Support School Improvement Utilizing Georgia's Statewide Longitudinal Data System (SLDS) and the School Improvement (SI) Dashboard

A Tutorial of Practical Application

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Agenda

- **Why the School Improvement (SI) Dashboard was Created**

- **Live Overview/Walkthrough of the SI Dashboard**

- **Equity Scenarios and the SI Dashboard**

Equity, ESSA, and the SI Dashboard

- When ESEA was signed into law in 1965 the goal was to provide full educational opportunity by giving grants to districts serving low income students and funding for special education centers

- Today ESEA, reauthorized as ESSA in 2015, focuses on the success of every student and upholds **critical protections for America's disadvantaged and high-need students**.

- From its inception, ESEA was a civil rights law. ESSA maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.
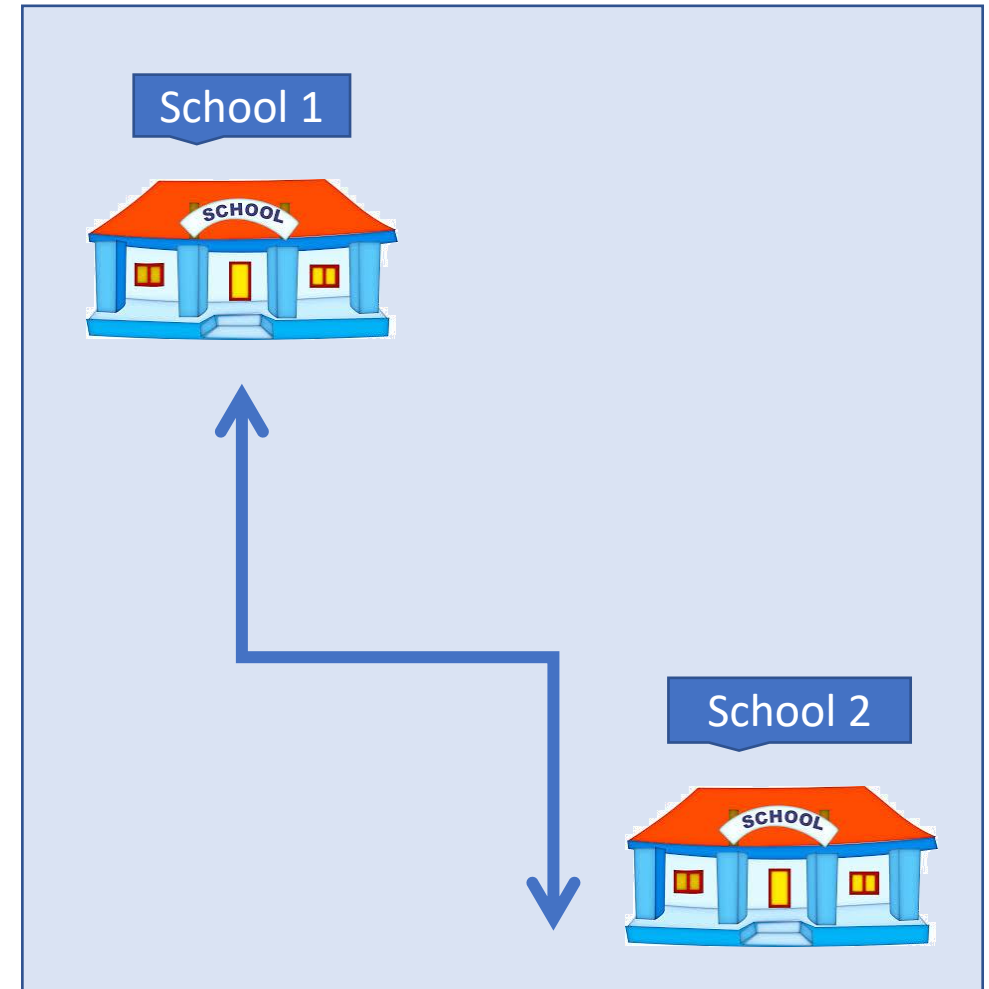
The Story of Two Schools

