COMPARATIVE GROWTH TEACHER REPORT GUIDE: NORM-REFERENCED TESTS (NRT)

Purpose: Comparative Growth Teacher Reports are designed to: 1) Communicate how well teachers facilitated student growth, and to 2) Help teachers use the data to inform instruction.

Comparative Growth: Comparative Growth measures the progress of a teacher's students on a given assessment compared to all other students within the same school district who start at the same test-score level. Comparative Growth relies on the use of standardized assessments in certain grades and subjects, and is computed using two consecutive years of students' scores, where applicable.

A Comparative Growth NRT model has been used in HISD starting in 2011-2012 for select grades and subjects where norm-referenced tests (Stanford/Aprenda and Iowa/Logramos) are administered. Comparative Growth is applied district-wide and produced by HISD's Department of Research and Accountability. This guide is intended to accompany Comparative Growth Teacher Reports for Norm-Referenced Tests (NRT).

Comparative Growth Teacher Reports: To be included in Comparative Growth, students must have a "regular testing history" (expected grade progression), must have been tested in the current and previous year, and must have a minimum of 25 students in their cohort group in order to be used for analysis. Teachers must be linked to these students for at least 30 percent of instruction, have at least seven students with Comparative Growth analysis, and have less than 40 percent of their students identified as special education in order to have a report generated.

Each teacher report is organized by employee name and subject/grade taught. If a teacher teaches multiple subjects/grades, a teacher report will be generated for each. A list of the students used in the teacher's analysis, along with his/her data, is included in the report, as well as a list of any students that were not used. Students that were not used in the analysis do not have the necessary data.

Teacher Median Percentile: Teacher Median Percentile is calculated by taking the median of all of a teacher's students' Comparative Growth scores (District Percentile Ranks). This final score is used to determine the Comparative Growth Performance Level. The Teacher Median Percentile published in the report is a rounded value, calculated from non-rounded student District Percentile Ranks.

Performance Level/Teacher Median Percentile: Teachers can translate the **Teacher Median Percentile** into one of four **Performance Levels.** For each school level, there is a different percentile range associated with each performance level (see tables below).

Elementary School (Grades 2, 3, 4, and 5)

Performance Level	Teacher Median Percentile
1 - Ineffective	< 28
2 - Needs Improvement	28 to 47
3 - Effective	48 to 68
4 - Highly Effective	> 68

Middle School (Grades 6, 7, and 8)

Performance Level	Teacher Median Percentile
1 - Ineffective	< 33
2 - Needs Improvement	33 to 49
3 - Effective	50 to 64
4 - Highly Effective	> 64

Test Version—Version 1 (Previous Year) and Version 2 (Current Year): Students are categorized into one of three groups based on the test version. Groupings include: Students who took Stanford last year (Version 1) and Iowa this year (Version 2); Students who took Aprenda last year (Version 1) and Logramos this year (Version 2); and Students who took Aprenda last year (Version 1) and Iowa this year (Version 2).

Normal-Curve Equivalent Score (NCE): The NCE distribution is an equal-interval, continuous scoring scale, ranging from 1 to 99 with a mean of 50. Students are categorized with other students that had the same NCE on last year's test. For example, if a student took the Stanford for 2011 <u>and</u> 2012, and the student scored a 50.2 NCE on the Stanford in 2011, that student is grouped with all students who scored a 50.2 NCE on the Stanford in 2011 and who took the Stanford in 2012.

District Percentile Rank: All students who received the same NCE on last year's test are ranked within their group using the current year's scores. For example, all students who received a NCE score of 50.2 on last year's test are percentile ranked within their group using this year's scores. A student within that group whose NCE score on this year's test was significantly higher than the rest of his/her peers in that group would have a high percentile ranking. A student's Comparative Growth score this year is his/her percentile ranking within the group (of students who took the same test and had the same score on that test last year).

For all students who had a NCE score of 99 for both the previous year and current year results, the percentile was calculated to be the 99th percentile. In addition, for all students who had a NCE score of 99 in 2014, and a 98 NCE score for 2015, the percentile was calculated to be the 98th percentile.

The District Percentile Rank shown on the report reflects a rounding to the nearest whole number.

Additional Resources: The ASPIRE portal contains several documents that are designed to help educators understand Comparative Growth better. The following resources are available via the password-protected section of the ASPIRE portal, under "My Resources" in the "CG Reports" section:

Comparative Growth Resources:
- **Comparative Growth Teacher Report Guide: Norm-Referenced Tests (NRT)** – explains how these reports and organized and explains terminology
- **Comparative Growth Teacher Report Guide: TELPAS** – explains how these reports are organized and explains terminology
- **Comparative Growth Model Overview: Norm-Referenced Tests (NRT)** – includes the detailed steps involved in the calculation for NRT Comparative Growth.

- **Comparative Growth Model Overview: TELPAS** – includes the detailed steps involved in the calculation for TELPAS Comparative Growth.
- **Comparative Growth Frequently Asked Questions (FAQ's): Norm-Referenced Test (NRT) and TELPAS –** covers both Comparative Growth models, and includes questions regarding the new Iowa and Logoramos NRT tests.
- **Comparative Growth Model Analysis** – answers five research questions and explains results of an analysis conducted to evaluate the Comparative Growth model.