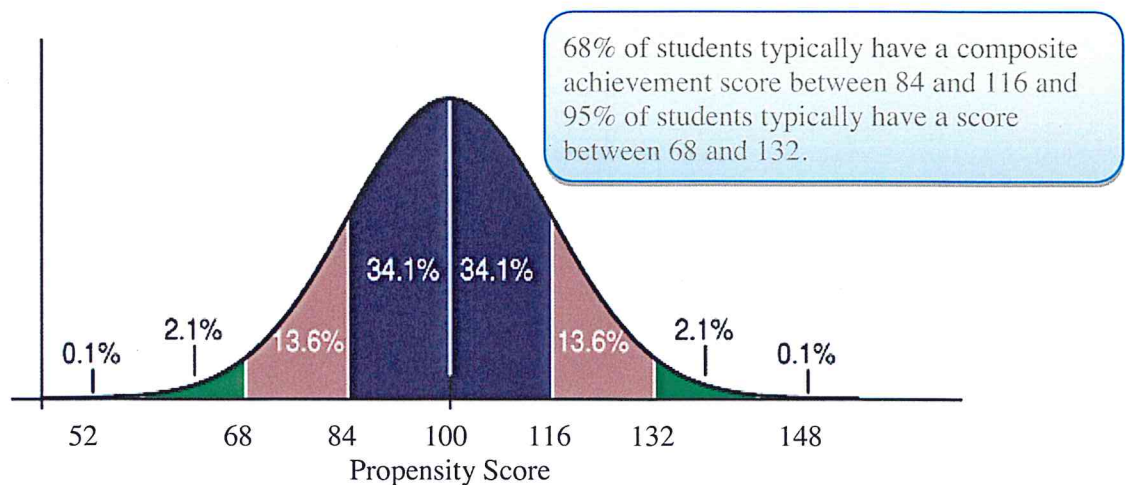# ECRA Student Growth Quick Guide

Overview
The ECRA Group, Inc. (ECRA) Local Growth Model compares the growth of an individual student with local growth trends of students with the same historical achievement in the District. Growth results can be examined by each individual student, or the student growth scores of a group of students can be aggregated by grade, subject, school, or subgroup.

Growth Model Development
Growth models analyze longitudinal student achievement data using advanced statistical modeling techniques to quantify growth. The ECRA Local Growth Model (LGM) assigns each District student a projected score based on prior achievement and typical district growth profiles. To evaluate student growth, students' actual test scores are compared to the projected values provided by the prediction model. The difference between the projected and actual student achievement on assessments is summarized by a growth score and a color coded rating. Aggregation of individual student growth scores provides a measure of overall student growth for groups of students, whether by classroom, program, school, or subgroup.

Composite Achievement (Propensity) Scores
The propensity score is a composite of individual student test scores that reduces the complexity of assessment data by distilling all the predictive information contained in multiple past test scores into a single score. The composite achievement (propensity) score is scaled to represent the student's achievement relative to the mean (100) and the standard deviation (16) of prior students in the same grade and district. The composite achievement score captures past achievement in a way that best predicts future performance on a specific assessment.

68% of students typically have a composite achievement score between 84 and 116 and 95% of students typically have a score between 68 and 132.

