Advancing School Leadership for Continuous Improvement

Digging Deeper into Your School's CCRPI Data

Winter Instructional Leadership Conference

February 25-26, 2020

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Session Norms

- Place electronics on silent/vibrate.

- Remain engaged in learning.

- Respectfully share opinions.

- Ask questions for clarification to avoid making assumptions.

Session Goals

This session will guide principals through the process of digging deeper into CCRPI data files to ask and answer questions such as *What is going well? What are the areas that need improvement? What other information is needed?*

Participants will learn how to dig into the details to maximize CCRPI data for thoughtful decision-making regarding staffing, instructional programs and initiatives, professional learning, and allocation of resources.
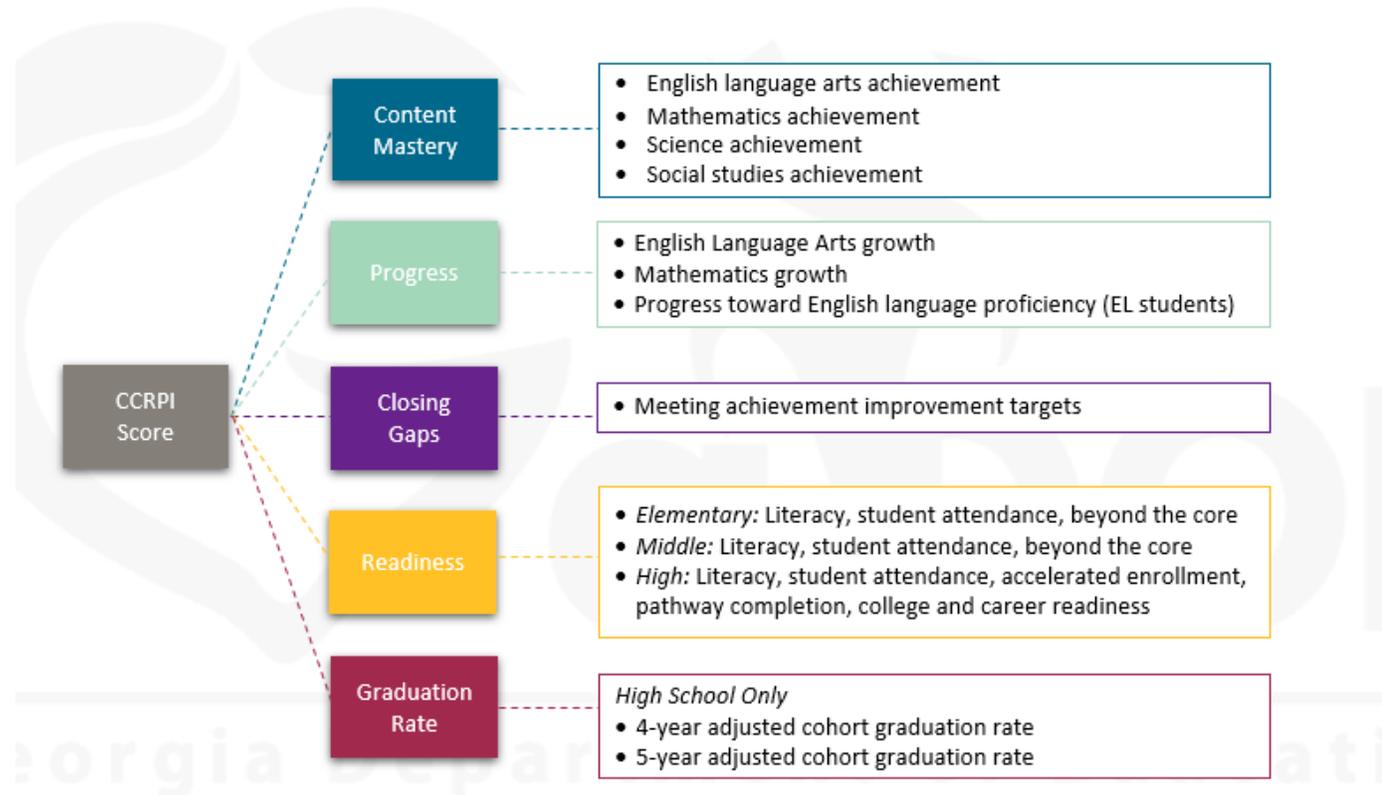
First…do you know?

- Who is the accountability Point of Contact (POC) in your district appointed by your superintendent?

- Who is the accountability specialist at the GaDOE assigned to assist your district?

2019 CCRPI Reports

CCRPI

The College and Career Ready Performance Index or CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

CCRPI Score

Content Mastery
- English language arts achievement
- Mathematics achievement
- Science achievement
- Social studies achievement

Progress
- English Language Arts growth
- Mathematics growth
- Progress toward English language proficiency (EL students)

Closing Gaps
- Meeting achievement improvement targets

Readiness
- *Elementary:* Literacy, student attendance, beyond the core
- *Middle:* Literacy, student attendance, beyond the core
- *High:* Literacy, student attendance, accelerated enrollment, pathway completion, college and career readiness

Graduation Rate
- *High School Only*
- 4-year adjusted cohort graduation rate
- 5-year adjusted cohort graduation rate

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Accessing Reports

https://www.gadoe.org/CCRPI/Pages/default.aspx

The Story a CCRPI Report Tells

CCRPI - What's in a Number?

- CCRPI provides one set of measurable indicators that describe student opportunities and outcomes.

- CCRPI scores…
  - can be personal to a school
  - can be a source of pride or frustration
  - can highlight both strengths and areas for improvement
  - can be the same…but mean something different

- What's in a number?

Understanding and Using CCRPI Data

Understanding and Using Data in CCRPI Components

- While the data set is from last school year, it is relevant data to frame conversations this school year.

- CCRPI puts a spotlight on strengths and areas of improvement.

