Formats to Present Information

Growth Model

- Select a desired level of proficiency on an assessment, 50th percentile, 70th percentile, reading at grade level, etc
- Calculate the percentage of students that are meeting that level in the 4th grade.
- Take the same group of students in the 5th grade and calculate the percentage students that are meeting that level.
- Divide the 5th grade percentage by the 4th grade percentage.
- If the number is greater than one, your students are improving.
- If the number is less than one, your students are not improving.

What this looks like.

Efficiency Rates Comparison of Same Students Above the 60th percentile Across School Years by Subtest Area
Shows Improvement in Achievement from Year to Year

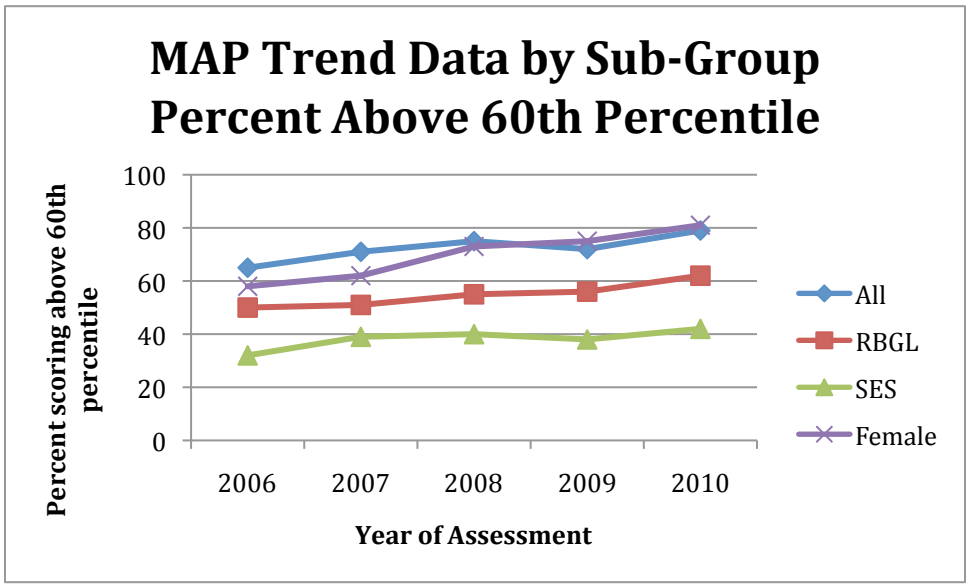
	Reading	Language	Math
Grade 4 to 5	97.7	111.4	108.9
Grade 5 to 6	110.0	107.1	92.5
Grade 6 to 7	88.1	91.7	96.8

Thanks to Carla Noerrlinger, Director of Research Division, Omaha Public Schools, Omaha for these ideas to display data.

Gap Analysis

- Determine a level of achievement
- On the same graph plot
  - All student achievement
  - Sub group achievement
- Look at the gap between the subgroup and the whole group.
- Determine if the gap is closing or getting wider.

What this looks like.



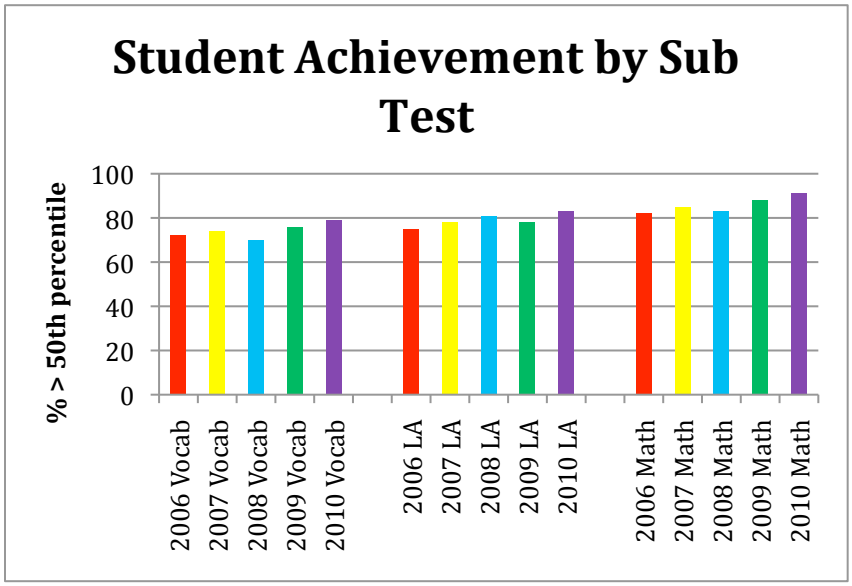
Column1	2006	2007	2008	2009	2010
Read Below Grade Level	15	20	20	16	17
Social Economic Status	33	32	35	34	37
Female	7	9	2	-3	-2

*Note positive negative are below the level of achievement and negative numbers are above the level of achievement.