Growth Scores

Growth scores represent the magnitude of the difference between actual and expected achievement. Each deviation from zero indicates more (or less) than expected growth observed in the District based on historical data. A negative growth score does not indicate a student is losing knowledge, but rather that the student did not learn as much throughout the school year as his or her peers with the same historical achievement.
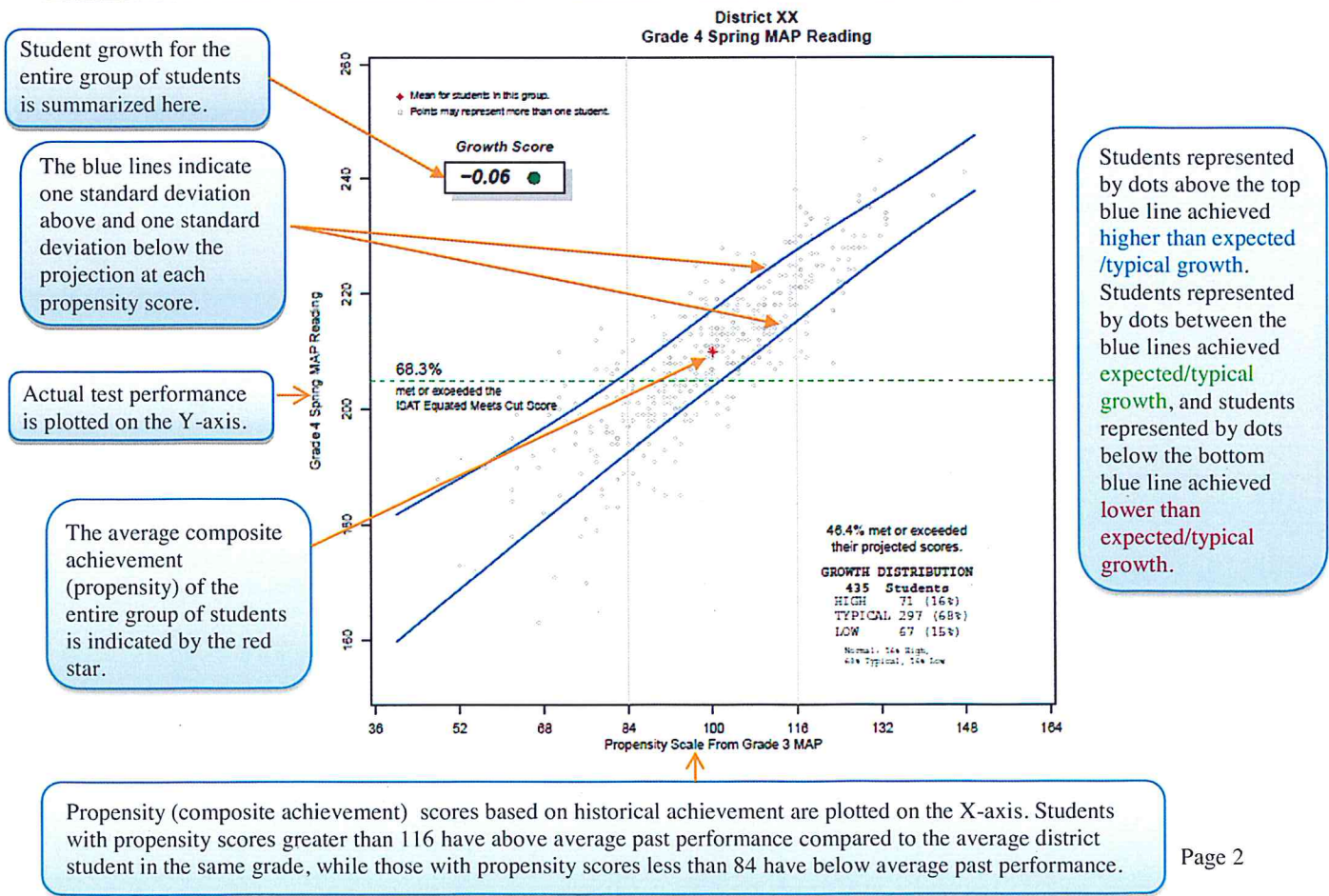
Student growth is considered typical or "expected" unless the growth score is statistically significant and educationally relevant. Growth is categorized in the reports using the following scale.

Higher than Expected Growth	Expected Growth	Lower than Expected Growth	Unsatisfactory Growth
Growth is +0.30 or above	Growth from -0.29 to +0.29	Growth from -0.30 to -0.59	Growth is -0.60 or below

The following two conditions must be met in order for a growth score to be deemed statistically and educationally significant:

- The difference between projected and actual achievement is statistically significant.
- The magnitude of the growth statistic is greater than or equal to the absolute value of 0.3, which is established as an educationally relevant effect size by the research community.