- Dig into the data to see trends and get insight.

- Pair CCRPI with other knowns to guide decision-making.

- It is never too early to begin thinking about resources, professional development, and teacher needs for next year.

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Content Mastery

A Quick Overview

Content Mastery Achievement Levels

HOW DID STUDENT GROUPS IN THE
SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

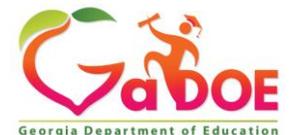MATHEMATICS

SCIENCE

SOCIAL STUDIES

All Students is used to calculate the
Content Mastery indicator score for
ELA.

The higher the Proficient and
Distinguished percentages, the higher
the Content Mastery score.

ACHIEVEMENT LEVELS   SCORES, TARGETS, AND FLAGS

	x 0.0	x 0.5	x 1.0	x 1.5
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 100.00% Participation Rate	3.86%	20.33%	52.82%	23.00%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	2.44%	19.51%	39.02%	39.02%
BLACK 100.00% Participation Rate	19.23%	34.62%	46.15%	0.00%
HISPANIC 100.00% Participation Rate	8.06%	22.58%	61.29%	8.06%
MULTI-RACIAL 100.00% Participation Rate	5.88%	11.76%	58.82%	23.53%
WHITE 100.00% Participation Rate	2.65%	19.70%	53.03%	24.62%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	11.00%	37.00%	41.00%	11.00%
ENGLISH LEARNERS 100.00% Participation Rate	17.65%	41.18%	35.29%	5.88%
STUDENTS WITH DISABILITY 100.00% Participation Rate	23.64%	38.18%	36.36%	1.82%

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Content Mastery
High Achievement Example

78.63% of the students scored either Proficient or Distinguished on the ELA assessment.

The high achievement is reflected in the Content Mastery score.

Content Mastery
Low Achievement Example

Only 25% of the students scored either Proficient or Distinguished on the ELA assessment.

The low achievement is reflected in the Content Mastery score.

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ACHIEVEMENT LEVELS   SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.59% Participation Rate	39.73%	35.27%	23.21%	1.79%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	35.71%	39.29%	25.00%	0.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.47% Participation Rate	39.66%	34.48%	24.14%	1.72%
ECONOMICALLY DISADVANTAGED 99.47% Participation Rate	43.10%	33.91%	21.26%	1.72%
ENGLISH LEARNERS 100.00% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 100.00% Participation Rate	67.65%	29.41%	2.94%	0.00%

49.3

CONTENT MASTERY

English Language Arts	43.54
Mathematics	51.80
Science	58.34
Social Studies	50.01

VIEW DETAILS

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Content Mastery
Scores, Targets, and Flags

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ACHIEVEMENT LEVELS   SCORES, TARGETS, AND FLAGS ◄

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS 100.00% Participation Rate	97.49	90.00	🟩
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	100.00+	90.00	🟩
BLACK 100.00% Participation Rate	63.46	77.26	🟥
HISPANIC 100.00% Participation Rate	84.67	74.82	🟩
MULTI-RACIAL 100.00% Participation Rate	100.00	Too Few Students	
WHITE 100.00% Participation Rate	99.81	90.00	🟩
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	76.00	71.42	⭐
ENGLISH LEARNERS 100.00% Participation Rate	64.70	Too Few Students	
STUDENTS WITH DISABILITY 100.00% Participation Rate	58.18	61.04	🟥

LEGEND
- ⭐ Subgroup met 6% improvement target*
- 🟩 Subgroup met improvement target
- 🟨 Subgroup made progress, but did not meet improvement target
- 🟥 Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

Content Mastery

What is the data set telling us?

Case Study

Content Mastery Overview

CONTENT MASTERY

32.7↑

English Language Arts	34.26
Mathematics	32.28
Science	34.22
Social Studies	27.63

VIEW DETAILS
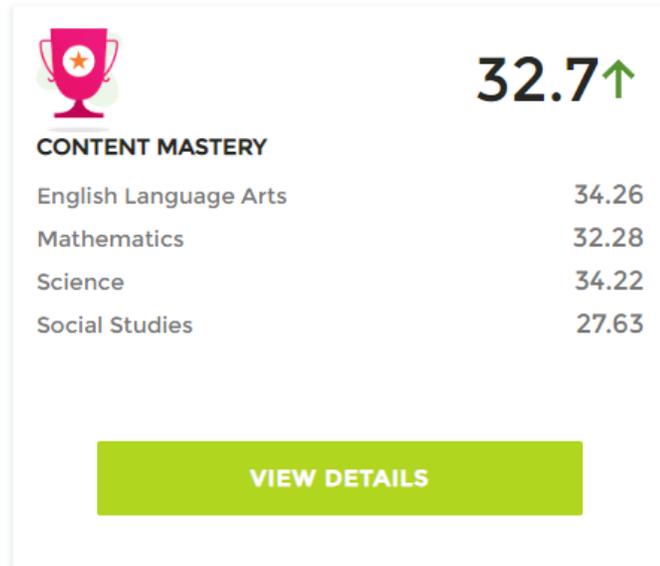
When looking at the overview, we see
- Looking at the trend arrow, Content Mastery increased from the previous year.
- Social Studies is lower than the other subjects.
- ELA and Science are higher than the other subjects.

We wonder
- What has been the professional development emphasis?
- How did each grade level perform?
- Which subjects improved from the previous year?

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Content Mastery Overview

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 100.00% Participation Rate	**34.26**	↑	+9.63
MATHEMATICS 99.62% Participation Rate	**32.28**	↑	+7.66
SCIENCE 100.00% Participation Rate	**34.22**	↑	+2.84
SOCIAL STUDIES 100.00% Participation Rate	**27.63**	↑	+5.57

All subjects increased!

