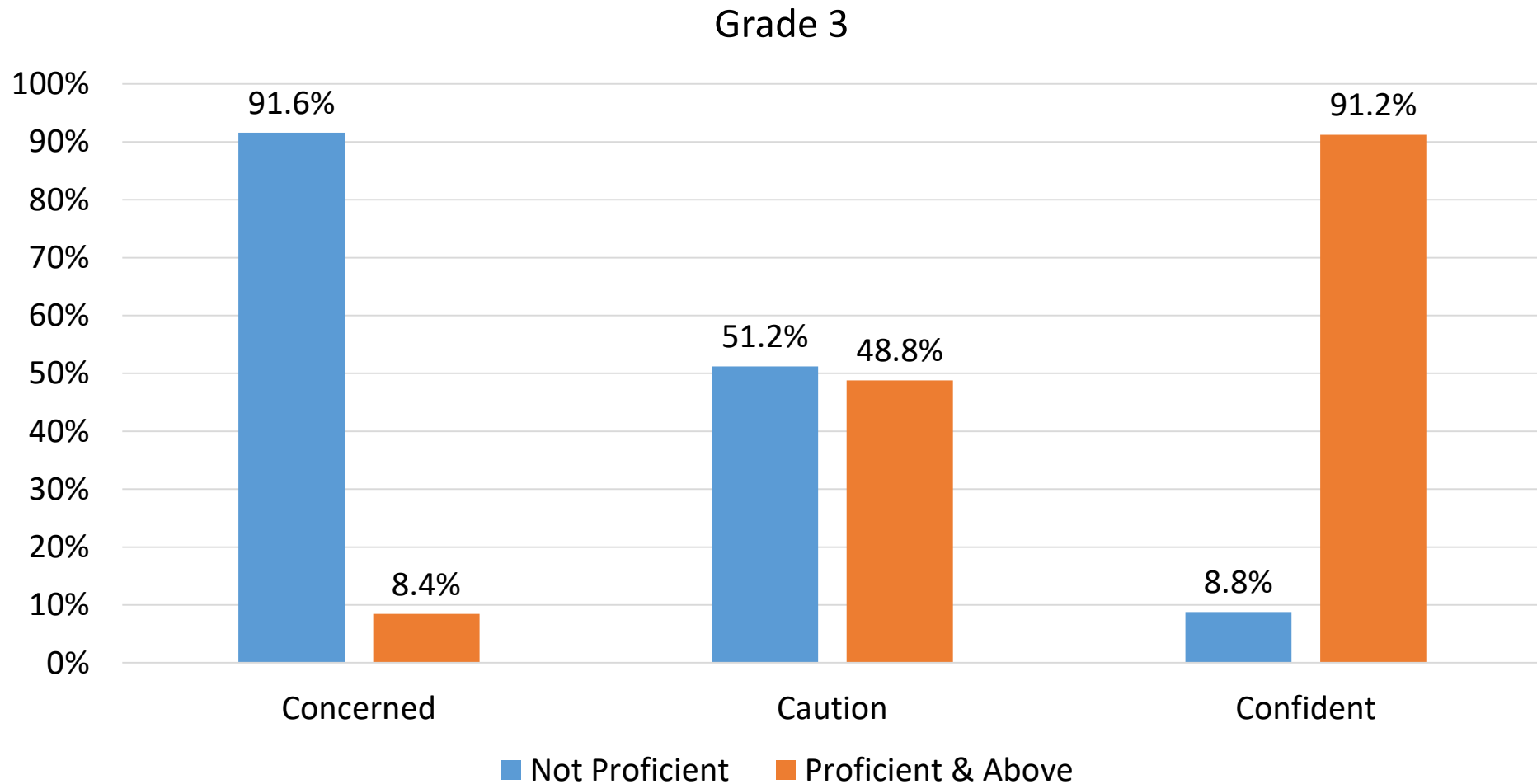
	Fall 1415	Winter 1415	Spring 1415	Fall 1516	Winter 1516	Spring 1516
Grade 3	-10.74	-10.26	-11.30	-14.00	-13.86	-14.64
Grade 4	-13.94	-12.65	-13.77	-16.57	-14.56	-15.68
Grade 5	-23.68	-21.84	-22.97	-17.76	-16.54	-17.11
Grade 6	-22.74	-20.46	-21.10	-17.24	-16.20	-16.90
Grade 7	-27.73	-26.24	-26.38	-22.39	-23.68	-24.94
Grade 8	-46.58	-40.01	-37.70	-43.28	-43.24	-39.43

