Changing Conversations About Student Growth

Joshua Lee
Hawaii Growth Model Project Lead
Hawaii State Department of Education

The Problem
SLIPPING IN THE RANKS
U.S. ranking, worldwide, educational attainment:

HIGH SCHOOL

1ST
AGES 55-64

10TH
AGES 25-34

3RD
AGES 55-64

13TH
AGES 25-34

United States Struggles on International Educational Measures

Grade 8 PISA 2009
Grade 8 TIMSS 2011

Finland
Singapore
South Korea
Japan
United Kingdom
United States
Russia

Image courtesy of: COUNCIL ON FOREIGN RELATIONS
Hawai’i DXP 1st Annual Data Summit: Investing In Hawai’i’s Future
October 11, 2013

**ENRICHMENT RECOMMENDED**

The test score achievement gap between low- and high-income students keeps increasing.

- HIGHEST 10% INCOME
- 75% WIDER GAP
- BORN IN 2000
- BORN IN 1943
- LOWEST 10% INCOME

Image courtesy of:

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**Math Proficiency**

- NCLB AYP Target
- Statewide Results

**Reading Proficiency**

- NCLB AYP Target
- Statewide Results

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THE WIDGET EFFECT
Our National Failure to Acknowledge and Act on Differences in Teacher Effectiveness

Proficiency Misses the Mark
What is growth?

What determines greater growth?
- Difficulty of tasks completed
- Number of benchmarks/standards met
- Time needed to teach/learn
- Number of questions answered correctly on a test

Do tests and standards account for:
- Differences in the difficulty of each year’s content
- Proficiency on standards from lower and higher grades
- Developmental readiness
NCLB’s Conception of Growth

<table>
<thead>
<tr>
<th>Grade</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>3</td>
<td>80</td>
<td>83</td>
<td>87</td>
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<td>75</td>
<td>74</td>
<td>73</td>
<td>72</td>
<td>69</td>
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</tbody>
</table>

Longitudinal Growth

<table>
<thead>
<tr>
<th>Grade</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<td>3</td>
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<td>83</td>
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<td>95</td>
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<td>69</td>
</tr>
</tbody>
</table>

What is high growth?

A three year old boy grows 4 inches taller

A 30 year old woman grows 4 inches taller
U.S. Competitive on International Educational Measures

What is fast?

An eight minute mile

A five minute mile
What is high growth?

Cutting 1 minute off a 10 minute mile time

Cutting 10 seconds off a 5 minute mile time

The Hawaii Growth Model Produces Student Growth Percentiles (SGP)

Maria scored higher than 77% of peers with similar score histories.
Performed Poorly in the Past

Performed Well in the Past

Is a score of 8 good?

1, 1, 2, 3, 3, 4, 4, 5, 5, 6, 8
SGP: 99

2, 5, 6, 7, 7, 7, 7, 7, 8, 8, 9, 10
SGP: 75
Is a score of 6 good?

2, 5, 6, 7, 7, 7, 8, 8, 9, 10

SGP: 25

1, 1, 2, 3, 3, 3, 4, 4, 5, 6, 8

SGP: 85

Medium 3rd grade score (307)

High 3rd grade score (449)

Low 3rd grade score (150)

4th Grade Students

4th Grade Scores

335 351 376 303 415

445 436 451 371 480

270 298 284 197 315
SGP Impacts All Levels

- State
- Complex Areas
- Complex
- School/Principal
- Classroom/Teacher
- Student

Median SGP Drives School Accountability Under Strive HI Index

<table>
<thead>
<tr>
<th>Configuration</th>
<th>Achievement</th>
<th>Growth</th>
<th>Readiness</th>
<th>Gap</th>
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</thead>
<tbody>
<tr>
<td>High school or other configuration with grade 12</td>
<td>25%</td>
<td>15%</td>
<td>50%</td>
<td>10%</td>
</tr>
<tr>
<td>Middle or Intermediate School</td>
<td>25%</td>
<td>45%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Elementary School</td>
<td>25%</td>
<td>50%</td>
<td>5%</td>
<td>20%</td>
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</tbody>
</table>
### Median SGP Drives School Accountability Under Strive HI Index

<table>
<thead>
<tr>
<th>Category</th>
<th>Reading</th>
<th>Mathematics</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Median SGP</td>
<td>Points</td>
</tr>
<tr>
<td>Very High Growth</td>
<td>&gt; 58</td>
<td>50</td>
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<tr>
<td>High Growth</td>
<td>55-58</td>
<td>35</td>
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<tr>
<td>Average Growth</td>
<td>50-54</td>
<td>25</td>
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<tr>
<td>Low Growth</td>
<td>45-49</td>
<td>15</td>
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<tr>
<td>Very Low Growth</td>
<td>≤ 44</td>
<td>0</td>
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</tbody>
</table>

### Median SGP Drives Educator Accountability Under EES and CESSA

Comprehensive Evaluation System for School Leaders
Median SGP Drives Educator Accountability Under EES and CESSA

Student Growth & Learning

Professional Practice

The Promise
Median Student Growth Percentile

At/Above Proficient
Hawaiʻi DXP 1st Annual Data Summit: Investing In Hawaiʻi’s Future

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MSGP Shows Relative Effectiveness

High Growth – Proficient

Low Growth – Proficient

Low Growth – Not Proficient

High Growth – Not Proficient

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Grade 8

Exceed Proficiency

Meets Proficiency

Approached Proficiency

Well Below Proficiency
EES Help Desk
Phone Number: 808-586-4072
Hours of Operation: 7:30 A.M. - 3:30 P.M.