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Digging Deeper Using Data Files

- GaDOE portal for those with CCRPI portal access
- Principal should have portal access
- District staff with superintendent approval have portal access

GaDOE Portal
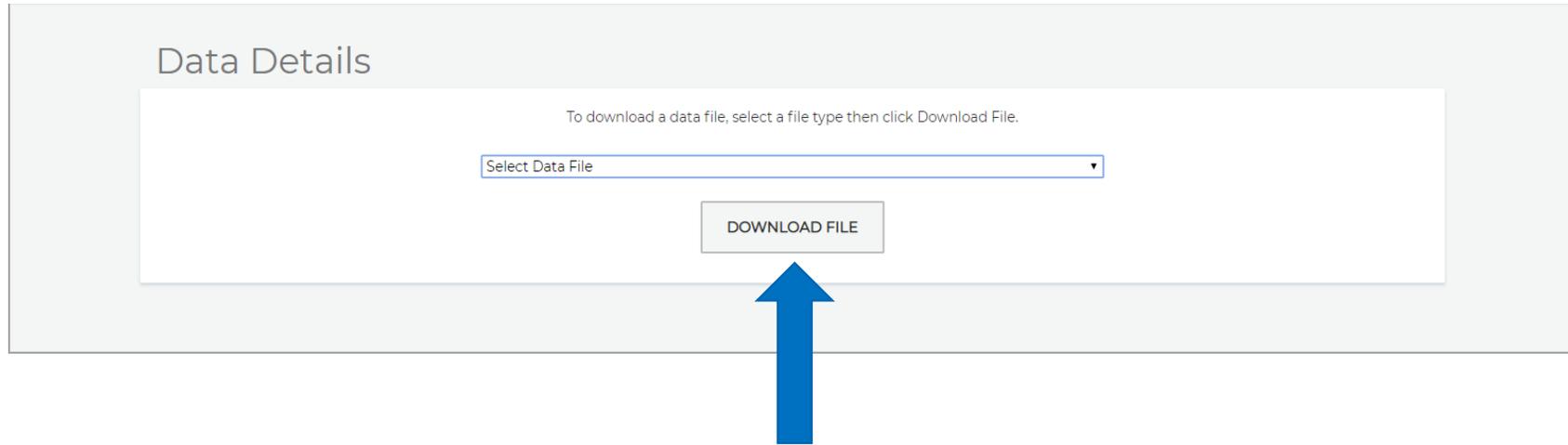
Student level data – governed by FERPA!

GaDOE Portal

Data Details

To download a data file, select a file type then click Download File.

Select Data File

DOWNLOAD FILE

- Accelerated Enrollment (High)
- Attendance
- Beyond the Core (Elementary and Middle)
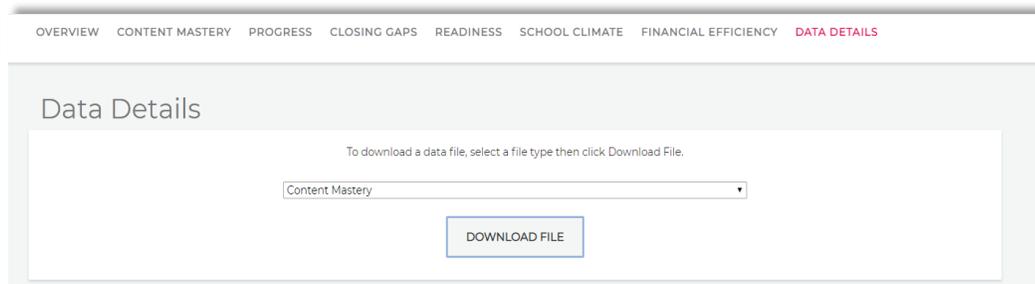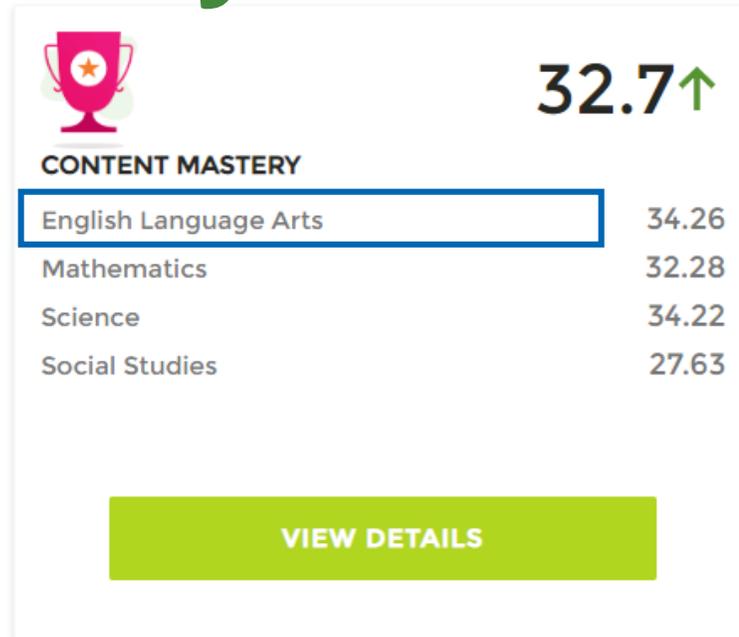- College and Career Readiness (High)
- Content Mastery (Achievement, Closing Gaps, and Progress)
- ELP ACCESS Progress
- Graduation Rate (High)
- Pathway Completion (High)

Content Mastery Overview

Filter on:
- FAY participants
- Assessment subject
- Assessment grade level
- Assessment achievement

Digging into the Data

2019 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
6th	55.67%	24.74%	13.40%	6.19%	19.59%
7th	43.21%	44.44%	11.11%	1.23%	12.34%
8th	47.37%	40.79%	11.84%	0.00%	11.84%
Total	49.21%	35.83%	12.20%	2.76%	14.96%
				2019 CCRPI Achievement Score = 34.26	

When looking at ELA achievement by grade levels, we see
- 6th grade has the highest percentage of Beginning Learners.
- 7th grade has the lowest percentage of Beginning Learners.
- 6th grade has the highest percentage of Proficient and Distinguished Learners.
- 8th grade has the lowest percentage of Proficient and Distinguished Learners.
- Most students are Beginning or Developing Learners.