Gap Between Calculated NWEA Reading State Target and District Mean Scale Scores



	Fall 1415	Winter 1415	Spring 1415	Fall 1516	Winter 1516	Spring 1516
Grade 3	-13.98	-13.52	-13.52	-12.39	-12.16	-12.52
Grade 4	-11.78	-11.17	-11.10	-9.84	-9.96	-10.09
Grade 5	-10.24	-10.83	-10.53	-10.62	-10.40	-10.28
Grade 6	-11.43	-10.11	-10.73	-10.43	-10.30	-10.09
Grade 7	-16.16	-14.03	-13.36	-15.13	-14.78	-12.84
Grade 8	-14.79	-15.07	-14.39	-16.06	-15.16	-13.09

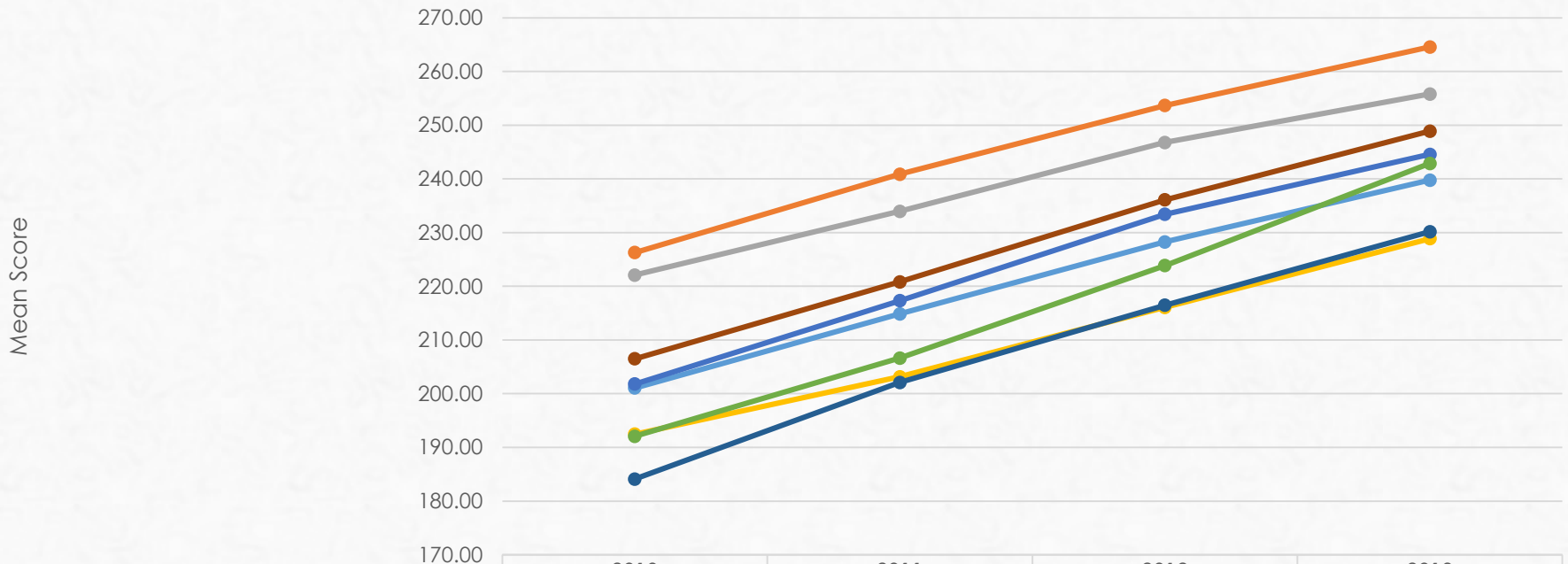
Predicted vs. Actual Reading State Performance Based on NWEA 3rd Grade Target Scores



			Actual Math Performance on Spring State Assessment	
	Grade	Fall 14-15 NWEA Predicted Performance Level	Below Basic or Basic	Proficient or Advanced
Predicted Performance Group	3	Concerned	576	53
		Caution	235	224
		Confident	5	52
		Total	816	329
	4	Concerned	619	51
		Caution	174	170
		Confident	5	34
		Total	798	255
	5	Concerned	621	56
		Caution	50	83
		Confident	0	9
		Total	671	148
	6	Concerned	615	57
		Caution	70	75
		Confident	0	8
		Total	685	140
	7	Concerned	627	30
		Caution	40	62
		Confident	0	5
		Total	667	97
	8	Concerned	552	69
		Caution	0	11
		Total	552	80