Quick Facts
- 1 District
- 2 Elementary Schools
- 2.8 Miles Apart

Try to Look at Data from the
Following Perspectives:
- Parent
- Community/Business Partner
- District Leader
- School Leader

School 1

School 2
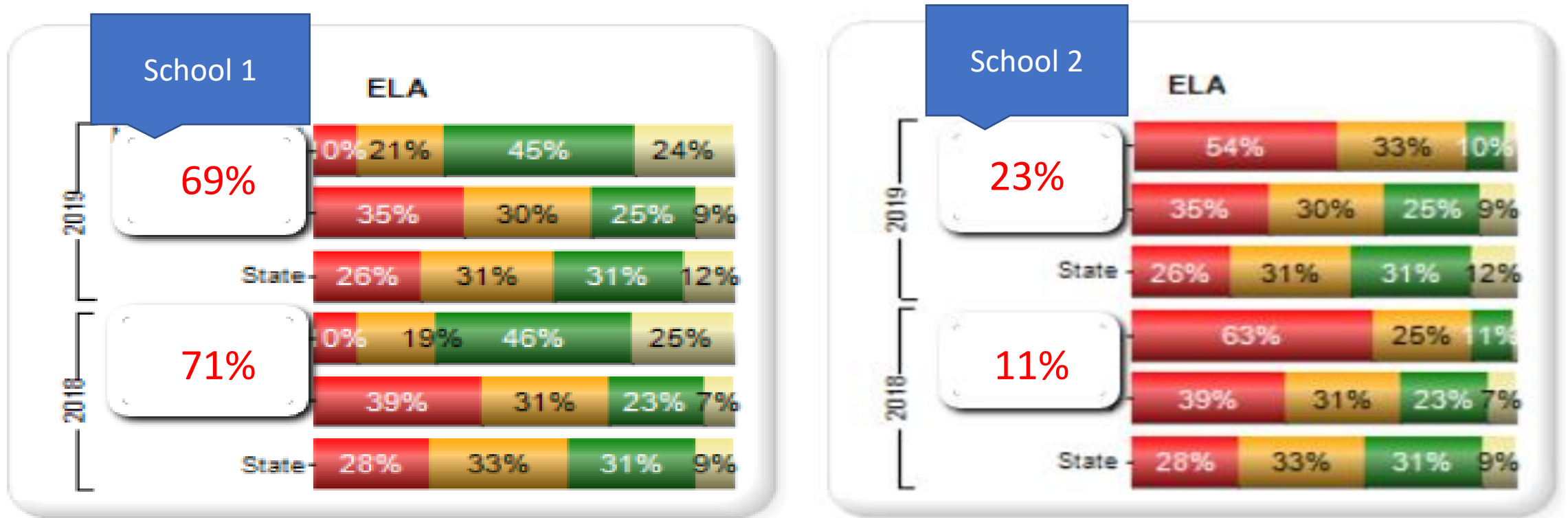
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2019 Milestones Data

	Reading			ELA			Math		
	Grade Level & Above			Proficient Learner & Above			Proficient Learner & Above		
	School 1	School 2	State	School 1	School 2	State	School 1	School 2	State
Grade 3	94.7	42.1	73	78.9	12.4	42	77.2	11.7	52
Grade 5	97	48.4	73	78.8	13.5	45	53	10.1	41

	Science			Social Studies		
	Proficient Learner & Above			Proficient Learner & Above		
	School 1	School 2	State	School 1	School 2	State
Grade 5	75.8	12.6	43	53	6.3	31

NOTICINGS: School 1 has more students scoring at Proficient and Distinguished on Milestones tests than School 2 and the State in 3rd and 5th in all content areas. We also see a drop in the percent of students scoring at Proficient and Distinguished in math in School 1 between 3rd and 5th Grade, though there is a dip in the State as well.