Sample Scatterplot

District XX
Grade 4 Spring MAP Reading

Student growth for the entire group of students is summarized here.

The blue lines indicate one standard deviation above and one standard deviation below the projection at each propensity score.

Actual test performance is plotted on the Y-axis.

The average composite achievement (propensity) of the entire group of students is indicated by the red star.

Students represented by dots above the top blue line achieved higher than expected/typical growth. Students represented by dots between the blue lines achieved expected/typical growth, and students represented by dots below the bottom blue line achieved lower than expected/typical growth.

Growth Score
−0.06

68.3% met or exceeded the ISAT Equated Meets Cut Score

46.4% met or exceeded their projected scores.

GROWTH DISTRIBUTION
435 Students
HIGH 71 (16%)
TYPICAL 297 (68%)
LOW 67 (15%)

Propensity (composite achievement) scores based on historical achievement are plotted on the X-axis. Students with propensity scores greater than 116 have above average past performance compared to the average district student in the same grade, while those with propensity scores less than 84 have below average past performance.

Sample Growth Summary Form

Growth evaluation reports are provided for the district as well as for individual schools.

School:
U.S. 50 Sample District
Subject:
Mathematics
Evaluation Year: **2014-2015**
Growth Comparison Group: **Local District**
Term: **Spring**

Overall Growth

+ 0.06 ● Expected Growth

The overall growth score across all students is reported at the top right of the form as well as at the bottom of the table.

Student Growth by Grade

Grade	Test	Effective Sample Size	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
04	Spring MAP	168	70%	15%	71%	14%	+ 0.12	●
04	Spring PARCC	168	32%	17%	70%	13%	+ 0.09	●
05	Spring MAP	181	75%	17%	75%	9%	+ 0.23	●
05	Spring PARCC	181	22%	17%	65%	18%	0.00	●
06	Spring MAP	199	65%	16%	68%	16%	+ 0.02	●
06	Spring PARCC	198	32%	15%	64%	21%	- 0.07	●
ALL		550	49%	16%	69%	15%	+ 0.06	●
EXPECTED				16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant
**Percentages may not add to 100 due to rounding
***Growth not reported for groups with fewer than 5 students

The percentage of students who met the state or college readiness benchmark, as well as achieved higher than expected/typical, expected/typical, and lower than expected/typical growth are summarized in the middle columns of the table.

Local Growth Model Process

The ECRA Local Growth Model (LGM) compares the growth of each individual student with local growth trends of students with the same historical achievement in the District. Below is an illustration of the process by which student growth is determined.

STEP 1 — Build Local District Growth Norms

- Multiple years of historical data
- Universally administered tests
- Growth norms built by grade and subject

STEP 2 — Students' Scores from Previous Year

Test A · Test B · Test C
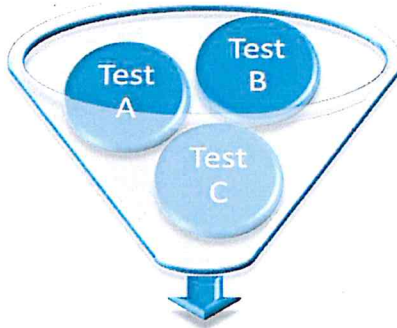
STEP 3 — Composite Achievement (Propensity) Score* Based on Local Norms

Projection Score for Test A	Projection Score For Test B	Projection Score For Test C

STEP 4 — Tests Administered

Actual Score Test A	Actual Score Test B	Actual Score Test C

STEP 5 — Difference between Projected and Actual

Student Growth Test A	Student Growth Test B	Student Growth Test C

* The propensity score is a composite of individual student test scores, scaled to a mean of 100 and standard deviation of 16. This composite achievement (propensity) score reduces the complexity of assessment data by distilling all the predictive information contained in multiple past test scores into a single score. The composite achievement score is then used to determine the projected score for each future assessment.

