

## UNDERSTANDING SGP DATA (STUDENT-LEVEL SAMPLE SGPs)

### STATE TEST SCORE

The y-axis displays the scale score from the annual state assessment (e.g. the Forward Exam).

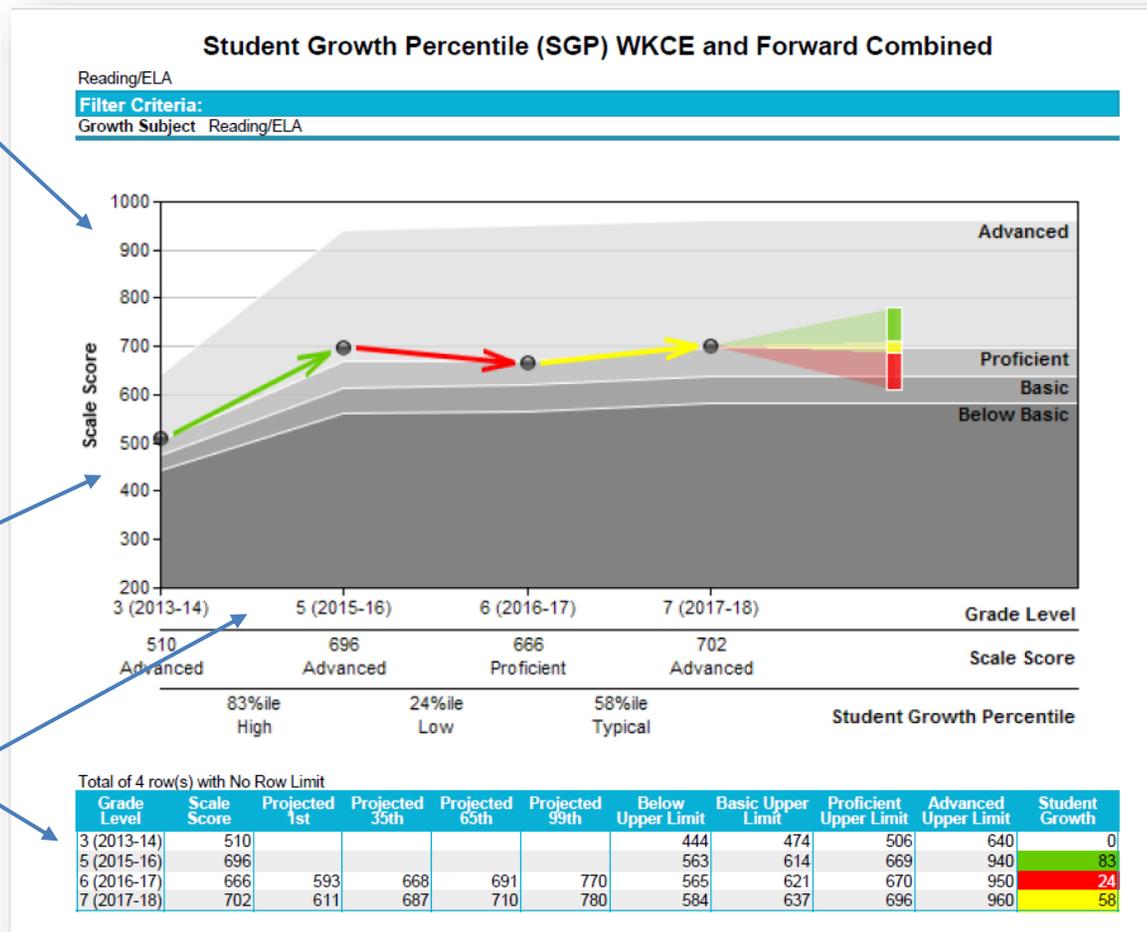
### ACHIEVEMENT & GROWTH

The background of individual SGP graphs are the four performance levels on the state assessment (Advanced, Proficient, Basic, and Below Basic). The foreground shows the level of growth (High, Typical, or Low Growth).

Both are displayed so that growth and achievement can be viewed in tandem, enriching data-based conversations.

### GRADE AND YEAR

The x-axis displays the grade and year of applicable testing.



### TYPES OF GROWTH

High growth (66<sup>th</sup>-99<sup>th</sup> percentiles) is displayed in green. Typical growth (35<sup>th</sup>-65<sup>th</sup> percentiles) is displayed in yellow and low growth (1<sup>st</sup>-34<sup>th</sup> percentiles) is displayed in red.

