



# GROWTH PROFILES

on MyData Portal

# What are Growth Profiles?

- Tool for determining if students are performing at, above, or below expectation when compared to similar students in the Dallas ISD.
- Developed by the Dallas ISD Evaluation and Assessment department during the administration of TAKS and have been re-created using STAAR assessments.
- Growth profiles only upon same-subject prior-year results and so are created for STAAR 3-8 Reading and Math only.
- Developed independently from the state's accountability system and should not be confused with the "growth index" used in that system.
- Like School or Classroom Effectiveness Indices, the Growth Profile model determines whether students scored better or worse than similar students, but Growth Profiles don't take into account school or teacher assignment.

# Student eligibility requirements

- Each student is individually compared to students who are most like him or her across the district and is categorized based on his or her performance on the most recent STAAR test.
- “Peers” for comparison are students who (1) have the same testing history for three years (if available; two years otherwise) and (2) have the same gender, socio-economic status, and English-learner status.
- Criteria for being included in a comparison group are:
  - *Have a STAAR score from the most recent test year*
  - *Have STAAR or norm-referenced scores in the previous two years*
  - *Did not repeat a grade in either of the two previous years*
  - *Belonged to a group that was large enough for valid comparisons*

# Growth Profile summaries

- Each row shows students in a “performance band”, a range based on scale scores.
- Each column shows students in a “comparison band”, a label indicating if STAAR scores were below (“underperformed”), about the same as (“as expected”), or above (“outperformed”) the scores of other students in their comparison groups.
- Counts are links to rosters of students and their performance histories.

Reading/ELA					
2017 STAAR Score	Underperformed	As Expected	Outperformed	No Comparison	Total
Masters	<a href="#">2</a>	<a href="#">1</a>	<a href="#">6</a>	<a href="#">2</a>	<a href="#">11 (3%)</a>
Meets	<a href="#">4</a>	<a href="#">13</a>	<a href="#">20</a>	<a href="#">7</a>	<a href="#">44 (12%)</a>
Approaches	<a href="#">9</a>	<a href="#">41</a>	<a href="#">34</a>	<a href="#">19</a>	<a href="#">103 (28%)</a>
Below 2017 Standard	<a href="#">55</a>	<a href="#">57</a>	<a href="#">22</a>	<a href="#">24</a>	<a href="#">158 (43%)</a>
Poor	<a href="#">31</a>	<a href="#">7</a>		<a href="#">10</a>	<a href="#">48 (13%)</a>
<b>Total</b>	<b><a href="#">101</a></b>	<b><a href="#">119</a></b>	<b><a href="#">82</a></b>	<b><a href="#">62</a></b>	<b><a href="#">364</a></b>

Masters=previously known as the advanced standard; Meets=recommended passing standard; Approaches=minimum passing standard; Below=within five questions of minimum passing standard; Poor=more than five questions below minimum standard.

  

Mathematics					
2017 STAAR Score	Underperformed	As Expected	Outperformed	No Comparison	Total
Masters			<a href="#">9</a>	<a href="#">1</a>	<a href="#">10 (3%)</a>
Meets	<a href="#">8</a>	<a href="#">14</a>	<a href="#">14</a>	<a href="#">3</a>	<a href="#">39 (11%)</a>
Approaches	<a href="#">48</a>	<a href="#">44</a>	<a href="#">19</a>	<a href="#">12</a>	<a href="#">123 (36%)</a>
Below 2017 Standard	<a href="#">81</a>	<a href="#">49</a>	<a href="#">13</a>	<a href="#">29</a>	<a href="#">172 (50%)</a>
Poor					
<b>Total</b>	<b><a href="#">137</a></b>	<b><a href="#">107</a></b>	<b><a href="#">55</a></b>	<b><a href="#">45</a></b>	<b><a href="#">344</a></b>

Masters=previously known as the advanced standard; Meets=recommended passing standard; Approaches=minimum passing standard; Below=within five questions of minimum passing standard; Poor=more than five questions below minimum standard.

# Additional information

- Some students cannot be placed in a comparison group. They are counted in the “No Comparison” column.
- Comparisons for SSI grades (5 and 8) are based on first administration scores.
- Students without scores cannot be counted in the summary table. They are displayed separately in a “Without Scores” table.
- For students without two prior-year scores, a second set of comparison groups are created using only one prior-year score.
- For students who repeated a grade in either of the two previous years, a third set of comparison groups were formed if there were enough students in the district with the same pattern of grade retention (for example, 7-8-8) and matching tests.