District 228 Geneseo Growth Model Methods 2017-2018

The District 228 Geneseo growth model was built using CBA, PSAT, SAT, PARCC, and Measured Progress data from District 228 Geneseo between 2014 and 2017. The model was built to reflect typical student growth in the district. With this model, each District 228 Geneseo student with historical test score data was assigned a propensity, or composite achievement score, based on his or her historical assessment scores. The composite achievement score indicates the expected achievement for that student during the evaluation year. To evaluate student growth, students' actual CBA, PSAT, SAT, PARCC, and Measured Progress scores will be compared to the expected values provided by the prediction models. Models for high school fall PSAT and spring SAT will be built as assessment data becomes available during the 2017-2018 school year. Assessments used to compute propensity and to measure growth are listed in Table 1 below.

Table 1: Growth Model Assessments 2017-2018

Grade(s)	Inputs for Propensity	Outcomes for Growth
2nd Grade	1st Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring)
3rd Grade	2nd Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring) eMPower Reading, Math & Writing (Fall/Winter/Spring)*
4th Grade	3rd Grade PARCC ELA & Math (Spring) 3rd Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring) eMPower Reading, Math & Writing (Fall/Winter/Spring)*
5th Grade	4th Grade PARCC ELA & Math (Spring) 4th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring) eMPower Reading, Math & Writing (Fall/Winter/Spring)*
6th Grade	5th Grade PARCC ELA & Math (Spring) 5th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring) eMPower Reading, Math & Writing (Fall/Winter/Spring)*
7th Grade	6th Grade PARCC ELA & Math (Spring) 6th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring) eMPower Reading, Math & Writing (Fall/Winter/Spring)*
8th Grade	7th Grade PARCC ELA & Math (Spring) 7th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring) Measured Progress Reading and Math (Fall) eMPower Reading, Math & Writing (Fall/Winter/Spring)*
9th Grade	8th Grade PARCC ELA & Math (Spring) 8th Grade Measured Progress (Fall)	PSAT Composite, Math, & ELA (Fall)
10th Grade	9th Grade PSAT ELA & Math (Fall)	PSAT Composite, Math, & ELA (Fall)*
11th Grade	10th Grade PSAT ELA & Math (Fall)	PSAT Composite, Math, & ELA (Fall)* SAT Composite, Math, & ELA (Spring)*

* Projections will not be provided in advance but growth will be evaluated as data becomes available