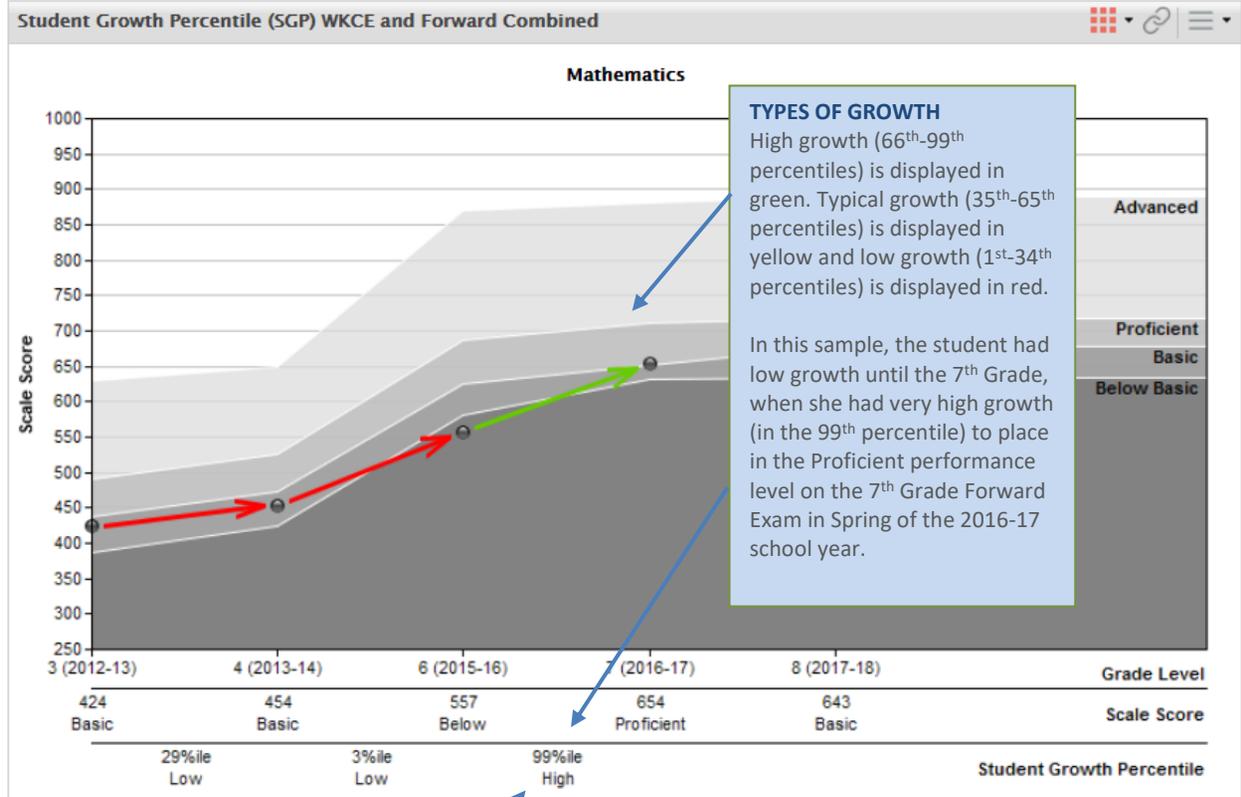
In this example, we see that the student's high growth (green) in 3<sup>rd</sup> and 4<sup>th</sup> grades put her in the Advanced performance level. With low growth (red) in 5<sup>th</sup> grade, she dropped down to Proficient; and returned to Advanced after typical growth (yellow) in the 6<sup>th</sup> Grade. Because this student's performance is right at the Advanced cut point, if she doesn't have typical or high growth in the 2017-18 school year, her performance level may dip back down to Proficient.

This example shows how SGP data is informative across the spectrum of performance, and should inform all students – whether Advanced or Below Basic.

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### USING THESE DATA

Because SGPs are, by definition, based on individual student data, these reports are secure and only provided to educators with authorized access in WISEdash for Districts. While considered confidential data, they should be used and discussed in multiple ways. That is, districts should use growth data – especially subgroup SGPs – to inform their continuous improvement process; schools, in their school improvement plans; educators, in their SLOs; and teachers/principals should discuss individual growth with students’ families, and students themselves.



### TAKE ACTION

This student’s jump from a low SGP in the 3<sup>rd</sup> percentile (and Below Basic) to the 99<sup>th</sup> percentile (and Proficient) ought to lead the school, the student’s teachers and the family to ask follow-up questions as to what contributed to this performance jump, and whether it can be replicated for her in later grades and replicated for other struggling students. If high growth – and sometimes typical growth – can be achieved systematically across a school/district, not only will achievement gaps close, but the students themselves will be much more successful in high school and beyond.

### BUT KNOW THE LIMITATIONS

SGP data can be one way for schools/districts to focus their data conversations, and should inform their continuous improvement and strategic planning processes. Discussions about student performance should never rely on a single indicator, and SGPs are no exception. SGPs should always be used in combination with other performance data. Consider professional development to accompany the use of SGPs to ensure data are properly interpreted.