



Proficiency vs. Growth

Previous ISAT Model for Growth

- The previous growth model the state uses is a simple formula.
 - Use the previous year's ISAT cut score for a baseline.
 - Project out 3 years and find what the proficiency level is for that grade level.
 - Subtract the baseline from the upcoming proficiency level and divide by 3.



Previous ISAT Model for Growth

ELA Cut Scores

Grade Level	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
3	2001-2366	2367-2431	2432-2489	2490-2811
4	2032-2415	2416-2472	2473-2532	2533-2867
5	2056-2441	2442-2501	2502-2581	2582-2916
6	2079-2456	2457-2530	2531-2617	2618-2937
7	2082-2478	2479-2551	2552-2648	2649-2946
8	2097-2486	2487-2566	2567-2667	2668-2989
9	2102-2487	2488-2570	2571-2669	2670-3032
10	2102-2490	2491-2576	2577-2676	2677-3032
11	2102-2492	2493-2582	2583-2681	2682-3032

Mathematics Cut Scores

Grade Level	Level 1 (Below Basic)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
3	2071-2380	2381-2435	2436-2500	2501-2762
4	2090-2410	2411-2484	2485-2548	2549-2834
5	2095-2454	2455-2527	2528-2578	2579-2891
6	2103-2472	2473-2551	2552-2609	2610-2911
7	2108-2483	2484-2566	2567-2634	2635-2964
8	2113-2503	2504-2585	2586-2652	2653-2993
9	2118-2514	2515-2598	2599-2675	2676-3085
10	2118-2528	2529-2613	2614-2696	2697-3085
11	2118-2542	2543-2627	2628-2717	2718-3085

Previous ISAT Model for Growth

	2024 ELA	2024 Math	EG ELA	EG Math
AV	2482	2508	16	15
XC	2300	2390	77	54
SF	2421	2446	37	35
CF	2334	2262	66	97
KF	2373	2453	53	33
KG	2408	2421	41	44
RG	2349	2445	61	36
BH	2476	2441	18	37
SJ	2436	2507	32	15
DM	2359	2381	57	57
BN	2409	2442	41	37
ES	2397	2462	45	30
WS	2532	2513	0	13
KS	2498	2491	11	20
JS	2489	2476	14	25
ES	2391	2418	47	45
IS	2380	2389	50	54
CT	2369	2486	54	22
RT	2261	2292	90	87
LW	2516	2535	5	6
EW	2403	2547	43	2

Previous ISAT Model for Growth



- Using the state’s model, here is what we can project for my class:

2024 ELA	Number	% Proficient			2024 Math	Number	% Proficient	
4	3	14%			4	5	24%	
3	4	19%			3	9	43%	
2	9	43%			2	5	24%	
1	5	24%			1	2	10%	
2025 ELA Expected	Number	% Proficient	Difference		2025 Math Expected	Number	% Proficient	Difference
4	0	0%	-14%		4	1	5%	-19%
3	6	29%	10%		3	9	43%	0%
2	11	52%	10%		2	9	43%	19%
1	4	19%	-5%		1	2	10%	0%

Previous ISAT Model for Growth



- I ran the numbers for the entire KES 4th grade as well.

2024 ELA	Number	% Proficient			2024 Math	Number	% Proficient	
4	13	21%			4	19	30%	
3	18	29%			3	23	37%	
2	18	29%			2	9	14%	
1	14	22%			1	12	19%	
	63					63		
2025 ELA Expected	Number	% Proficient	Difference		2025 Math Expected	Number	% Proficient	Difference
4	7	11%	-10%		4	6	10%	-21%
3	20	32%	3%		3	29	46%	10%
2	24	38%	10%		2	20	32%	17%
1	12	19%	-3%		1	8	13%	-6%

New ISAT Model for Growth

Why was a change made?



Students who scored lower on the test, **Basic** or **Below Basic**, often had a growth target that was too ambitious to be achievable.

Students who scored **Advanced** could have had a growth target that is a negative slope, since the expectation was that they just needed to stay above the proficiency cut score to hit their target.

Students who scored **Proficient** could have had a growth target that required little to no growth (depending on the individual student's scale score).



Source: <https://www.youtube.com/watch?v=f8h4NA7hSjY>

New ISAT Model for Growth

For the new growth calculation, the ISAT achievement levels are divided into thirds.

Level 1			Level 2			Level 3			Level 4
1a	1b	1c	2a	2b	2c	3a	3b	3c	Level 4 not divided

Source: <https://www.youtube.com/watch?v=f8h4NA7hSjY>

Why does it all matter?

- It appears the state has finally figured out that growth matters just as much if not more than proficiency.
- Matt's presentation about grades highlighted our Middle and High School grades...but....
- A "C" is average. In other words, a "C" is what we would expect most students to receive and should be considered proficient.
- Using proficiency as a standard sets the bar low. We are determining what the minimum requirements are to be considered proficient instead of celebrating what students can do above and beyond their abilities for a given period of time.
- Students who begin at a lower point make tremendous growth but may not ever reach the proficiency standard because of the ground they must make up. Their growth requires more work and dedication than a student who begins as a high achiever and simply shows proficiency.
- Assessments done throughout the year are, in my opinion, more valuable than one test on one day.

Finally...

- The current contract with our state assessment vendor is up.
 - Currently, a state committee is creating a rubric to evaluate new assessment vendor submissions.
 - The next step involves a committee using the established rubric to begin evaluating vendor submissions.
 - I am on the second state committee that will be evaluating submissions.
 - Any input that you may have regarding the future of state assessments would be greatly appreciated.