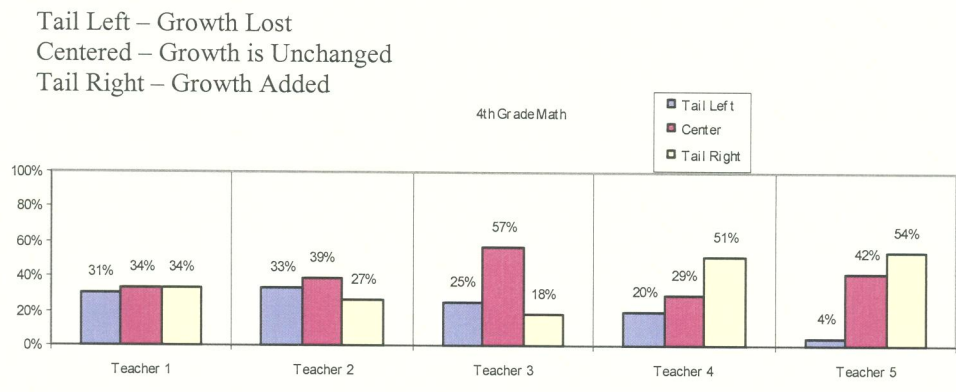# Kerrville ISD
Student Growth Model

I. **Growth Measures** - *INOVA* is used in Kerrville ISD to 1) measure individual student academic growth from year-to-year and 2) to measure year-to-year consistency of "value-added" by individual teachers.

II. **Student Growth Measures** – *INOVA* provides a growth analysis and needs assessment for each individual student, which is used to develop individualized intervention plans and monitor the effectiveness of the interventions throughout the year. *INOVA* compares a student's previous TAKS performance with other students in the district who have a similar performance history. Because the comparison is made between students from similar educational settings and with similar historical records of academic performance, this comparison is perceived by teachers to hold a high degree of validity in measuring growth and predicting future academic performance in the district.

   Components of the *INOVA* Growth Model:
   a. Historical TAKS Profile
   b. Projected Future TAKS Performance
   c. TAKS Objective Analysis
   d. Relative Performance Analysis
   e. Intervention Program Matrix: Based on a student's profile, the student is placed in one of 25 possible scenarios. These scenarios contain various program interventions that have proven success with students of similar profiles.
   f. Program Evaluation: District intervention programs are evaluated based on the success or conversion rate of each intervention scenario in the matrix.

III. Teacher Growth Measures – Kerrville ISD is a mid-size district with limited district-level content area specialists. Our teachers work collaboratively with other teachers on their own campus and other campuses across the district to improve instruction, curriculum, and student performance. *INOVA* is used to help us identify our strongest teachers, those who consistently, from year-to-year add considerable growth to their students' academic performance. These teachers are then used to assist principals in leading instructional improvement meetings following each benchmark test throughout the school year.

Tail Left – Growth Lost
Centered – Growth is Unchanged
Tail Right – Growth Added

4th Grade Math

7th Grade TAKS Needs Assessment Profile

STUDENT: Amanda   **CAMPUS 2007-2008:** TEXAS MIDDLE SCHOOL

Date of Administration: 04/07   **ID:** 999999999   **Date of Birth:** 10/31/1992   **Sex:** Female   **Ethnicity:** White not Hispanic   **LEP -** No

**Program Participation ----**   **Title 1 -** No   **Migrant -** No   **Bilingual -** No   **ESL -** No   **G/T -** No   **Special Ed -** No

Current and Historical Performance Indicators

Test	2004 SS	2005 SS	2006 SS	2007 SS	Anticipated 2007 Scale Score
Math	2205	2076	2122	2209	2098
Reading	1994	2234	2009	2298	2152

TAKS Outcomes

Math'07 -	Passed
Math'06 -	Passed
Math'05 -	Failed
Math'04 -	Passed
Reading'07 -	Passed
Reading'06 -	Failed
Reading'05 -	Passed
Reading'04 -	Failed

Legend: Math'07, Math'06, Math'05, Math'04, Reading'07, Reading'06, Reading'05, Reading'04
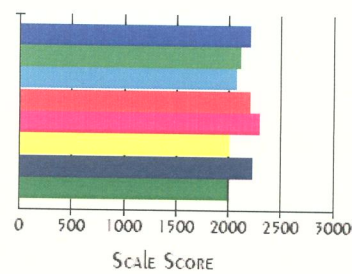
Lexile® -1115L (Most 7th grade measures fall in range of 735L-1065L.)
Quantile® - 910Q

Writing'07 - **Passed / 2335**

OBJECTIVE LEVEL PERFORMANCE ANALYSIS

Instructional Areas Within Strike Zone

Math
			Campus Response
Obj. 2	Patterns, Relationships, and Algebraic Reasoning	70.0% Correct	
Obj. 6	Mathematical Processes and Tools	66.7% Correct	

Reading
Obj. 3	Using Strategies to Analyze	90.0% Correct	
Obj. 4	Applying Critical Thinking Skills	87.5% Correct	

Aberrant Objectives

Student's objective performance was at least 1 standard deviation below campus performance on the following objectives.

Math
Obj. 5	Probability and Statistics	42.9% Correct	

Reading

No Objectives in this Category.

RELATIVE PERFORMANCE ANALYSIS

Mathematics

Math score is above predicted value.
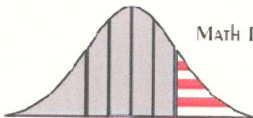
Math Residual is 1.07
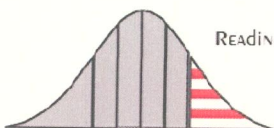
Interpretive Analysis   (Confidence Level Relatively High)

- CONCERN LEVEL LOW - however there's a probability student could slip backward
- NOTE: Regression to mean is now likely working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL FOCUS (student likely inner directed)
- Refer to school response to Scenario #5

Performed much higher than other students with similar entry scores

Initial Math Data Based Assessment ----GREEN

Reading

Reading score is above predicted value.

Reading Residual is 1.41

Interpretive Analysis   (Confidence Level Relatively High)

- CONCERN LEVEL LOW - however there's a probability student could slip backward
- NOTE: Regression to mean is now likely working against you
- Possible loss more likely if previous STASIS can be established
- Scenario Recommendation: INSTRUCTIONAL FOCUS (student likely inner directed)
- Refer to school response to Scenario #5

Performed much higher than other students with similar entry scores

Initial Reading Data Based Assessment ----GREEN