

Growth Indicator

Beginning in 2017-18, the growth indicator is different than any growth measure Kentucky has used in the past accountability systems. The previous growth measure was normative in that student growth from the previous year was evaluated in comparison with other students in the same grade. The new growth measure uses at least two years of data to determine each student's path to proficiency or the trajectory to the performance goal.

The growth indicator is based on the trend in a student's performance over his/her time in Kentucky public schools. The student's performance trend is projected forward two years. Students will be reported in relation to proficiency:

- Less than Catch Up (L) – Not on track to make it to proficiency
- Catch Up (C) – On track to make it to proficiency
- Keep Up (K) – Maintaining proficient or distinguished levels
- Move Up (M) – Moving to distinguished

The focus of the growth indicator is the progress (or lack thereof) the student has made to the current year and the projection of that path towards proficiency. The trend may indicate the student's performance is going up, moving down or remaining the same.

The Growth Projection is comprised of three parts

1. Student past performance
2. Student current performance, and
3. The performance of other students who have scored similarly through the years. This part uses a large pool of data collected through the years for the reading and mathematics assessments.

Looking at all student performance, the current year (the one just completed) and previous years, the data will establish a trend. The trend will be used to determine the path of performance.

As demonstrated in the Growth Value Table, growth is valued at all levels. For the purpose of counting growth for school accountability, novice and apprentice will be subdivided into novice high and novice low, and apprentice high and apprentice low. An incremental step (moving from novice low to novice high) is growth and will receive some credit. However, when student performance falls, schools may receive negative points.

Providing this type of growth data to schools is powerful. It provides actionable information that schools can use to intervene, support or provide opportunities to accelerate students. Students, parents and school staff will be able to see when students are on track to proficiency and to intervene when the students are not on track to proficiency.

TABLE 1 GROWTH VALUE TABLE

Projected ►	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient	Distinguished
Current ▼						
Distinguished	-1.50 (L)	-1.25 (L)	-1.00 (L)	-0.75 (L)	0.00 (K)	0.25 (K)
Proficient	-1.00 (L)	-0.75 (L)	-0.50 (L)	-0.25 (L)	0.25 (K)	0.50 (M)
Apprentice High	-0.75 (L)	-0.50 (L)	-0.25 (L)	0 (L)	0.25 (C)	0.75 (M)
Apprentice Low	-0.50 (L)	-0.25 (L)	0 (L)	0.25 (L)	0.50 (C)	1.00 (M)
Novice High	-0.25 (L)	0 (L)	0.25 (L)	0.50 (C)	0.75 (C)	1.25 (M)
Novice Low	0 (L)	0.25 (L)	0.50 (C)	0.75 (C)	1.00 (C)	1.50 (M)

Growth Examples

For example, if a student is currently apprentice low, and, based on the trend line of past and current performance of the student and other similar students, we can project their path of performance will be apprentice high in two years, the student is not on track to be proficient. He or she will be reported as "less than catch up" and add 0.25 points to the school’s growth points. Educators may use this information to intervene, support and accelerate the student toward proficiency.

As another example, if a student is apprentice high and their path of performance is to be proficient, this information tells the school that the student is on track to meet proficiency within two years, will add 0.25 points to the school’s growth points and will be reported as "catch up." Educators may use this information to continue to support the student toward proficiency.

Students who previously performed at distinguished and drop to proficient in the current year may be on the path toward apprentice. The student’s current proficient score will count in the school's proficiency indicator while the path of performance is reflected in the school's growth indicator, earning zero points. In this example, the path of performance is negative or falling. Educators may use this information to intervene for a high performing student who is slipping.

School Mathematics Growth Calculation

The School Mathematics Growth Calculation is based on the Growth Value Table only. The points earned (positive, negative or zero) are added together and divided by the number of student scores, which is the number of accountable students. The short definition of an accountable student is a student that was enrolled in the school for 100-days.

Formula used

$$\frac{\text{Sum of the Total Points from the Growth Value Table for All Students}}{\text{Total Number of Student Scores}}$$

English Proficiency Exam Growth

English Learners (EL) are included into the Reading Growth calculation by incorporating the scores from the ACCESS for ELLs 2.0 language proficiency exam for the previous and current years. Unlike the Growth Value Table, this is not a projection of EL growth. Kentucky educators developed the exit criteria for the program to be the earning of a 4.5 composite score on the ACCESS for ELLs exam.

TABLE 2 ENGLISH LEARNERS (EL) LANGUAGE PROFICIENCY TABLE

WIDA ACCESS score previous year	WIDA ACCESS score current year ▶							
▼	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5
4.0	-1.5	-1.25	-1.0	-.75	-.50	-.25	0	.25
3.5	-1.25	-1.0	-.75	-.50	-.25	0	.25	.50
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.25
1.5	-.25	0	.25	.50	.75	1.0	1.25	1.5
1.0	0	.25	.50	.75	1.0	1.25	1.5	1.5

School Reading Growth Calculation

The School Reading Growth Calculation is based on combining points from the Growth Value Table and the EL Language Proficiency Table. The points earned (positive, negative or zero) are added together and divided by the number of student scores.

Formula used

$$\frac{(Sum\ of\ the\ Total\ Pts\ from\ the\ Growth\ Value\ Table\ +\ Growth\ Pts\ for\ English\ Proficiency)}{Total\ Number\ of\ Student\ Scores}$$

Total Growth Score

The total growth score is computed by averaging the reading and mathematics growth scores.

$$\frac{(Reading\ Growth\ Score) + (Mathematics\ Growth\ Score)}{2}$$