

**Iowa Assessments: Estimated Growth reports**

**Purpose:** To identify your students' current achievement knowledge in the curriculum and measure their amount of learning growth since last spring, as well as show the effectiveness of your school's remote learning practices from March to June 2020.

**Estimated Growth Summary (Early School Closure)**

**This report answers:**

- Where do we begin instruction?
- What does the learning gap look like?

Measures a student's estimated growth - how a student is performing relative to others in the grade level, growing at the same constant rate. Meeting estimated growth means the student's NPR stays the same from one testing administration to the next.

**Based on:**

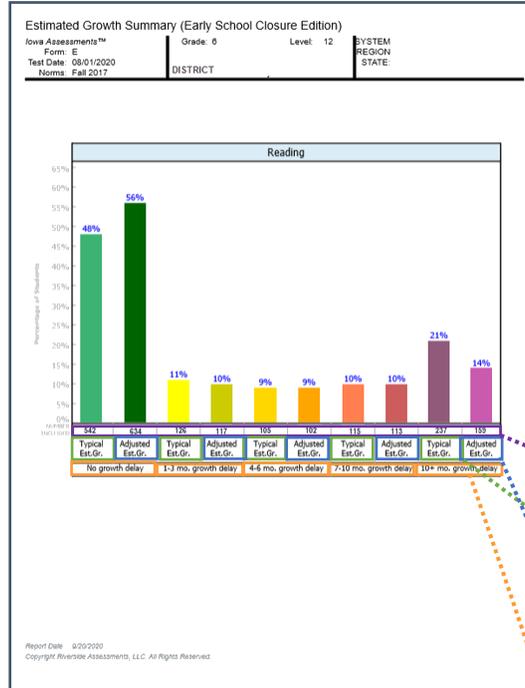
- 1.) A test administration before March 2020 and
- 2.) A test administration after August 2020

**Tip:**

- Focus on the students in the right half of the report.
  - What programs are in place/needed to support these students?
  - Are these students learning on-grade level standards?
  - In what academic areas do these students need the most support?

**Make Comparisons Among:**

- schools
- school to district/diocese
- subject areas
- domains
- grade levels
- classrooms



**Report access:**

- **Assessment:** Iowa Assessments
- Select the test admin date
- **Report Type:** Group Profile
- Select the grade/level
- Select "Test and Composite Analysis"
- **Display Options:** NEW Estimated Growth Summary (Early School Closure)

**Terms on the report:**

- Number of students in the identified category
- **Typical Estimated Growth** – amount of learning expected to occur for a student from the beginning to the end of a normal, uninterrupted school year
- **Adjusted Estimated Growth** – amount of learning expected to occur for a student from the time of school disruption (March 2020) to the end of that school year
- **Growth Delay** – the amount of time a student is off track from meeting their expected estimated growth in a school year

**Report Levels:**

- District/Diocese
- School
- Classroom

**Reading the Report (example):**

- **Students in the light green bar** – on track to meet their estimated growth in the uninterrupted school year. They continued learning or stayed the same in their learning during school closure.
- **Students in the dark green bar** – slightly off track their estimated growth during an uninterrupted school year. They stayed the same or continued learning during school closure.

**Growth Delay = regression in learning; learning loss**

**Trend Questions:**

- Do students cluster in one region of the report over another?
- Is there a disparity in the number of students who show a delay compared to the amount of growth in a normal year?
- What resources, technology, and instructional activities were implemented during school closure?

## Student Roster (Early School Closure)

### This report answers:

- Was each student on track to meet their estimated growth in an uninterrupted school year?
- Which students show a growth delay, or regression, in learning from the time of school closure to now?

The screenshot shows the 'Student Roster' report for Iowa Assessments, Grade 6, Form E, Test Date 08/23/2020, Norms: Fall 2017. The main table lists student names (I.D. Number 1 and 2), birth dates, ages, and scores for various domains: Reading, Math, Science, Social Studies, Language Arts, and ELA. Scores are color-coded: Green for 'No Delay', Yellow for '1-3 mos', and Red for '4-6 mos'. A summary box on the right shows 'Total No. Test' and 'Total No. Students'.

### Report access:

- **Assessment:** *Iowa Assessments*
- Select the test admin date
- **Report Type:** **NEW** Student Roster (Early School Closure)
- Select the grade/level
- Select "Test and Composite Analysis"

### Tip:

- Circle each student's 3 scores for each domain based on the EGD (SCA) score, according to the colored bar in the Estimated Growth Summary report.
  - Create student groups based on the colors circled (EGD (SCA) score)

### Report Levels:

- Grade Level
- Classroom

### Reading the Report:

- **Sample Scores:**
  - **GE: 7.7** – student scored similar to how a 7<sup>th</sup> grader in the 7<sup>th</sup> month of school would have earned had the student taken the same assessment. 7.7 is equivalent to 70 NPR. Expected GE after 1 full year in Reading is 9.0 (70 NPR in the next grade level).
  - **EGD (TSY): 1-3 mos** – student is 1-3 months off track their GE score from 1 year ago. If expected GE score was 7.9 and student earned a 7.7, the student is 2 months off track.
  - **EGD (SCA): No Delay** – student continued learning or stayed the same in their learning during school closure. No learning regression occurred.

*We assume growth stopped in March 2020*

### Analyzing student scores:

- Did the student participate in remote learning experiences in the spring? If so, what types of instructional activities were offered and what were effective?
- Did the student receive instruction with on-grade level standards the previous year?
- What additional data is available to show the student's progress or identify trends in identifying the impact of remote learning during school closure?

### Terms:

- **Grade Equivalent (GE) score** – measures student growth year-over-year, answers "how well is the student growing with learning & understanding the standards?", displays as a decimal number (grade level & month in school)
- **Estimated Growth Delay (EGD), Typical School Year (TSY)** – rate at which the student is progressing towards meeting their growth target in a domain within an uninterrupted school year. It displays as the number of months according to the Standard Score.
- **Estimated Growth Delay (EGD), School Closure Adjusted (SCA)** – rate at which the student is progressing towards meeting their growth target in a domain within a school closure year. It displays as the number of months according to the Standard Score.

### After the Estimated Growth reports:

Review the following reports to identify the specific domains and skills in which each student needs support and the type of instruction for delivery based on the class's performance (whole group, small group, one-on-one, etc.): *Class Item Analysis, Student Profile, & Class Item Response Record.*