READING COHORT PERFORMANCE ON STATE ASSESSMENTS OVER FOUR YEARS BY RACE AND ELL STATUS

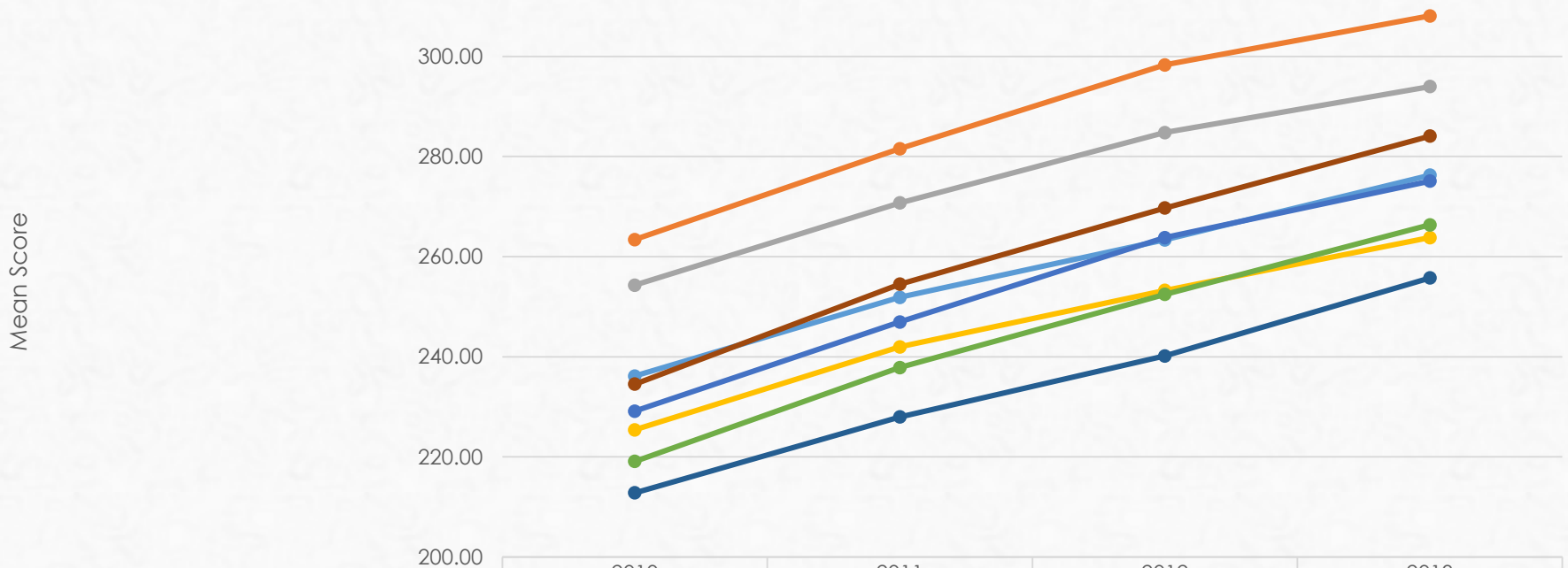
2010 Grade 3 4-Year Cohort – State Reading Scores



	2010	2011	2012	2013
Non-ELL White, Non-Hispanic	222.08	233.95	246.79	255.82
Non-ELL Black, Non-Hispanic	192.46	203.16	216.08	228.88
Non-ELL Hispanic	201.06	214.85	228.26	239.77
Non-ELL ASIAN, Pacific Islander, Hawaiian	226.29	240.87	253.66	264.56
ELL White, Non-Hispanic	201.80	217.32	233.42	244.57
ELL Black, Non-Hispanic	192.07	206.64	223.86	242.88
ELL Hispanic	184.11	202.11	216.49	230.15
ELL ASIAN, Pacific Islander, Hawaiian	206.50	220.82	236.09	248.90