SLDS Landing Page Student Achievement Data

School 1 — ELA
- 2019: 69% | 0% 21% 45% 24% | 35% 30% 25% 9% | State: 26% 31% 31% 12%
- 2018: 71% | 0% 19% 46% 25% | 39% 31% 23% 7% | State: 28% 33% 31% 9%

School 2 — ELA
- 2019: 23% | 54% 33% 10% | 35% 30% 25% 9% | State: 26% 31% 31% 12%
- 2018: 11% | 63% 25% 11% | 39% 31% 23% 7% | State: 28% 33% 31% 9%

NOTICINGS: School 1 has more students scoring at Proficient and Distinguished on End of Grade tests; but the school saw a decrease in performance from 2018 to 2019. School 1 is also ahead of the District and the State. Even though School 2 is behind the district and state in academic achievement, it saw an increase from 2018-2019.

Data Source: SLDS Landing Page, End of Grade Achievement ELA Data Spring 2018 v Spring 2019

SI Dashboard – ELA 2016-2019 Achievement Data

Black
44.89%

ED
24%

SWD
19.05%

English Language Arts		2016				2017				2018			
		Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
	All Students	9.04	21.81	48.4	20.74	3.72	23.94	42.02	30.32	7.94	14.29	46.03	31.75
	Minority	16.25	27.50	46.25	10.00	5.80	36.23	37.68	20.29	14.67	16.00	44.00	25.33
	American Indian/Alaskan	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	NA	NA	NA	NA
	Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Black	22.45	32.65	32.65	12.24	7.32	36.59	34.15	21.95	15.91	11.36	50	22.73
	Hispanic	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	13.33	26.67	33.33	26.67
	Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	White	3.7	17.59	50	28.7	2.52	16.81	44.54	36.13	3.51	13.16	47.37	35.96
	Economically Disadvantaged	28	48	20	4	12.5	54.17	20.83	12.5	23.08	17.95	46.15	12.82
	English Language Learner	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Students with Disabilities	42.86	38.1	19.05	0	TFS	TFS	TFS	TFS	47.37	15.79	36.84	0

Black 72.73% — **Black +27.84**
ED 58.97% — **ED +34**
SWD 36.84% — **SWD +17.79**