Trend Data Student Achievement by Sub Test

- Determine a level of achievement
- Determine a time interval to look at trend data
- Determine which scores will be graphed
    - Data could include total score
- Scores graphed could represent
    - Program data—same grade over several years
    - Cohort data—same students over several years

What this looks like.



To the right is the table with data that was used to generate the graph above.

2006 Vocab	72
2007 Vocab	74
2008 Vocab	70
2009 Vocab	76
2010 Vocab	79
2006 LA	75
2007 LA	78
2008 LA	81
2009 LA	78
2010 LA	83
2006 Math	82
2007 Math	85
2008 Math	83
2009 Math	88
2010 Math	91

Compare two groups, with levels on several assessments

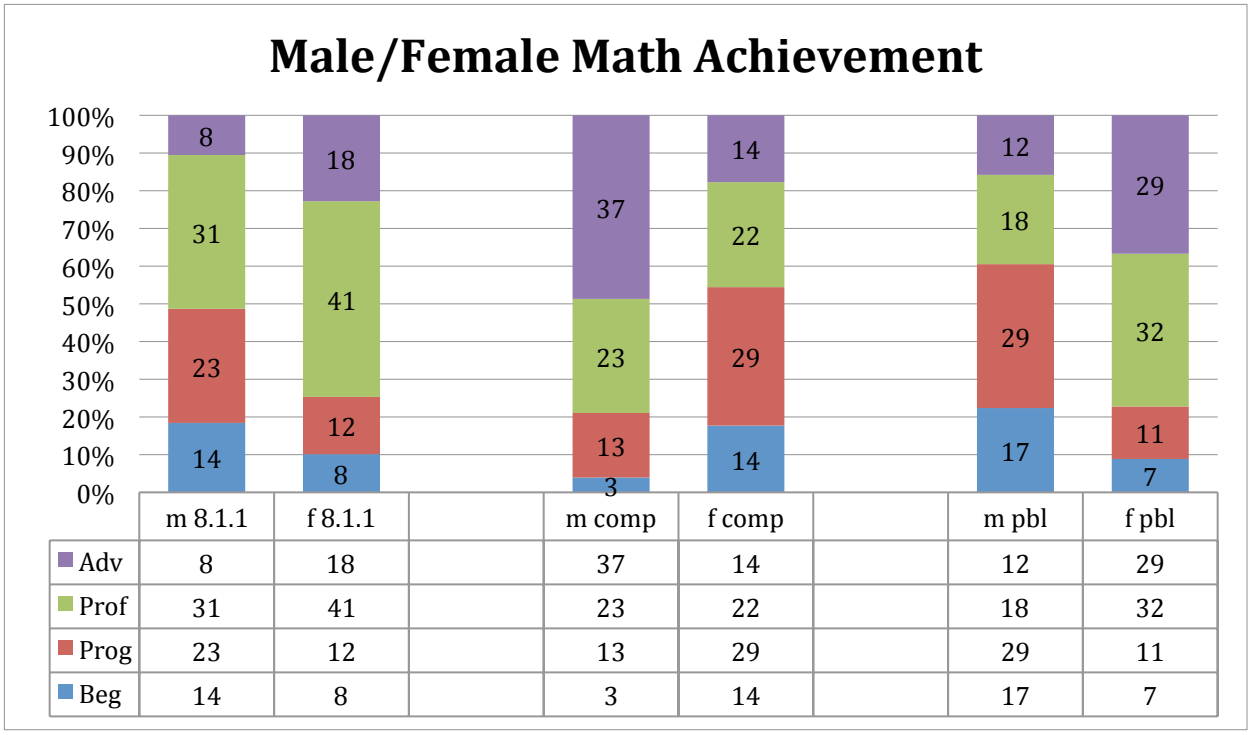
m—is male and f—is female

These graphs focus on the comparison between the two groups in one year. You may want to look at trend data for each group separately as shown on the previous page.