READING COHORT PERFORMANCE ON STATE ASSESSMENTS OVER FOUR YEARS BY RACE AND ELL STATUS

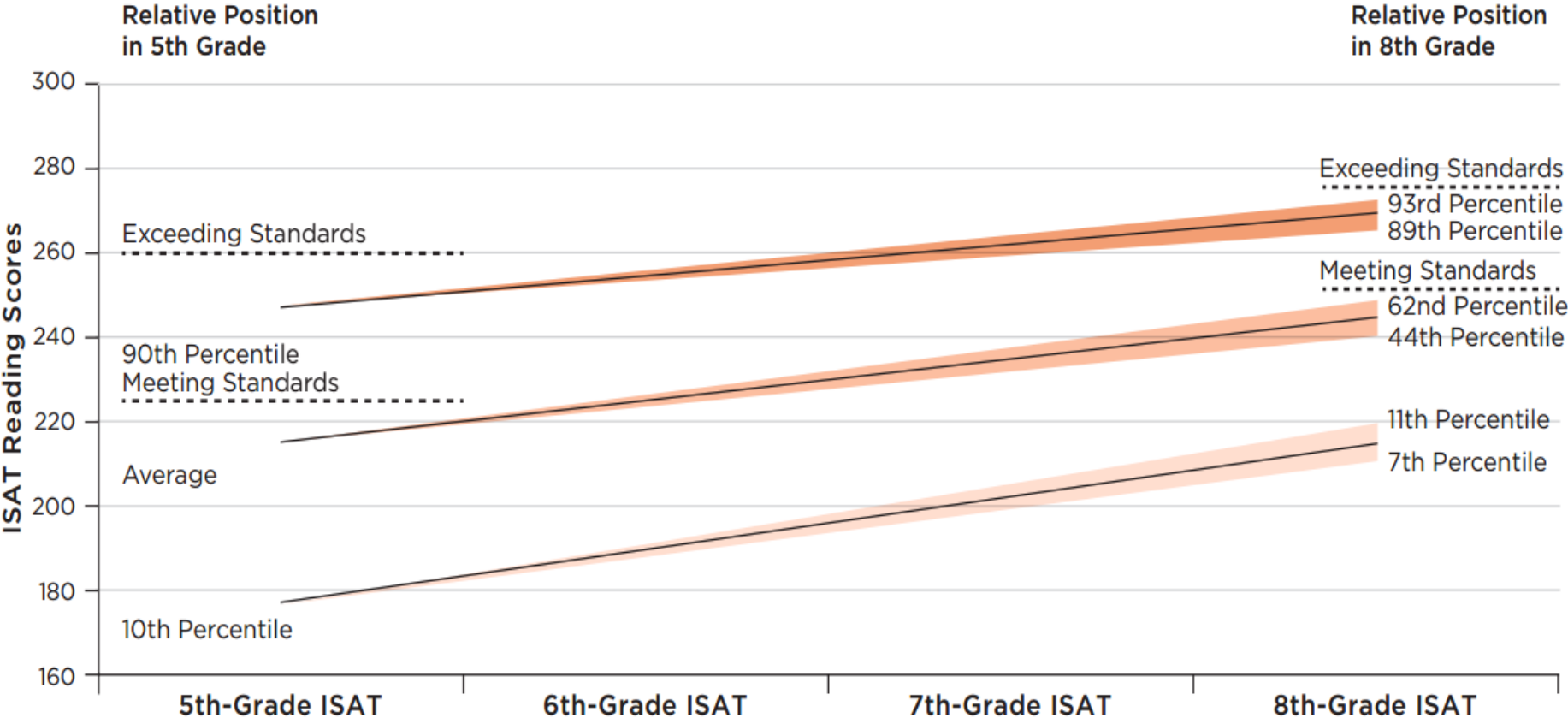
2010 Grade 5 4-Year Cohort – State Math Scores



	2010	2011	2012	2013
Non-ELL White, Non-Hispanic	254.29	270.74	284.78	293.96
Non-ELL Black, Non-Hispanic	225.41	241.98	253.27	263.80
Non-ELL Hispanic	236.14	251.88	263.34	276.27
Non-ELL ASIAN, Pacific Islander, Hawaiian	263.40	281.56	298.30	308.07
ELL White, Non-Hispanic	229.15	246.96	263.80	275.09
ELL Black, Non-Hispanic	219.11	237.84	252.47	266.33
ELL Hispanic	212.83	227.99	240.17	255.75
ELL ASIAN, Pacific Islander, Hawaiian	234.55	254.51	269.72	284.08