Black
15.06%

ED
14.81%

SWD
28.77%

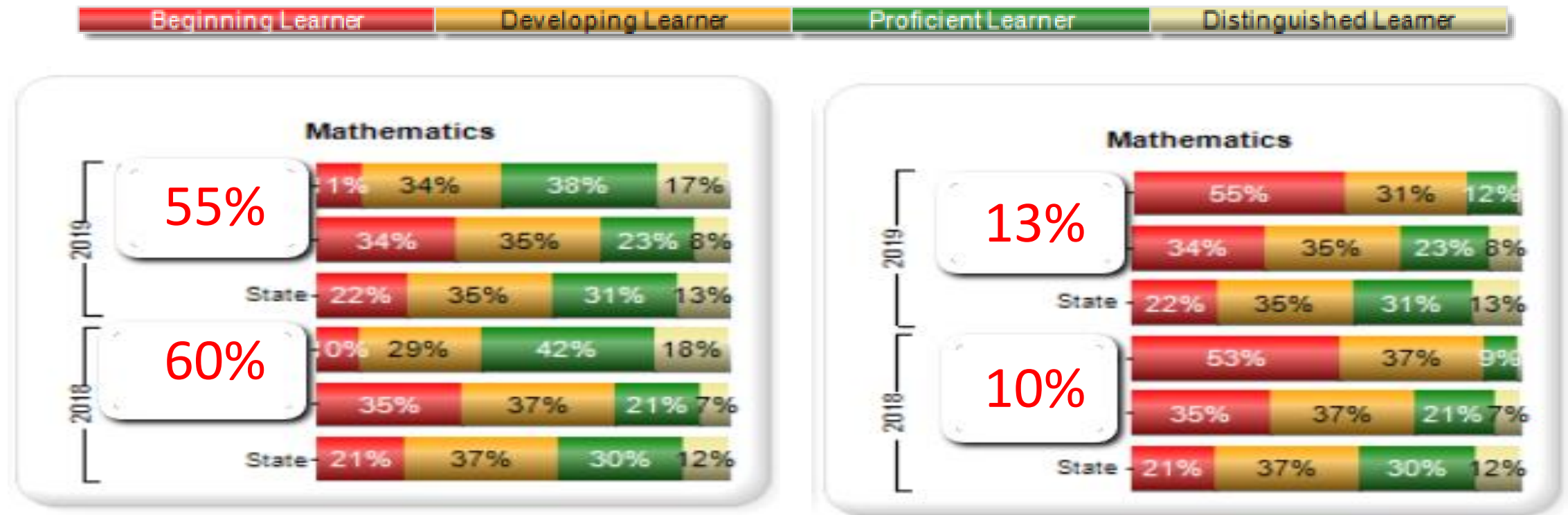| English Language Arts		2016				2017				2018			
		Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
	All Students	56.1	29.09	11.43	3.38	50.35	31.7	17.48	.47	57.04	27.9	14.07	.99
	Minority	56.58	28.68	11.58	3.16	51.20	31.58	16.99	0.24	57.54	27.89	13.57	1.01
	American Indian/Alaskan	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Black	56.25	28.69	11.93	3.13	51.69	31.69	16.36	.26	58.36	27.95	12.6	1.1
	Hispanic	57.89	31.58	10.53	0	43.48	34.78	21.74	0	64.71	23.53	11.76	0
	Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	White	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Economically Disadvantaged	56.1	29.09	11.43	3.38	50.35	31.7	17.48	.47	57.04	27.9	14.07	.99
	English Language Learner	65.22	26.09	4.35	4.35	51.61	29.03	19.35	0	68	24	8	0
	Students with Disabilities	67.12	4.11	12.33	16.44	71.23	10.96	16.44	1.37	63.46	13.46	21.15	1.92

Black 13.7% — **Black -1.36**
ED 15.06% — **ED +0.25**
SWD 23.07% — **SWD -5.7**

NOTICINGS: In School 1, Black, ED and SWD students score at Proficient and Distinguished at lower rates than the school at large. All three subgroups saw growth from 2016-2018. There was substantial growth in ED & SWD. Black and ED students at school 2 score at the same rates as the school at large and the SWD students are outperforming everyone. School 2 made no substantial progress from 2016 to 2018 even showing a slight decline.

Data Source: SI Dashboard, Student Achievement Data, Full Year 2016, 2017, 2018

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SLDS Landing Page Student Achievement Data

NOTICINGS: School 1 has more students scoring at Proficient and Distinguished on End of Grade tests, though the gap is not as great in Math as it is in ELA; but, again, the school saw a decrease in performance from 2018 to 2019. School 1 is also ahead of the District and the State. Even though School 2 is behind the district and state in academic achievement, it saw an increase from 2018-2019.

Data Source: SLDS Landing Page, End of Grade Achievement Mathematics Data Spring 2018 v Spring 2019

SI Dashboard – Math 2016-2019 Achievement Data

School 1

Left: Black 40.82% | ED 16% | SWD 13.64%
Right: Black 52.27% | ED 46.15% | SWD 26.32%
Change: Black +11.45 | ED +30.15 | SWD +12.68

		2016				2017				2018			
		Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
Mathematics	All Students	11.11	29.1	38.62	21.16	3.72	29.79	42.02	24.47	6.35	24.87	49.21	19.58
	Minority	19.75	30.86	39.51	9.88	7.25	36.23	43.48	13.04	10.67	33.33	37.33	18.67
	American Indian/Alaskan	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	NA	NA	NA	NA
	Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Black	22.45	36.73	38.78	2.04	7.32	41.46	43.9	7.32	6.82	40.91	40.91	11.36
	Hispanic	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	13.33	26.67	26.67	33.33
	Multi-Racial	20	33.33	40	6.67	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	White	4.63	27.78	37.96	29.63	1.68	26.05	41.18	31.09	3.51	19.3	57.02	20.18
	Economically Disadvantaged	32	52	8	8	12.5	50	25	12.5	7.69	46.15	33.33	12.82
	English Language Learner	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Students with Disabilities	50	36.36	13.64	0	TFS	TFS	TFS	TFS	47.37	26.32	26.32	0

