Georgia Student Growth Model (GSGM) Report
EOCT / 2012-2013

This Georgia Student Growth Model Report (GSGM) provides information on your student’s academic progress during the 2012-2013 school year. However, instead of describing growth in terms of the number of scale score points gained or lost, this model provides you with Student Growth Percentiles (SGPs). Percentiles are not percentage correct scores, nor do they tell you anything about your student’s achievement level. An SGP describes how much your student grew relative to academically-similar students – or other students across Georgia with the same achievement score history.

SGPs range from 1 (lowest growth) to 99 (highest growth). For example, a 9th-Grade Literature SGP of 60 would mean that the student grew more than 60% of students with a similar academic history. Conversely, 40% grew more than this student. In other words, SGPs take into consideration where your student started when describing how much growth he or she demonstrated. With SGPs, students of all achievement levels – low and high – have the opportunity to demonstrate all levels of growth – low and high.

The interpretive guide below will assist you in understanding what all of the numbers, bars, colors, and arrows mean. On the next two pages, you will find growth reports for your student by content area. The back page includes additional information on understanding and interpreting SGPs. We hope this student growth report provides you with a new, insightful way of understanding your student’s academic progress.

How to Interpret the Georgia Student Growth Model (GSGM) Report / EOCT
9TH-GRADE LITERATURE

Performance Level

EXCEEDS

MEETS

DOES NOT MEET

2012 SPRING  HIGH GROWTH 69th Percentile *

2013 SPRING

HIGH GROWTH (66th - 99th Percentile)

TYPICAL GROWTH (35th - 65th Percentile)

LOW GROWTH (1st - 34th Percentile)

DOES NOT MEET

789

ON a prior test, this student’s scale score of 789 did not meet expectations.

MEETS

414

On the current test, this student’s scale score of 414 met expectations.

* Between the prior and current tests, this student grew more than 69% of academically-similar students.

COORDINATE ALGEBRA

Performance Level

EXCEEDS

MEETS

DOES NOT MEET

2012 SPRING  LOW GROWTH 31st Percentile *

2013 SPRING

HIGH GROWTH (66th - 99th Percentile)

TYPICAL GROWTH (35th - 65th Percentile)

LOW GROWTH (1st - 34th Percentile)

MEETS

815

On a prior test, this student’s scale score of 815 met expectations.

DOES NOT MEET

374

On the current test, this student’s scale score of 374 did not meet expectations.

* Between the prior and current tests, this student grew more than 31% of academically-similar students.

PHYSICAL SCIENCE

Performance Level

EXCEEDS

MEETS

DOES NOT MEET

2012 SPRING  TYPICAL GROWTH 49th Percentile *

2013 SPRING

HIGH GROWTH (66th - 99th Percentile)

TYPICAL GROWTH (35th - 65th Percentile)

LOW GROWTH (1st - 34th Percentile)

MEETS

804

On a prior test, this student’s scale score of 804 met expectations.

MEETS

411

On the current test, this student’s scale score of 411 met expectations.

* Between the prior and current tests, this student grew more than 49% of academically-similar students.
No additional test/growth information to display

No additional test/growth information to display

No additional test/growth information to display
Understanding Your Student’s Academic Growth

Test scores provide important information about your student’s level of achievement – including how well your student has mastered the state’s content standards. However, achievement by itself is only half of the story. While achievement can tell us whether or not your student has met expectations for a grade, it does not tell us how much progress your student has made from the previous year. For example, Anna may have fallen short of proficiency for two consecutive years but may have made considerable progress. Even though she hasn’t met expectations yet, high growth may get her there. Similarly, Jack may score at a very high level for two consecutive years but failed to make considerable progress. Even though he is high-achieving, he could make even more progress.

It is important to remember that SGPs are just one way to look at student performance. It is also necessary to consider all aspects of student performance – such as standardized test scores, classroom performance, and teacher observations – along with SGPs when having conversations about the best way to support or accelerate your student’s academic performance.

Frequently Asked Questions (FAQs)

What are scale scores and performance levels?
Scale scores provide a measure of achievement that allows for comparisons across students or administrations within the same grade and content area or EOCT. The scores are grouped into three performance levels – Does Not Meet, Meets, Exceeds – which indicate whether or not a student met the state’s test performance standards.

What is a student growth percentile (SGP)?
A student growth percentile (SGP) describes how much a student grew relative to academically-similar students – or other students across Georgia with the same achievement score history.

What are growth levels?
SGPs range from 1 (lowest growth) to 99 (highest growth) and are grouped into three growth levels – low, typical, and high. A student who demonstrates low growth generally will struggle to maintain his/her current level of achievement and could possibly lose ground. A student who demonstrates typical growth generally will maintain or moderately improve academically. A student who demonstrates high growth generally will make greater improvements academically.

What is the difference between achievement and growth?
Achievement is a snapshot look at whether your student did not meet, met, or exceeded the state’s expectations for that EOCT. Growth looks at how much your student has progressed from one test to the next – whether or not he or she met the state’s achievement expectations. Students of all achievement levels can demonstrate all levels of growth. For example, a student who did not meet expectations on the assessment could still have demonstrated high growth. This could mean that he or she is on track to meet expectations in the future. Alternatively, a student who exceeded expectations on the assessment could have demonstrated low growth. That would mean that for this high-achieving student, his/her academic peers demonstrated higher growth.

What prior tests are used for EOCTs?
Both CRCT and EOCT tests may be used to model growth for the EOCTs. SGPs for EOCTs not only take into consideration prior achievement, but they also take into consideration which CRCT and EOCT courses students took and in what years.

Is this an apples-to-apples comparison?
Yes, a student’s SGP is relative to other students across the state of Georgia with the same achievement history. In other words, low-achieving students are compared to low-achieving students and high-achieving students are compared to high-achieving students. This means that students of all achievement levels can demonstrate all levels of growth.

What do I do with this information?
Previously, EOCT scores alone could only tell you whether or not your student met expectations. Now, with SGPs, you have additional information on how much progress your student made. Your student’s SGPs and growth levels tell you how much he or she grew relative to academically-similar students. This information can help you determine if additional supports – beyond the standard classroom environment – may be necessary to help your student in the future. The best course of action is to work with your student’s teacher(s) about the best way to support or accelerate your student’s academic performance.

Visit gsgm.gadoe.org for more information on understanding and interpreting this student growth report. Here you will find detailed explanations, videos, and interactive tools to help you explore all of the exciting information that the GSGM provides.