The total column is not used in the graph

The blank row separates different assessments.

	Beg	Prog	Prof	Adv	total
m 8.1.1	14	23	31	8	76
f 8.1.1	8	12	41	18	79
m comp	3	13	23	37	76
f comp	14	29	22	14	79
m pbl	17	29	18	12	76
f pbl	7	11	32	29	79



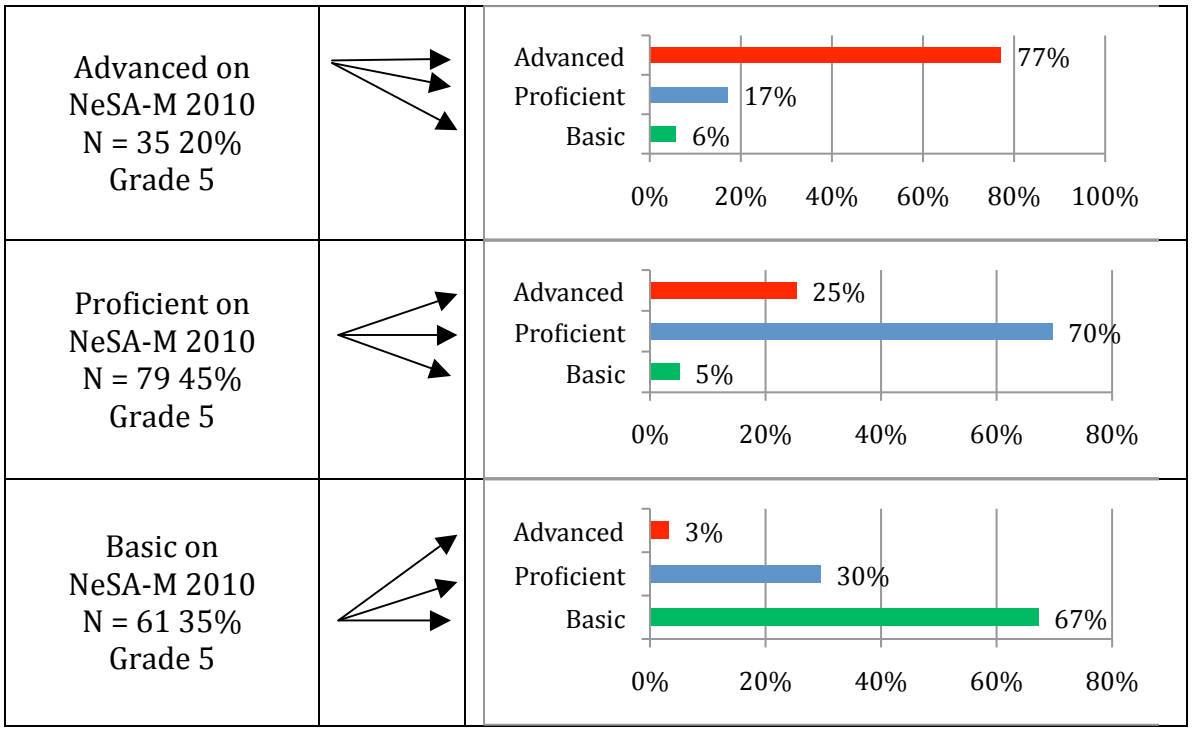
	m 8.1.1	f 8.1.1		m comp	f comp		m pbl	f pbl
Adv	8	18		37	14		12	29
Prof	31	41		23	22		18	32
Prog	23	12		13	29		29	11
Beg	14	8		3	14		17	7

Changes in Levels from Year to Year

Students in 2010 were placed into three performance levels by their scores on the NeSAM. Percentage in three levels was; advanced (20%), proficient (45%) and basic (35%). The same students are then assessed during the 2011 school year. Of the students that were advanced 77% remained advanced, 17% remained proficient, and 6% were classified as basic. Similar information is displayed for students that were proficient and students that were basic. This graph provides information on how the students at each performance level did during the next year of testing.

Question: Did the school show improvement from 2010 to 2011?

Grade 5 to 6 Progress on Mathematics Achievement by Level
2010-2011



Data from 2010 Advanced—20%, Proficient—45%, Basic—35%
Data from 2011 Advanced—28%, Proficient—45%, Basic—27%