School 2

Left: Black 11.43% | ED 11.23% | SWD 29.16%
Right: Black 11.53% | ED 13.12% | SWD 25%
Change: Black +0.10 | ED +1.89 | SWD -4.16

		2016				2017				2018			
		Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %	Beginning Learner %	Developing Learner %	Proficient Learner %	Distinguished Learner %
Mathematics	All Students	54.05	34.73	6.53	4.7	52.55	36.81	9.95	.69	47.52	39.36	12.38	.74
	Minority	54.50	34.39	6.35	4.76	53.21	36.58	9.74	0.48	47.86	38.79	12.59	0.76
	American Indian/Alaskan	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Asian/Pacific Islander	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Black	53.71	34.86	6.57	4.86	54.64	35.57	9.28	.52	49.45	39.01	10.71	.82
	Hispanic	57.89	36.84	5.26	0	34.78	52.17	13.04	0	35.29	35.29	29.41	0
	Multi-Racial	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	White	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS	TFS
	Economically Disadvantaged	54.05	34.73	6.53	4.7	52.55	36.81	9.95	.69	47.52	39.36	12.38	.74
	English Language Learner	65.22	26.09	4.35	4.35	43.75	43.75	12.5	0	52	24	24	0
	Students with Disabilities	61.11	9.72	8.33	20.83	71.62	12.16	12.16	4.05	65.38	9.62	23.08	1.92

NOTICINGS: In School 1, Black, ED and SWD students score at Proficient and Distinguished at lower rates than the school at large. All three subgroups saw growth from 2016-2018. There was substantial growth in ED & SWD. Black and ED students at school 2 score at the same rates as the school at large and the SWD students are outperforming everyone.

Data Source: SI Dashboard, Student Achievement Data, Full Year 2016, 2017, 2018

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What Else Should We Know?

School 1

- Enrollment 566
- SGP 49.9
- Poverty Quartile 1, PPE $11,662
- Subgroup Breakdown: Black 27.4%, ED 20.5%, SWD 9.4% (EL data not available)
- Student Mobility 1.6%
- OSS 10 Days or Less = TFS
- Level I & II Teachers 0%
- Teacher Retention 86%
- Teachers Out-of-Field 28.42%
- Inexperienced Teachers 49%
- Climate Rating 4 of 5

School 2

- Enrollment 968
- SGP 42.6
- Poverty Quartile 4, PPE $11,405
- Subgroup Breakdown: Black 89%, ED 100%, SWD 13.7% (EL data not available)
- Student Mobility 39.7%
- OSS 10 Days or Less = 64
- Level I & II Teachers 5.63%
- Teacher Retention 87%
- Teachers Out-of-Field 13.29%
- Inexperienced Teachers 43%
- Climate Rating 2 of 5

NOTICINGS

- Significant Different in Enrollment
- SGP is comparable
- Poverty Quartile is dramatically different, but PPE is comparable
- The Black and ED populations are very different
- Student Mobility is significantly higher at School 2
- OSS is significantly different
- Only School 2 has Level I & II Teachers
- Teacher Retention is comparable
- Teachers Out-of-Field is higher at higher performing school
- Inexperienced Teachers is comparable
- Climate Rating is higher at higher performing School

The SI Dashboard Provides a Bigger Picture

Why The School Improvement Dashboard Was Created:

Districts and Schools expressed need for:

- One location for data
- User friendly access to data
- Explanation of data
- Trend data
- Data beyond assessments

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Live Overview/Walkthrough of the SI Dashboard

Things to Remember:

Access to the SI Dashboard is contingent on user rights being granted by district

