**Title**: 4400 Growth Model Assessments

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|  | **4400 Growth Model Assessments**  Diocese of Altoona-Johnstown schools will use Growth Model assessments to ascertain student and curriculum needs. The purpose of the Growth Model assessments is to focus on the continuous academic and personal development of each student. Rather than solely measuring final achievements, these assessments track individual progress over time, helping to identify strengths and areas for growth. In line with the mission of our Catholic school system, the goal is to foster a growth mindset, where students are empowered to reach their fullest potential, both academically and spiritually, in a supportive and nurturing environment.  The following guidelines will help make sure that the Growth Model is used properly.  **1. Growth Model Framework**   * **Individualized Growth Targets**: Each student will have personalized growth goals based on their baseline performance, which will be revisited and adjusted throughout the year. * **Benchmarks**: The District will define clear academic and personal growth benchmarks, ensuring the targets are developmentally appropriate.   **2. Data Collection and Analysis**   * **Continuous Monitoring**: Schools will use a mix of qualitative and quantitative data to measure progress. * **Data Interpretation**: Schools will use the data to create actionable plans for interventions, and enrichment to teaching practices. Teacher collaboration is key here to make adjustments based on growth metrics.   **3. Feedback and Communication**   * **Student Feedback**: Teachers will provide regular, constructive feedback that encourages a growth mindset. Focus on effort and progress rather than just final outcomes. * **Parent and Guardian Communication**: Schools will create systems for clear, transparent communication with families about their child's progress, including opportunities for discussion about how they can support their child's development. * **School Collaboration**: District representatives, school leadership and teachers will work in teams to discuss student data and develop strategies for supporting individual learning needs. Regular professional development will ensure teachers are trained in interpreting growth model data.   **4. Reflection and Continuous Improvement**   * **Ongoing Reflection**: Both students and educators should be encouraged to engage in regular reflection on progress. This can include self-assessments for students and reflective practice for teachers. |