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# Introducing Student Growth Percentiles



Office of Educational Accountability

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As one of the essential components of a balanced assessment system, we would like to present some key ideas about growth models and their use, and introduce student growth percentiles as a model DPI will use for public and secure reports.

## How can student growth be measured?

While **status measures**—which give a snapshot of student achievement and are an essential facet of a statewide system of assessment and accountability—provide an indication of whether students, schools, or districts are meeting expectations, **growth measures** help determine progress. Models for measuring growth may be as simple as gain scores (the difference between this year's score and last year's), or as complex as value added models, which attempt to control for differences in student characteristics.

## How should growth measures be used?

Growth measures need to be used purposefully. Districts and states interested in examining growth must first clearly define the intended purpose of growth-based data: accountability, program evaluation, and research may require different measures of growth. These decisions are a necessary precursor to the selection or development of an appropriate growth measure, as each type of measure will excel (or fall short) depending on the underlying purpose and usage.

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There are myriad ways to report student growth. Our intention, in deciding upon a measure to provide to all districts, was to find a measure that 1) can be used to show growth for both individual students and groups, such as grades or schools, and 2) is easy to understand and use. We are pleased to announce the inclusion of **Student Growth Percentiles** as one of the informative reports that will be provided through DPI's longitudinal data system. This measure provides information about growth in comparison to students or groups with similar performance histories, allowing users to start answering questions such as "How did this group of students perform compared with similar students? And "How much growth will this student need in order to reach proficiency next year?" A phased implementation process will begin this summer, culminating in the release of an online reporting tool next year.

For more information about student growth percentiles, please visit our growth webpage: <http://dpi.wi.gov/oea/growth.html>.