[SI Dashboard User Manual](#) can be found at this link and on the Technology Service page on the GaDOE website

GaDOE will provide detailed training as requested at [Technology Services Help and Training](#)

One Location for the Data:

Trend Data

Student Mobility

	2016	2017	2018
	Churn Rate (Student Mobility) %	Churn Rate (Student Mobility) %	Churn Rate (Student Mobility) %
State of Georgia	15.1	14.62	14.50
Glenn Hills Middle School	32.4	33.2	36.3
Richmond County	29.7	29.7	31.4

NA (Student Count = 0)   -- No data found
State-level data is the average of the district level percentages.

Student Enrollment -- FTE

	2016	2017	2018
Total Student Count	647	548	619
	Enrollment %	Enrollment %	Enrollment %
Minority	95.8	97.8	97
American Indian/Alaskan	TFS	TFS	TFS
Asian	TFS	TFS	TFS
Other Pacific Islander	TFS	TFS	TFS
Black	93.4	91.6	90.3
Hispanic	2.5	5.3	4.8
Multi-Racial	TFS	TFS	TFS
White	TFS	TFS	3.4
Economically Disadvantaged	96.8	96.7	96.3
English Language Learner	TFS	TFS	TFS
Students with Disabilities	9.7	10.6	12

NA (Student Count = 0)   -- No data found
TFS (Student Count < 15) -- Two few students

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Live Overview/Walkthrough of the SI Dashboard

The data variables used in the SI Dashboard are listed below.
They are grouped under the six different components below.

Component 1: Student Information	Component 2: Star Rating	Component 3: Teacher Information	Component 4: Leader Information	Component 5: Student Performance	Component 6: School Improvement
○ State Poverty Quartile ○ FTE ○ % Direct Certified ○ OSS /ISS Discipline ○ Students attendance ○ Student Mobility	○ STAR Climate Rating ○ Financial Efficiency Star Rating ○ Per Pupil Expenditure	○ Ineffective Teachers ○ Teachers with Emergency or Provisional Certificates ○ Teacher Retention ○ Teachers Out-of-Field ○ Inexperienced Teachers ○ Teacher Attendance ○ TAPS Summative Distribution	○ Leader Retention ○ Inexperienced Leaders ○ LAPS Summative Distribution	○ Student Proficiency ○ Graduation Rate ○ Lexile Proficiency ○ SGP (School) and MGP (District/State) ○ Participation Rate	○ CCRPI

How can the SI Dashboard support a school?

- Access data to guide creation and implementation of school improvement plan
- Download data to share with staff for analysis
- Drill down to subgroup data
- Inform staff placement decisions
- Guide the focus of professional learning
- Provide guidance for data driven decision making
- Increase staff ownership of data

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How the SI Dashboard Can Support You

Data Mining

Data mining is the process of finding anomalies, patterns and correlations within large data sets to predict outcomes, resolve issues and improve performance. Using a broad range of techniques, you can use this information to increase positive outcomes, problem-solve, improve stakeholder relationships, reduce risks and more.

How the SI Dashboard Can Support You

Data mining is not wasting time collecting and organizing the mountains of available data.

The SI Dashboard does this for you!

Data mining is examining the data to find the gold.

SI Dashboard

How the SI Dashboard Can Support You

SI Dashboard
Data Mining Activity

There are two handouts:
1. District Level to compare trends between schools
2. School Level to compare trends between subgroups

Work with an elbow partner to examine the trend data.
This worksheet can be edited to reflect any data set needing examined and is a powerful tool for teams to use to identify patterns and areas for growth.

How the SI Dashboard Can Support You

SI Dashboard Data Mining Activity

What conclusions are you drawing from your trend data?

Do you need other information to clarify your conclusions about your trend data?

What is your next step? (hint- root cause analysis)

What Questions Do You Have?

How the SI Dashboard Can Support You

Feedback

Please share feedback about the efficacy of the SI Dashboard, and how it can be improved. This tool was developed for you and needs to work for you.

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