

Attachment F

How States That Are Using USDE Approved Growth Measures Count Students

All of the states that use a growth measure for Adequate Yearly Progress (AYP) give districts and campuses two ways to meet annual accountability standards – a proficiency measure that does not include growth and a growth measure that includes growth or projection to proficiency.

Twelve of the 15 states that use a growth model for AYP already count some students who did not pass the state test as proficient for purposes of calculating AYP before giving credit for growth in the final AYP calculation. The three states that initially count only students who pass the test as proficient (Florida, Ohio, and Texas) before giving credit for growth in the AYP calculation would be expected to see more improvement with use of the growth measure.

State	Type of Growth Measure in AYP	Proficiency Measure		Growth Measure		Impact of Growth on AYP Status*		
		Credit for Proficient Only	Credit for Proficient and Below Proficient	Credit for Meet Growth Only	Credit for Proficient or Meet Growth	Additional Districts Met AYP	Additional Campuses Met AYP	Year of AYP Data
Alaska	Growth to Standard		X		X	0%	0%	2007
Arizona	Growth to Standard		X		X	0%	1%	2007
Arkansas	Growth to Standard		X	X			8%	2007
Colorado	Projection		X	X				
Delaware	Value Table		X		X		3%	2007
Florida	Growth to Standard	X			X	5%	5%	2007
Iowa	Value Table		X		X	2%	4%	2008
Michigan	Value Table		X		X	6%	3%	2008
Minnesota	Value Table		X	X				
Missouri	Growth to Standard		X		X	3%	6%	2008
North Carolina	Growth to Standard		X		X	1%	1%	2007
Ohio	Projection	X			X	40%	26%	2008
Pennsylvania	Projection		X	X				
Tennessee	Projection		X	X		N/A	1%	2007
Texas	Projection	X			X	10%	6%	2009

* Impact of Growth on AYP Status for states other than Texas: 2007 campus results are from *Interim Report on the Evaluation of the Growth Model Pilot Project* (Washington, DC: U.S. Department of Education: 2010). 2008 campus results and all district results are from *Guide to United States Department of Education Growth Model Pilot Program 2005-2008* (Washington, DC: Council of Chief State School Officers, 2009), 37.

Proficiency Measure

Texas, as well as Florida and Ohio, define the proficiency measure as percent of students who meet the proficiency standard on the state assessment.

Minnesota and Pennsylvania use a performance index that gives partial credit for students who meet a performance standard that is below proficient on the state assessment.

Alaska, Arizona, Arkansas, Colorado, Delaware, Iowa, Minnesota, Missouri, North Carolina, Pennsylvania, and Tennessee place a confidence interval around either the percent proficient or the accountability standard and school performance that falls within this confidence interval is counted as meeting the accountability standard. Michigan places a confidence interval around individual student test scores and scores that fall within this confidence interval are counted as proficient. A confidence interval is a statistical measure that defines a range of values around a point that takes sampling error into account.

Growth Measure

Texas, as well as Alaska, Arizona, Delaware, Florida, Iowa, Michigan, Missouri, North Carolina, and Ohio, define the growth measure as percent of students who either meet the proficiency standard on the state assessment or meet the growth/projection standard.

Delaware gives full credit for students who meet the proficiency standard on the state assessment but only partial credit for students who fail the test but meet the growth standard.

Arkansas, Colorado, Minnesota, Pennsylvania, and Tennessee define the growth measure as students who meet the growth/projection standard – students who meet the proficiency standard on the state assessment but do not meet the growth/projection standard do not receive credit in the growth/projection measure.

Minnesota gives full credit for students who meet the proficiency standard on the state assessment, except those who move from *Exceeds* to *Meets*, and partial credit for students who fail the test but meet the growth standard.