ECRA Group
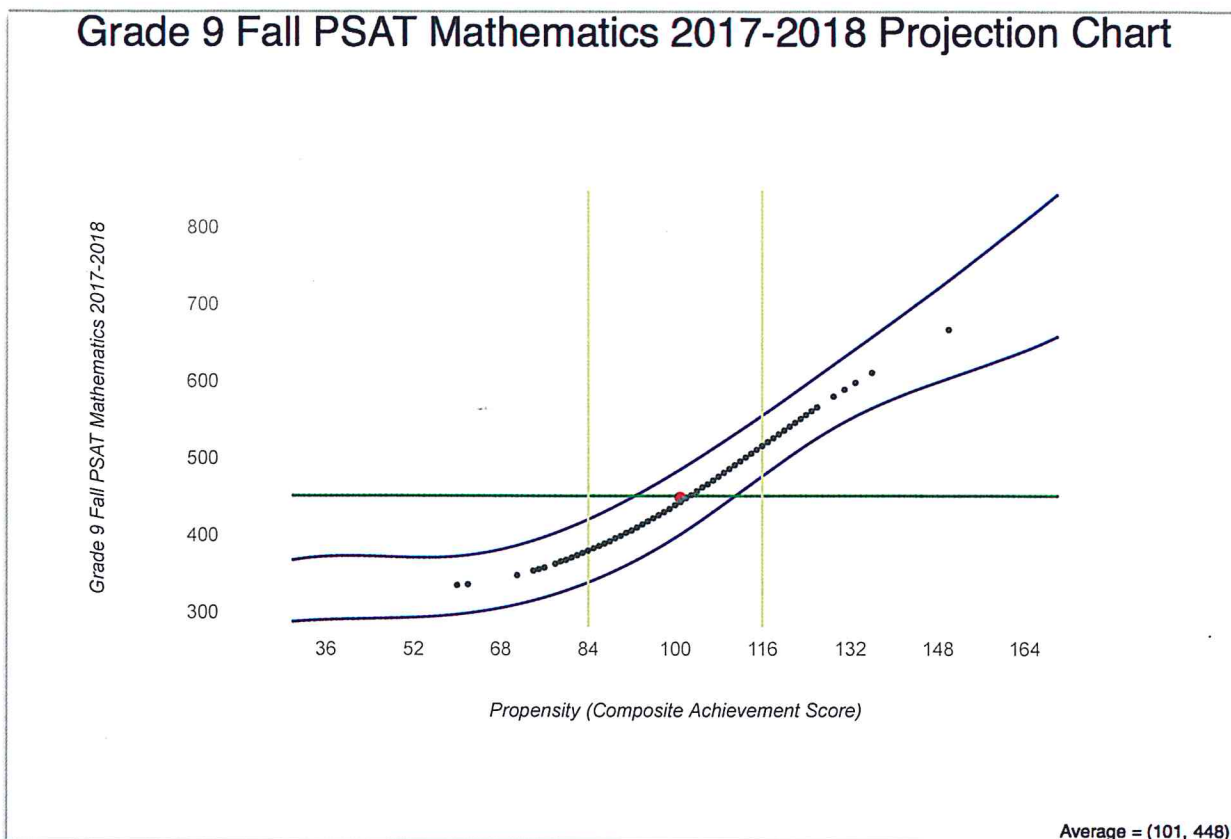Education | Consulting | Research | Analytics

District 228 Geneseo Growth Model Methods 2016-2017

The District 228 Geneseo growth model was built using CBA, PARCC, and Measured Progress data from District 228 Geneseo between 2014 and 2016. The model was built to reflect typical student growth in the district. With this model, each District 228 Geneseo student with historical test score data was assigned a propensity, or composite achievement score, based on his or her historical assessment scores. The composite achievement score indicates the expected achievement for that student during the evaluation year. To evaluate student growth, students' actual CBA, PARCC, and Measured Progress scores will be compared to the expected values provided by the prediction models. Models for high school fall PSAT and spring SAT will be built as assessment data becomes available during the 2016-2017 school year as this is the first year these assessments will be given. The assessments used to compute propensity and to measure growth are listed in Table 1 below.

Table 1: Growth Model Assessments 2016-2017

Grade(s)	Inputs for Propensity	Outcomes for Growth
1st Grade	Kindergarten CBA Reading & Math (Spring)	CBA Reading & Math (Spring)
2nd Grade	1st Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring)
3rd Grade	2nd Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring)
4th Grade	3rd Grade PARCC ELA & Math (Spring) 3rd Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring)
5th Grade	4th Grade PARCC ELA & Math (Spring) 4th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring)
6th Grade	5th Grade PARCC ELA & Math (Spring) 5th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring)
7th Grade	6th Grade PARCC ELA & Math (Spring) 6th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) PARCC Reading, Math, ELA, & Writing (Spring)
8th Grade	7th Grade PARCC ELA & Math (Spring) 7th Grade CBA Reading & Math (Spring)	CBA Reading & Math (Spring) Measured Progress Reading and Math (Fall) PARCC Reading, Math, ELA, & Writing (Spring)
9th Grade	8th Grade PARCC ELA & Math (Spring) 8th Grade Measured Progress (Fall)	PSAT Composite, Math, & ELA (Fall)
10th Grade	8th Grade PARCC ELA & Math (Spring)	PSAT Composite, Math, & ELA (Fall)
11th Grade	10th Grade PSAT ELA & Math (Spring)	PSAT Composite, Math, & ELA (Fall) SAT Composite, Math, & ELA (Spring)

