

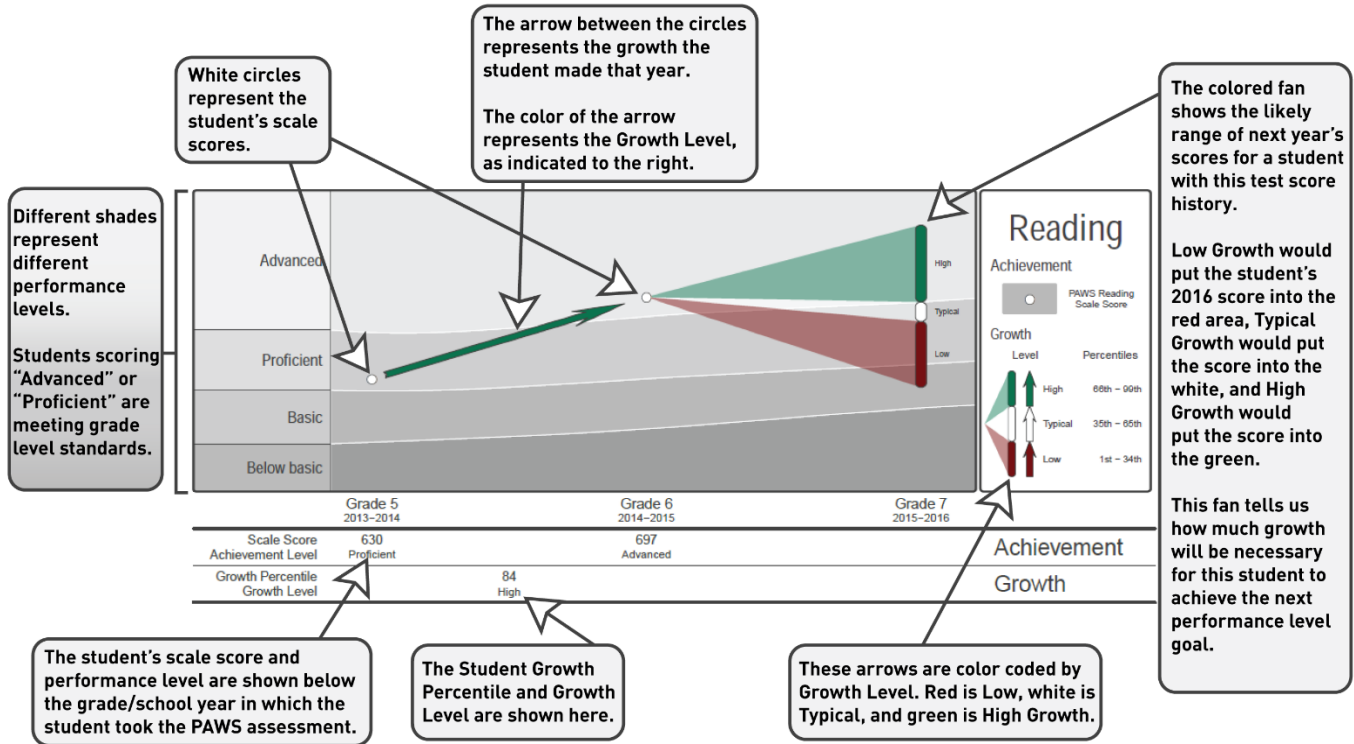
Understanding the Student Growth Percentile Report: A Guide for Parents and Teachers

There are two primary ways of understanding how a student is performing on state assessments. The first is **Achievement/Proficiency**, and the second is **Growth**. While Achievement/Proficiency allows us to look at a student's performance on a given test, Growth allows us to look at a student's performance trend over time. The Student Growth Percentile (SGP) Report takes a look at the Math and Reading PAWS assessments for a student, and plots this information on a graph. SGP describes a student's growth over the past year, compared to other students with similar prior test scores.

In the SGP Report, students are compared to their peers with a similar score history in the same subject and grade. An SGP is a number between 1 and 99. If a student has an SGP of 84, this means the student has shown more growth than 84% of his or her academic peers, and is in the 84th Growth Percentile. Students with similar current test scores can have very different SGPs if they have different prior test scores. Students can have very low current test scores with very high growth percentiles, and students with very high current test scores can have very low growth percentiles.

Students must have two years of test scores in order to have an SGP. Because PAWS is administered from grades 3 through 8, 3rd grade students won't have an SGP. Similarly, 8th grade students won't have a future trend map for the next year on their report.

There are a number of measures we rely on to understand student progress. SGPs should be viewed in conjunction with other sources of information like class assignment completion, grades, and scores on teacher-developed tests. Together, these indicators form a more complete picture of student growth.



For additional information, please visit the WDE's Student Growth Percentile website, at edu.wyoming.gov/data/sgp, or contact Jessica Steinbrenner at jessica.steinbrenner@wyo.gov or (307)777-8568.