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Digging into the Data

2019 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
6th	55.67%	24.74%	13.40%	6.19%	19.59%
7th	43.21%	44.44%	11.11%	1.23%	12.34%
8th	47.37%	40.79%	11.84%	0.00%	11.84%
Total	49.21%	35.83%	12.20%	2.76%	14.96%
					2019 CCRPI Achievement Score = 34.26

We wonder
- How does this compare to last year?
- What data did 6th grade teachers have regarding the incoming 6th graders?

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Looking Back a Year

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
6th	74.39%	19.51%	6.10%	0.00%	6.10%
7th	68.35%	24.05%	7.59%	0.00%	7.59%
8th	46.60%	37.86%	13.59%	1.94%	15.53%
Total	61.74%	28.03%	9.47%	0.76%	10.23%
					2018 CCRPI Achievement Score = 24.63

When looking at ELA data from 2018, we see
- 6th grade has the lowest percentage of Proficient and Distinguished Learners.
- 8th grade has the highest percentage of Proficient and Distinguished Learners.
- Like 2019, 6th grade has the highest percentage of Beginning Learners.
- Like 2019, most students are Beginning or Developing Learners.
- Two grade levels had no Distinguished Learners.
- Overall achievement was higher in 2019 (34.26) than in 2018 (24.63).

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Following the Students

2018 ELA	% of students with a PRO or DIS on the EOG
6th	6.10%
7th	7.59%
8th	15.53%

2019 ELA	% of students with a PRO or DIS on the EOG
6th	19.59%
7th	12.34%
8th	11.84%

When looking at the cohorts of students as they move through the grade levels, we see
- Students who were 6th graders in 2018 and 7th graders in 2019 increased in achievement.
- Students who were 7th graders in 2018 and 8th graders in 2019 also increased in achievement.

Following the Students

2018 ELA	% of students with a PRO or DIS on the EOG	2019 ELA	% of students with a PRO or DIS on the EOG
6th	6.10%	6th	19.59%
7th	7.59%	7th	12.34%
8th	15.53%	8th	11.84%

We wonder
- Are students who need interventions being identified, and are interventions effective?
- Are students who need a challenge being identified?
- Is small group instruction differentiated for different learners?
- How does the positive movement continue?

Looking at the Grade Level

2018 ELA	% of students with a PRO or DIS on the EOG	2019 ELA	% of students with a PRO or DIS on the EOG
6th	6.10%	6th	19.59%
7th	7.59%	7th	12.34%
8th	15.53%	8th	11.84%

When comparing individual grade levels over time, we see
- 6th and 7th grade saw an increase in performance, while 8th grade saw a decrease.
- The increases are significant improvements!

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Looking at the Grade Level-2020

2018 ELA	% of students with a PRO or DIS on the EOG	2019 ELA	% of students with a PRO or DIS on the EOG
6th	6.10%	6th	19.59%
7th	7.59%	7th	12.34%
8th	15.53%	8th	11.84%

We wonder
- How can the declining trend in 8th grade be reversed?
- How do the grade level teams plan instruction?
- What would the table look like for specific teachers?
- Are mathematics scores similar?

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ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2018	2019
6th	6.10%	19.59%
7th	7.59%	12.34%
8th	15.53%	11.84%

% of students with a PRO or DIS on the Mathematics EOG	2018	2019
6th	0.00%	12.37%
7th	2.53%	3.70%
8th	13.59%	9.21%

When comparing ELA and mathematics achievement scores, we see
- Overall, ELA scores are stronger than mathematics.
- 6th and 7th grade saw increases in both subjects.
- 8th grade saw decreases in both subjects.

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ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2018	2019
6th	6.10%	19.59%
7th	7.59%	12.34%
8th	15.53%	11.84%

% of students with a PRO or DIS on the Mathematics EOG	2018	2019
6th	0.00%	12.37%
7th	2.53%	3.70%
8th	13.59%	9.21%

We wonder
- Why did 8th grade decrease in both subjects, and what is the strategy to reverse the trend?
- What would 7th grade discipline data show? What would 8th grade discipline data show?
- How can more students move from Developing to Proficient and/or Distinguished?

Other data digs

- For EOCs, filter by EOC.

- Filter by subgroups within a grade level or EOC.

- Compare classroom assessment grades to state assessments for large discrepancies: are the formative assessments rigorous?

- Look at lesson plans and conduct observations to triangulate with the CCRPI data.

Other data digs

- Look at specific students still in your building who were not Proficient.
  - How are they performing this school year?
  - Are they getting appropriate supports?
  - Are students who were close to the next achievement level receiving the appropriate level of challenge?
- Drill down to the teacher level to see if instruction is effective in every classroom.

Closing Gaps

A Quick Overview

Connecting Content Mastery and Closing Gaps

and compared to the target scores to determine Closing Gaps flags.

Closing Gaps

- Closing Gaps measures the extent to which all students and all subgroups of students are meeting annual achievement improvement targets.

- For each achievement improvement target, 1 point is earned when the target is met (green flag); 0.5 points are earned when improvement is made but the target is not met (yellow flag); and 0 points are earned when performance does not improve (red flag).

- ED, EL, and SWD subgroups can earn 1.5 points when a 6% improvement target is met.

Subgroup Performance:	Improvement Flag:	Closing Gaps Points:
Met the 6% target *Available for ED, EL, SWD subgroups		1.5
Met the 3% target		1.0
Improved but did not meet the 3% target		0.5
Did not improve		0

Improvement Targets

- Each year, schools are expected to meet the improvement target based on the prior year's performance.
  - The improvement target is an expected gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue to focus on improvement.