Grade 9 Fall PSAT Mathematics 2017-2018 Projection Chart

Propensity (Composite Achievement Score)

Average = (101, 448)

Students (Count)	Propensity (Composite Achievement Score)	Proficiency (% projected to meet benchmark)
227	**101**	**46%**
	High: 36 (16%)	Meets: 97
	Typical: 165 (73%)	Does Not Meet: 130
	Low: 26 (11%)	—Proficiency Benchmark (value = 450)
		Met or exceeded the SAT College Readiness Benchmarks

Information

Group Growth Values

- Higher than Expected Growth: Growth is 0.30 or Above
- Expected Growth: Growth from -0.29 to 0.29
- Lower than Expected Growth: Growth from -0.30 to -0.59
- Unsatisfactory Growth: Growth -0.60 or Below
- No Growth values are printed for groups with fewer than 5 students.
- * Dot color is set to green for Growth scores that are not statistically different from zero.

DISTRICT 228 GENESEO

District Spring Growth Summary

2016-2017

DISTRICT 228 GENESEO

District Criterion by Grade and Subject (2016-2017)

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

The following table summarizes assessments evaluated at each grade level and subject. Please note, since PARCC ELA is a composite score of reading and writing, growth is reported for each subtest in this report. To view growth charts to the composite ELA, as well as the subtests, please see the School Improvement application.

Criterion by Grade and Subject

Grade	ELA	Mathematics	Reading	Writing
01	Spring CBA	Spring CBA		
02	Spring CBA	Spring CBA		
03	Spring CBA	Spring PARCC, Spring CBA	Spring PARCC	Spring PARCC
04	Spring CBA	Spring PARCC, Spring CBA	Spring PARCC	Spring PARCC
05	Spring CBA	Spring PARCC, Spring CBA, Spring Empower	Spring PARCC, Spring Empower	Spring PARCC, Spring Empower
06	Spring CBA	Spring PARCC, Spring CBA	Spring PARCC	Spring PARCC
07	Spring CBA	Spring PARCC, Spring CBA	Spring PARCC	Spring PARCC
08	Spring CBA	Spring PARCC, Spring CBA, Spring Empower	Spring PARCC, Spring Empower	Spring PARCC, Spring Empower
11	Spring SAT	Spring SAT		

Powered by: **LGM**

District Overall Growth Summary (2016-2017)

Subject:

All Subjects

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.05 ⬤ **Expected Growth**

Student Growth by School

School:	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
GENESEO HIGH SCHOOL	173	59%	16%	69%	15%	0.00	⬤
GENESEO MIDDLE SCHOOL	594	38%	17%	66%	18%	- 0.01	⬤
MILLIKIN ELEMENTARY	313	37%	13%	62%	25%	- 0.26	⬤
NORTHSIDE ELEMENTARY	213	43%	13%	71%	16%	+ 0.05	⬤
SOUTHWEST ELEMENTARY	281	35%	18%	65%	17%	+ 0.01	⬤
ALL		41%	15%	66%	19%	- 0.05	⬤
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only include students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

◯ **Higher than Expected Growth** Growth is +0.30 or above	⬤ **Expected Growth** Growth from -0.29 to +0.29	⬤ **Lower than Expected Growth** Growth from -0.30 to -0.59	⬤ **Unsatisfactory Growth** Growth is -0.60 or below

Powered by: LGM

District Building-Level Growth Summary (2016-2017)

Subject:

ELA

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

+ 0.11 ⬤ **Expected Growth**

Student Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
GENESEO HIGH SCHOOL	173	69%	17%	67%	16%	0.00	⬤
GENESEO MIDDLE SCHOOL	578	N/A	19%	66%	15%	+ 0.09	⬤
MILLIKIN ELEMENTARY	312	N/A	21%	58%	21%	- 0.03	⬤
NORTHSIDE ELEMENTARY	192	N/A	18%	71%	10%	+ 0.28	⬤
SOUTHWEST ELEMENTARY	279	N/A	24%	63%	14%	+ 0.25	⬤
ALL		69%	20%	65%	16%	+ 0.11	⬤
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