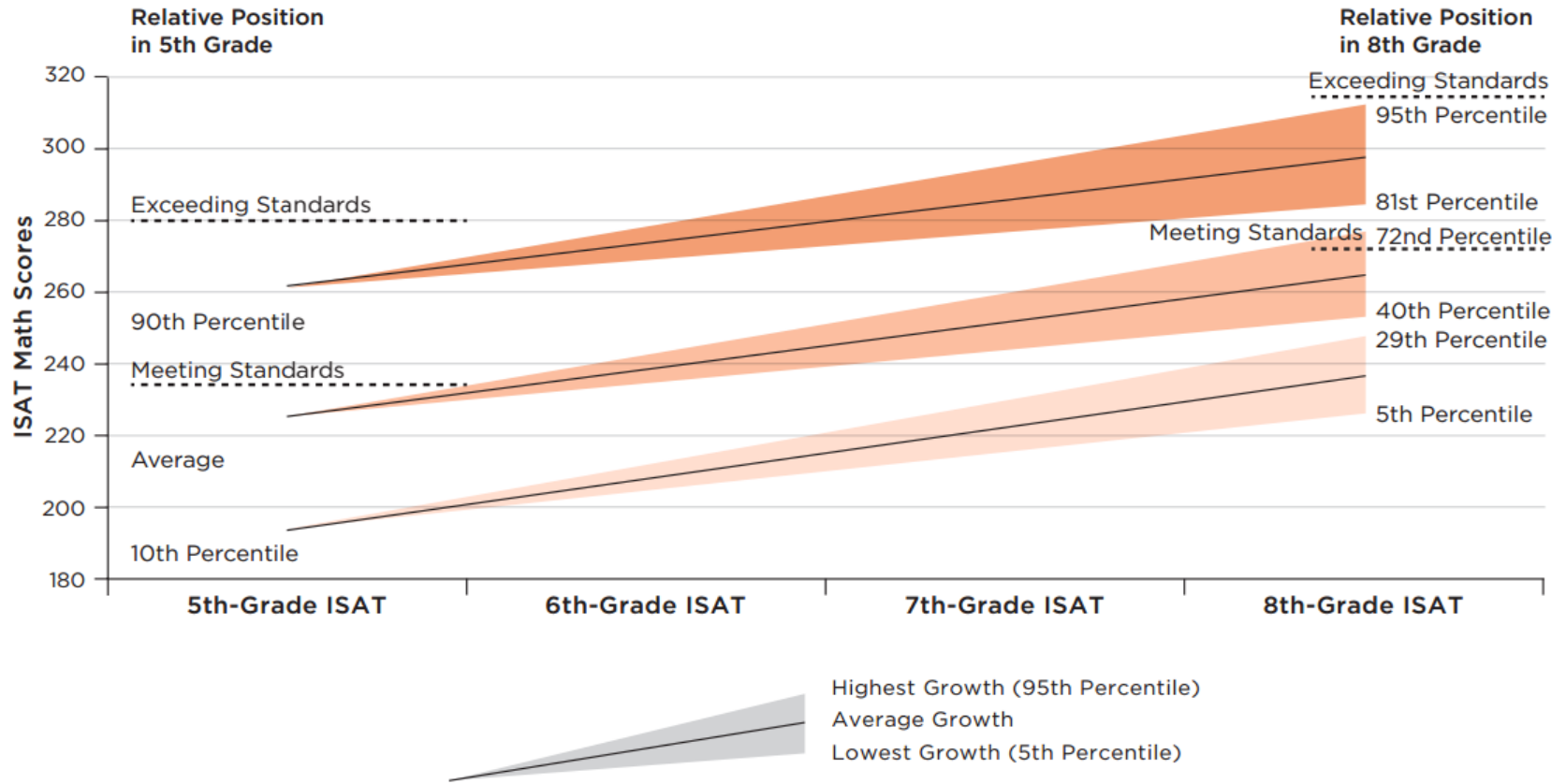
Growth in Reading and Math Test Scores from Fifth Grade to Eighth Grade

Comparing students who start with similar reading test scores in fifth grade



Source: Allensworth, E. M., Gwynne, J. A., Moore, P., & de la Torre, M. (November, 2004). *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools*. The University of Chicago Consortium on Chicago School Research. Retrieved from <https://ccsr.uchicago.edu/publications/looking-forward-high-school-and-college-middle-grade-indicators-readiness-chicago>

Comparing students who start with similar math test scores in fifth grade



Note: Appendix C describes the methodology for calculating the growth trends and the rationale for the methods that were used. These growth trends are based on HLM models, nesting four observation points (grades five through eight) within students, and calculating a slope for each student. Variance in the Bayes estimates of the slope coefficients was inflated to match the model estimate of the true variance in slopes before graphing the distribution of growth trends. ISAT scores are vertically scaled so that a score has the same meaning at different grade levels (ISBE, 2012).

Source: Allensworth, E. M., Gwynne, J. A., Moore, P., & de la Torre, M. (November, 2004). *Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools*. The University of Chicago Consortium on Chicago School Research. Retrieved from <https://ccsr.uchicago.edu/publications/looking-forward-high-school-and-college-middle-grade-indicators-readiness-chicago>