- Improvement targets were calculated using 2017 data as the baseline.

- *Achievement improvement targets* are used to generate flags which are used for Closing Gaps.

- Note that *English Learner Progress Towards English Language Proficiency* targets and *Graduation Rate* targets are used for reporting and informational purposes only and not for Closing Gaps.

Improvement Targets

- GaDOE provided CCRPI improvement targets for all students and all subgroups of students.

$$Improvement\ Target = (100 - baseline_{2017}) * 0.03$$

- These CCRPI improvement targets are the <u>amount of change</u> expected from the prior to current year.

- Targets will be reset every 5 years. The next reset will use the 2022 data as the baseline.

Closing Gaps

What can the flags show?

Case Study

Overview
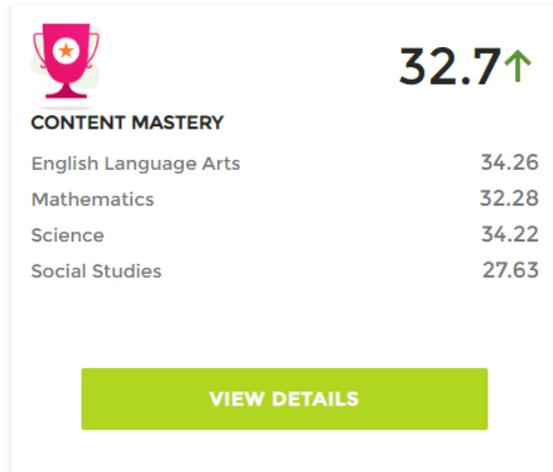
When looking at the overview, we see
- Though achievement appears low, this school is closing gaps.
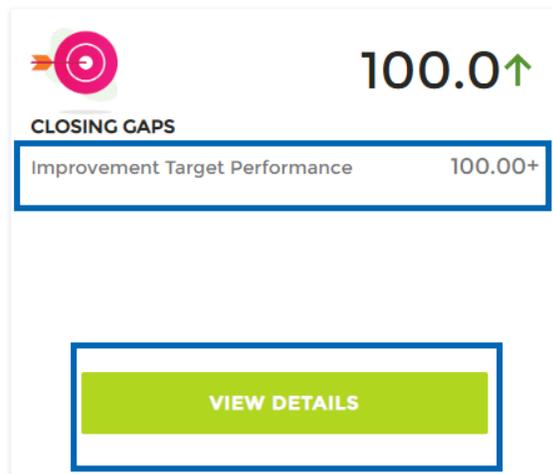
We wonder
- How did subgroups do in each subject?

Summary of Flags

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🟩	🟩	🟩	🟩
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🟩	🟩	🟨	🟩
HISPANIC	🟨	🟥		
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED	🟩⭐	🟩⭐	🟩	🟩⭐
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY	🟩⭐	🟩⭐		

We see
- A lot of green flags!
- No green flags for the Hispanic subgroup

We wonder
- Are there any new subgroups that will have targets in 2020?

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Flags by Subject

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	34.26	26.72	🟩
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	34.46	25.49	🟩
HISPANIC	25.01	25.98	🟨
MULTI-RACIAL	Too Few Students	N/A	
WHITE	41.18	N/A	
ECONOMICALLY DISADVANTAGED	34.26	26.72	⭐
ENGLISH LEARNERS	20.59	N/A	
STUDENTS WITH DISABILITY	26.67	9.13	⭐

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	32.28	26.76	🟩
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
BLACK	30.87	24.65	🟩
HISPANIC	31.26	35.68	🟥
MULTI-RACIAL	Too Few Students	N/A	
WHITE	50.00	N/A	
ECONOMICALLY DISADVANTAGED	32.28	26.76	⭐
ENGLISH LEARNERS	23.53	N/A	
STUDENTS WITH DISABILITY	26.67	11.65	⭐

We see
The *White* subgroup did not have a target in 2019. They will in 2020.

Suggestion: Look in the Content Mastery data file and **filter** by subgroup. Filter by grade level as well to see where subgroups are most successful.

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Progress

A Quick Overview

Progress Levels: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS   SCORES

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	29.23%	10.95%	24.98%	34.83%
AMERICAN INDIAN / ALASKAN NATIVE	29.32%	11.81%	24.89%	33.97%
ASIAN / PACIFIC ISLANDER	19.40%	8.96%	25.35%	46.29%
BLACK	33.34%	11.63%	24.81%	30.22%
HISPANIC	27.09%	10.86%	25.38%	36.68%
MULTI-RACIAL	29.07%	11.19%	24.30%	35.44%
WHITE	27.41%	10.55%	24.99%	37.04%
ECONOMICALLY DISADVANTAGED	30.81%	11.26%	24.85%	33.09%
ENGLISH LEARNERS	25.67%	10.45%	25.35%	38.53%
STUDENTS WITH DISABILITY	32.96%	11.78%	24.68%	30.58%

ELA and Mathematics SGPs

SGP Range	Point Value
1-29	0
30-40	.5
41-65	1
66-99	1.5

The *All Students* row is used to calculate the Progress indicator score for ELA and Mathematics.

Progress Levels: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

PROGRESS LEVELS   **SCORES**

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SCORE
ALL STUDENTS	82.71
AMERICAN INDIAN / ALASKAN NATIVE	81.76
ASIAN / PACIFIC ISLANDER	99.27
BLACK	75.96
HISPANIC	85.83
MULTI-RACIAL	83.06
WHITE	85.83
ECONOMICALLY DISADVANTAGED	80.12
ENGLISH LEARNERS	88.38
STUDENTS WITH DISABILITY	76.44

Are there subgroups underperforming when compared to others?