⬤ **Higher than Expected Growth** Growth is +0.30 or above	⬤ **Expected Growth** Growth from -0.29 to +0.29	⬤ **Lower than Expected Growth** Growth from -0.30 to -0.59	⬤ **Unsatisfactory Growth** Growth is -0.60 or below

Powered by: LGM

District Building-Level Growth Summary (2016-2017)

Subject:

Mathematics

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.13 🟢 **Expected Growth**

Student Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
GENESEO HIGH SCHOOL	173	48%	16%	71%	13%	0.00	🟢
GENESEO MIDDLE SCHOOL	592	36%	17%	66%	18%	- 0.01	🟢
MILLIKIN ELEMENTARY	313	35%	7%	60%	33%	- 0.50	🟡
NORTHSIDE ELEMENTARY	170	52%	15%	69%	16%	+ 0.07	🟢
SOUTHWEST ELEMENTARY	281	36%	14%	66%	20%	- 0.14	🟢
ALL		39%	14%	65%	21%	- 0.13	🟢
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

🔵	Higher than Expected Growth Growth is +0.30 or above	🟢	Expected Growth Growth from -0.29 to +0.29	🟡	Lower than Expected Growth Growth from -0.30 to -0.59	🔴	Unsatisfactory Growth Growth is -0.60 or below

Powered by: LGM

District Building-Level Growth Summary (2016-2017)

Subject:

Reading

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth
- 0.14 ⬤ **Expected Growth**

Student Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
GENESEO MIDDLE SCHOOL	521	44%	11%	68%	20%	- 0.20	⬤
MILLIKIN ELEMENTARY	178	43%	17%	66%	18%	- 0.05	⬤
NORTHSIDE ELEMENTARY	120	49%	17%	61%	23%	- 0.11	⬤
SOUTHWEST ELEMENTARY	178	42%	17%	62%	21%	- 0.06	⬤
ALL		44%	14%	66%	20%	- 0.14	⬤
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

⬤ Higher than Expected Growth	⬤ Expected Growth	⬤ Lower than Expected Growth	⬤ Unsatisfactory Growth
Growth is +0.30 or above	Growth from -0.29 to +0.29	Growth from -0.30 to -0.59	Growth is -0.60 or below

Powered by: LGM

District Building-Level Growth Summary
(2016-2017)

Subject:

Writing

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth
- 0.01 🟢 Expected Growth

Student Growth by School

School	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
GENESEO MIDDLE SCHOOL	442	37%	19%	65%	15%	+ 0.11	🟢
MILLIKIN ELEMENTARY	152	36%	9%	70%	21%	- 0.16	🟢
NORTHSIDE ELEMENTARY	101	31%	12%	68%	19%	- 0.15	🟢
SOUTHWEST ELEMENTARY	148	32%	15%	67%	19%	- 0.13	🟢
ALL		35%	16%	67%	17%	- 0.01	🟢
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

🔵 Higher than Expected Growth	🟢 Expected Growth	🟡 Lower than Expected Growth	🔴 Unsatisfactory Growth
Growth is +0.30 or above	Growth from -0.29 to +0.29	Growth from -0.30 to -0.59	Growth is -0.60 or below

District Grade-Level Growth Summary (2016-2017)

Subject:

Mathematics

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth

- 0.13 ◯ **Expected Growth**

Student Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
01	111	N/A	13%	64%	23%	- 0.27	◯
02	152	N/A	4%	80%	16%	- 0.07	◯
03	157	36%	22%	57%	21%	+ 0.04	◯
04	179	32%	8%	59%	33%	- 0.50	◯
05	165	49%	10%	62%	28%	- 0.36	◯
06	196	36%	22%	66%	12%	+ 0.24	◯
07	178	27%	8%	63%	29%	- 0.39	◯
08	218	43%	19%	67%	14%	+ 0.06	◯
11	173	48%	16%	71%	13%	0.00	◯
ALL		39%	14%	65%	21%	- 0.13	◯
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

