

Developing Trend Statements Examples

Performance Indicator	What measure/ data source?	What content area?	Which metric(s)?	Which students? (grade level, disaggregated groups)	Direction of trend? Comparison?	Amount?	Over what time period?	What makes this trend notable?	Trend Statement
<i>Academic Growth Gaps</i>	Colorado Growth Model (CMAS)	Reading	Median Growth Percentile and Median	9th and 10th graders on an IEP	decreasing	MGP: 55 to 35	2014-15 to 2016-17	For this disaggregated group, the median growth percentile was below the median adequate growth percentile and decreased 20 percentile points to a level below the minimum state expectation of 50.	The median student growth percentile in reading for 9th and 10th graders on an IEP decreased from 55 to 35 between the 2014-15 and 2016-17 school years, which was a 20 point decrease to a level below the minimum state expectation of 50.
<i>Academic Growth</i>	Colorado Growth Model (CMAS)	Math	Median Growth Percentile	6th graders	increasing	38 to 52	2014-15 to 2016-17	The median growth percentile increased to a level above the adequate growth percentile for this group and above the minimum state expectation of 50.	The median student growth percentile in math for 6th graders increased from 38 to 52 between 2014-15 and the 2016-17 school years to a level above the minimum state expectation of 50.
<i>Academic Growth (English Language Development)</i>	Colorado Growth Model (ACCESS)	English Language Proficiency	Median Growth Percentile and Median Adequate Growth Percentile	9th and 10th graders English Learner	increasing	MGP: 20 to 35 AGP: 60, 55	2014-15 to 2016-17	The median growth percentile for ACCESS was below the minimum state expectation of 55 because the median growth percentiles were below the median adequate growth percentiles.	The median student growth percentile for English language proficiency among ELLs increased from 20 to 35 between 2014-15 and 2016-17, but remained below the state minimum expectation of 50 and below the median adequate growth percentile for the same time period.
<i>Achievement</i>	CMAS	Science	Mean Scale Score	5th graders qualifying for F/R lunch	stable	594, 588, 596	2014-15 to 2016-17	The mean scale score of students qualifying for free/reduced lunch was substantially below the mean scale score of all students in the school (610, 616, 635).	The mean scale score of students qualifying for free/reduced lunch between 2014-15 and 2016-17 was substantially below the mean scale score of all students in the school (610, 616, 635).
<i>Postsecondary and Workforce Readiness</i>	Graduation	NA	Disaggregated 4 and 5 year graduation rates	English Learners	decreasing	4 year: 75%, 70%, 62%	2014-15 to 2016-17	The 4 and 5 year graduation rates for English Language Learners was below the minimum state expectation of 80% for each of the last three years.	The percent of ELLs graduating within 4 or 5 years decreased from 75% to 62% between 2015 and 2017, a rate substantially below the minimum state expectation of 80%.