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Progress Levels: ELP

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

PROGRESS LEVELS SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ALL STUDENTS	19.19%	8.35%	19.61%	52.85%
AMERICAN INDIAN / ALASKAN NATIVE	16.28%	9.88%	16.86%	56.98%
ASIAN / PACIFIC ISLANDER	15.00%	7.37%	17.11%	60.52%
BLACK	16.62%	9.69%	18.34%	55.35%
HISPANIC	19.94%	8.47%	20.09%	51.50%
MULTI-RACIAL	20.47%	8.84%	16.74%	53.95%
WHITE	16.61%	6.77%	17.43%	59.20%
ECONOMICALLY DISADVANTAGED	19.44%	8.65%	19.94%	51.96%
ENGLISH LEARNERS	19.19%	8.35%	19.61%	52.85%
STUDENTS WITH DISABILITY	25.22%	14.81%	22.59%	37.38%

EL Progress toward Proficiency – ACCESS for ELLs

Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

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Progress Levels: ELP

HOW DID THE STATE PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	82.66	↑ +0.05
MATHEMATICS	82.72	↑ +0.01
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	100.00+	— no change

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

PROGRESS LEVELS   SCORES, TARGETS, AND FLAGS

ENGLISH LANGUAGE ARTS

	SCORE	TARGET	FLAG
ENGLISH LEARNERS	100.00+	90.00	🚩

MATHEMATICS

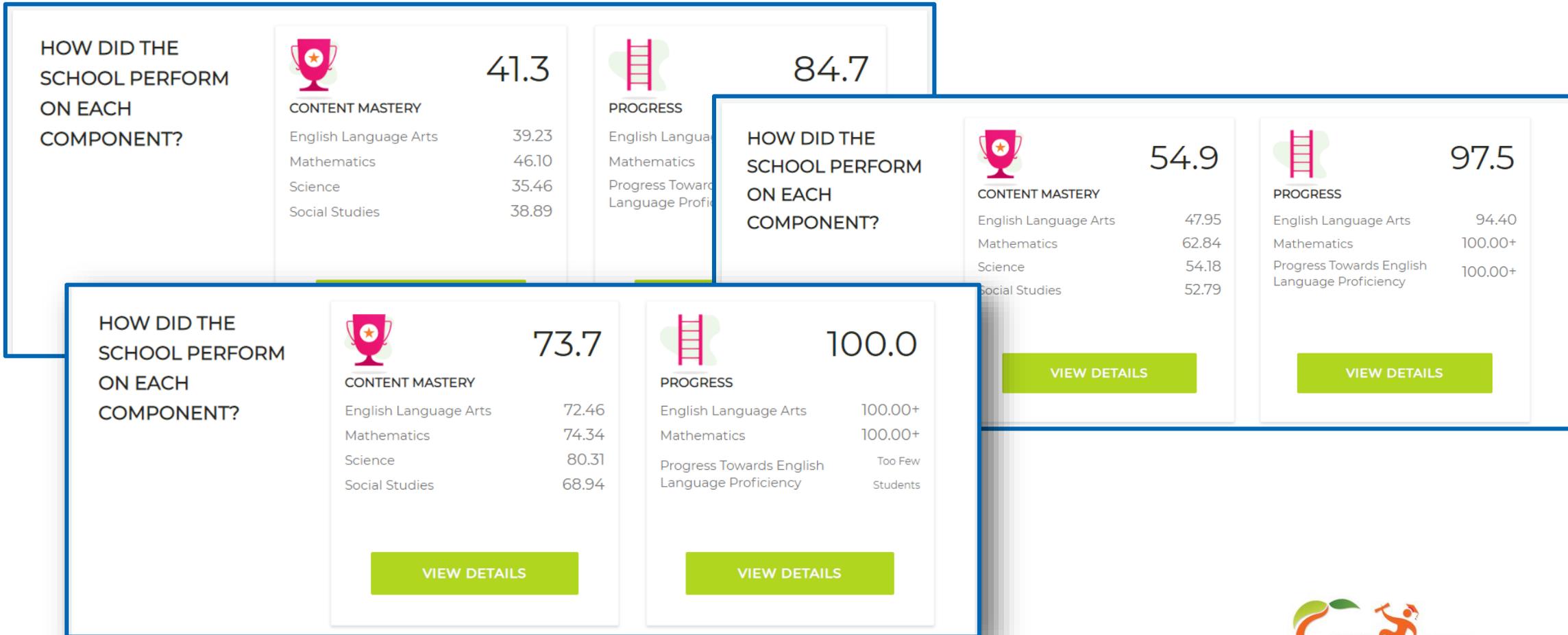PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

LEGEND

- 🚩 Subgroup met improvement target
- 🚩 Subgroup made progress, but did not meet improvement target
- 🚩 Subgroup did not make progress and did not meet improvement target

Progress

Can all students grow?

Yes! Schools with low Content Mastery can have high Progress.

Yes! Schools with <u>high</u> Content Mastery can have <u>high</u> Progress.

Who is not growing?

Generally speaking,

- If your low achievers are not growing, look at the interventions in place, expectations for all students, quality of instruction, differentiation, questioning techniques, etc.

- If your high achievers are not growing, look at the level of differentiation and opportunities for enrichment, level of rigor (DOK, Bloom's Taxonomy) in classwork and questioning.

