Why do we want to look at Growth?

- Movement to proficiency
- Movement beyond proficiency
- Movement relative to proficiency
- Growth for ALL students
- Growth matters MOST
- Accuracy
- Growth honors successful effort
- Growth which allows us to differentiate from starting point

What do we want to do with it?

- Reward
- Recognize
- Acknowledge
- Use for instruction (Growth reporting for individual students)
- Replicate
- Communicate (to parents, teacher, administrators and school)
- Use to inform curriculum
- Comprehensive FOCUS on student/schools

Growth Model Elements

- Align growth with grades
- Categories based on fairness (expand DO NOT pass and Pass Plus categories)
- Expected growth should be differentiated
- Considerations include student background
- Hybrid Model (use portions of different models)
- Backwards progress counted adversely
- Maintain or Move up
- Encourages excellence
- Reward performance over Zip Code
- Do Not LOWER expectations