◯ **Higher than Expected Growth**	◯ **Expected Growth**	◯ **Lower than Expected Growth**	◯ **Unsatisfactory Growth**
Growth is +0.30 or above	Growth from -0.29 to +0.29	Growth from -0.30 to -0.59	Growth is -0.60 or below

Powered by: LGM

District Grade-Level Growth Summary (2016-2017)

Subject:

Reading

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: Spring

Overall Growth

- 0.14 ⬤ **Expected Growth**

Student Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
03	146	31%	18%	59%	23%	- 0.13	⬤
04	165	47%	15%	69%	16%	0.00	⬤
05	165	54%	18%	60%	22%	- 0.09	⬤
06	168	40%	7%	68%	26%	- 0.46	🟡
07	135	42%	16%	68%	16%	- 0.03	⬤
08	218	48%	12%	69%	19%	- 0.10	⬤
ALL		44%	14%	66%	20%	- 0.14	⬤
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

	Higher than Expected Growth		Expected Growth		Lower than Expected Growth		Unsatisfactory Growth
🔵	Growth is +0.30 or above	⬤	Growth from -0.29 to +0.29	🟡	Growth from -0.30 to -0.59	🔴	Growth is -0.60 or below

Powered by: LGM

District Grade-Level Growth Summary (2016-2017)

Subject:

Writing

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth
- 0.01 ⬤ **Expected Growth**

Student Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
03	92	20%	10%	62%	28%	- 0.32	🟡
04	147	17%	12%	72%	16%	- 0.08	🟢
05	162	56%	13%	69%	18%	- 0.11	🟢
06	130	28%	14%	69%	17%	- 0.03	🟢
07	98	32%	39%	51%	10%	+ 0.59	🔵
08	214	46%	13%	70%	17%	- 0.03	🟢
ALL		35%	16%	67%	17%	- 0.01	🟢
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

🔵 Higher than Expected Growth	🟢 Expected Growth	🟡 Lower than Expected Growth	🔴 Unsatisfactory Growth
Growth is +0.30 or above	Growth from -0.29 to +0.29	Growth from -0.30 to -0.59	Growth is -0.60 or below

Powered by: LGM

District Grade-Level Growth Summary (2016-2017)

Subject:

ELA

Growth Year: **2016-2017**

Growth Comparison Group: **Local District**

Term: **Spring**

Overall Growth
+ 0.11 🟢 **Expected Growth**

Student Growth by Grade

Grade	Effective Sample Size^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth	
01	154	N/A	6%	75%	19%	- 0.18	🟢
02	152	N/A	23%	56%	21%	- 0.03	🟢
03	155	N/A	20%	71%	9%	+ 0.26	🟢
04	175	N/A	21%	65%	15%	+ 0.16	🟢
05	147	N/A	38%	47%	15%	+ 0.53	🔵
06	190	N/A	4%	69%	26%	- 0.44	🟡
07	175	N/A	29%	60%	11%	+ 0.34	🔵
08	213	N/A	24%	68%	8%	+ 0.34	🔵
11	173	69%	17%	67%	16%	0.00	🟢
ALL		69%	20%	65%	16%	+ 0.11	🟢
EXPECTED			16%	68%	16%	0.00	

* Dot color is green for all growth scores that are not statistically significant

^ Effective sample size only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Growth not reported for groups with fewer than 5 students

🔵 Higher than Expected Growth	🟢 Expected Growth	🟡 Lower than Expected Growth	🔴 Unsatisfactory Growth
Growth is +0.30 or above	Growth from -0.29 to +0.29	Growth from -0.30 to -0.59	Growth is -0.60 or below

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