Case Study

Progress Overview
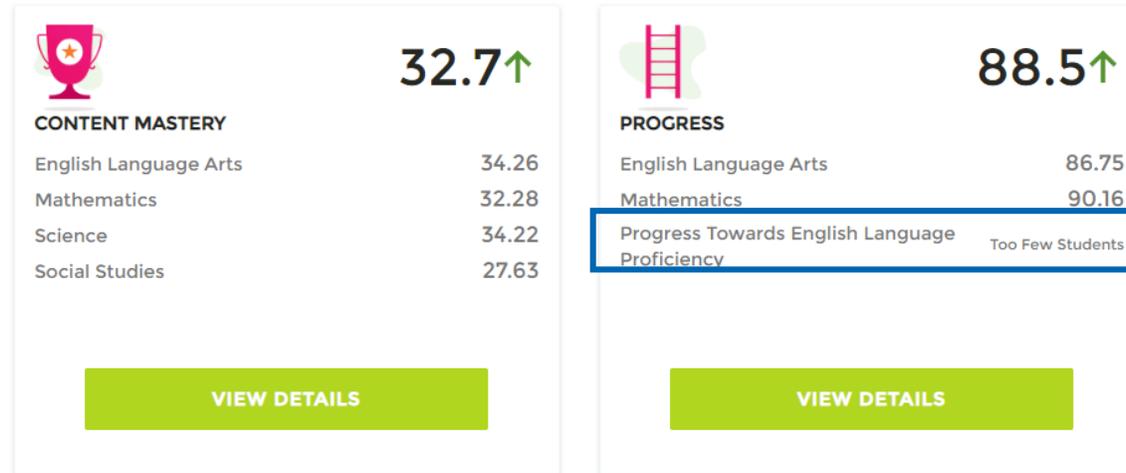
When looking at the overview, we see
- There are not enough students for a Progress Towards English Language Proficiency indicator score.
- Like Content Mastery, Progress increased from the previous year.
- Mathematics Progress is higher than ELA.
- While ELA is stronger in Content Mastery, it is weaker in Progress.

Progress Overview

CONTENT MASTERY — 32.7 ↑

English Language Arts	34.26
Mathematics	32.28
Science	34.22
Social Studies	27.63

VIEW DETAILS

PROGRESS — 88.5 ↑

English Language Arts	86.75
Mathematics	90.16
Progress Towards English Language Proficiency	Too Few Students
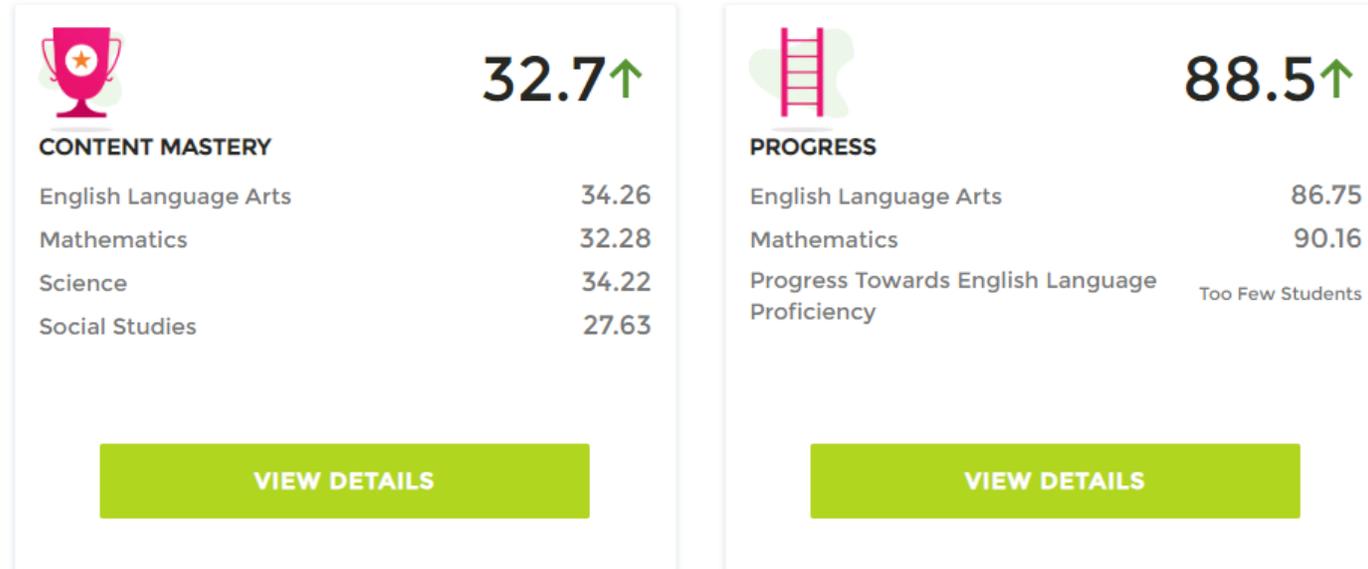
VIEW DETAILS

We wonder
- How did the subgroups perform?
- Who is growing? Who is not?

Progress Overview

CONTENT MASTERY — 32.7↑

English Language Arts	34.26
Mathematics	32.28
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VIEW DETAILS

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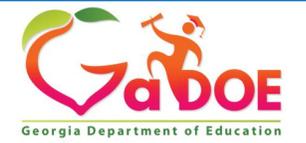VIEW DETAILS

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS   SCORES

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SCORE
ALL STUDENTS	90.16
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	89.32
HISPANIC	100.00+
MULTI-RACIAL	Too Few Students
WHITE	73.53
ECONOMICALLY DISADVANTAGED	90.16
ENGLISH LEARNERS	90.00
STUDENTS WITH DISABILITY	Too Few Students

Mathematics Progress scores are higher for Hispanic, English Learners, and the Economically Disadvantaged. The *White* subgroup had the lowest growth and, remember, is a new subgroup.

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Progress by Achievement

2019 Mathematics SGP Growth Level	Level 1 1-29	Level 2 30-40	Level 3 41-65	Level 4 66-99	Level 3 or 4
BEG Learners	33.63%	9.73%	31.86%	24.78%	56.64%
DEV Learners	18.80%	9.40%	23.93%	47.86%	71.79%
PRO Learners	6.25%	0.00%	37.50%	56.25%	93.75%
DIS Learners	0.00%	0.00%	33.33%	66.66%	100.00%

Looking at growth levels by achievement levels, we see
- More than half of the BEG Learners had Level 3 or Level 4 growth.
- Almost all PRO and DIS Learners had Level 3 or Level 4 growth.
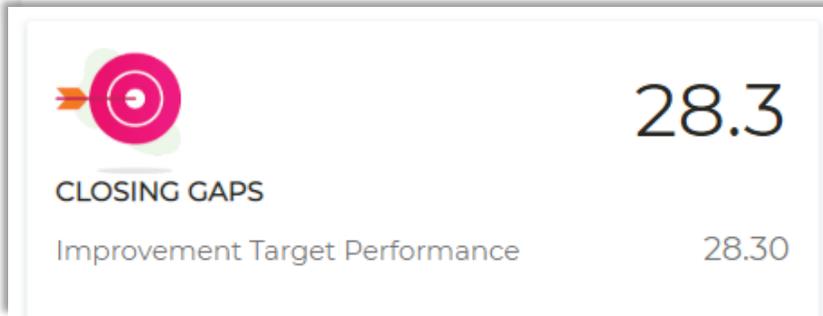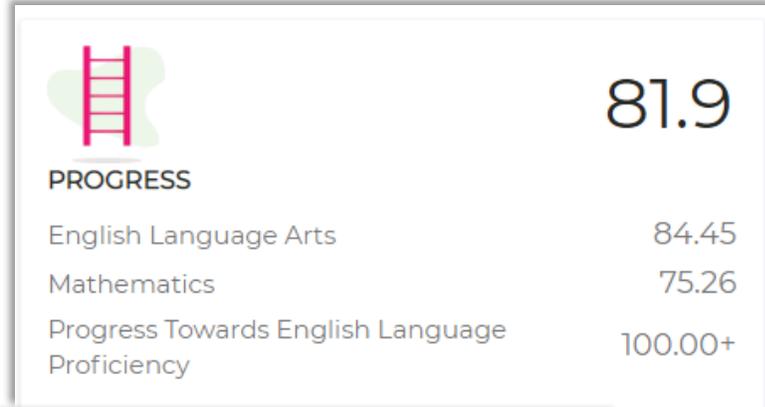
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We wonder

- How do teachers differentiate?
- What type of questioning is used in the classroom?
- Is there an expectations ceiling for students?
- Is the Progress data similar for ELA?

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Now You Try It!

Here is an example of a Content Mastery, Progress, and Closing Gaps overview. What do you see? What do you wonder?

CONTENT MASTERY — 64.6

English Language Arts	62.45
Mathematics	70.17
Science	60.90
Social Studies	58.21

PROGRESS — 81.9

English Language Arts	84.45
Mathematics	75.26
Progress Towards English Language Proficiency	100.00+

CLOSING GAPS — 28.3

Improvement Target Performance	28.30

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS	🚩	🚩	🚩	🚩
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK	🟡	🚩	🚩	🚩
HISPANIC	🚩	🚩	🚩	🚩
MULTI-RACIAL	🚩	🟢		
WHITE	🟢	🟢	🟢	🟢
ECONOMICALLY DISADVANTAGED	🚩	🚩	🚩	🚩
ENGLISH LEARNERS	🟡	🟡	🟢	🟡
STUDENTS WITH DISABILITY	🟡	🚩	🚩	🚩

Other Data Digs

- Drill down to the grade level.

- Drill down to the teacher level.

- How much differentiation is observed in lesson plans and in observations?

- When observing teachers, how rigorous are the questions? Which students are called on to answer?

- Are pre-assessments used? Is it assumed no one knows a skill when starting a new unit?

Beyond the Numbers

- Have new resources been added? Is there an impact?

- Have resources been removed? Is there an impact?

- Have time and money been used on specific professional development? Is the impact positive? Is more time needed? Is more support needed?

- Have teams changed? Is there an impact?

- Were there some one-offs (i.e. extended absence of a teacher)?

- Are there gaps in the quality of instruction, learning expectations, etc. between K-2 and 3-5, or between subjects (i.e. Biology and Physical Science)?

- Are there reliable resources to monitor achievement in K-2?

- How can students move to the next achievement level?

- What other data sources do we have to determine our needs?

Beyond the Numbers

- Avoid immediate reactions; be thoughtful.

- Use the rest of the year to address the outstanding questions through formative data reviews and classroom observations.

- Engage your administrative team and/or leadership team in the data dig rather than working in isolation; get their insights.

- Have teachers and teams work through protocols to study the data.

- Model digging and reflecting so teachers learn to apply protocols to formative data in their classroom or within their teams.

- Be more curious than certain.

Resources

CCRPI Resources in MyGaDOE Portal

- CCRPI application resources
- Detailed calculation guides
- User guides
- Webinar recordings
- Other resources not appropriate for public site

CCRPI Public Resources

- [Accountability](#) webpage
- [CCRPI Reports](#)
- [CCRPI Resources for Educators](#) webpage
- CCRPI data files (on CCRPI Reports landing page)
- ESSA, Targets, CSI/TSI/Title I Distinguished, and Title I Rewards (on [Accountability](#) webpage)
- [GaDOE Process for Exiting, Entering, and Supporting Federally Identified Schools – A Collaborative SDE and Accountability Webinar, October 10, 2019](#)

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CCRPI FAQs

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Session Feedback

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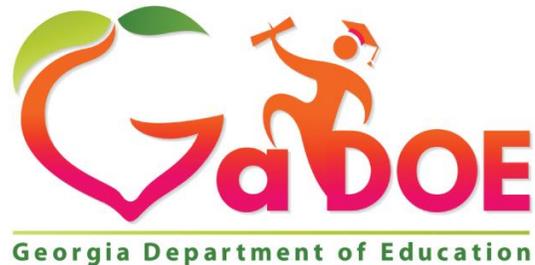**Paula Swartzberg**

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