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 <u>accountability specialist</u> at the GaDOE assigned to assist your district?

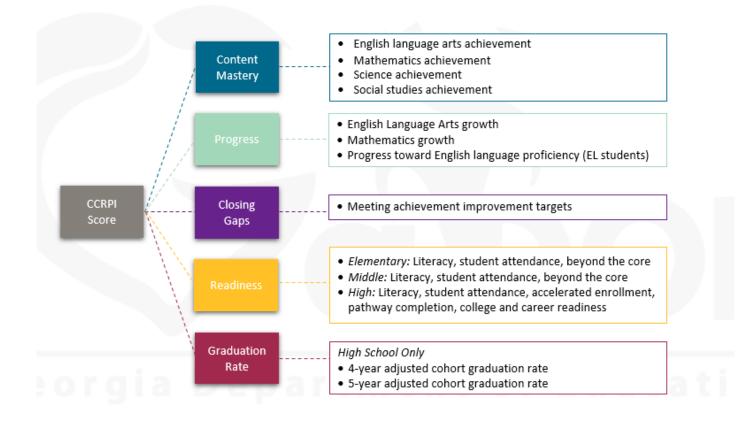


2019 CCRPI Reports



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.





Accessing Reports

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

2018 CCRPI Data Files



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ERVIEW CONTENT MASTER	RY PROGRESS CLOSI	ING CAPS READINESS	SRADUATION RATE	
verview				TUTORIAL
TATE INFORMATION		NUMBER OF STUDENTS EN	ROLLED	567,801
		TITLE I SCHOOLS		\$5.9%
TATE DEMOGRAPHICS		AMERICAN INDIAN / ALASK	NN NATIVE	0.2%
		ASIAN / PACIFIC ISLANDER		4.0%
		HISPANIC		38.0% 14.4%
		MULTI-RACIAL		3.1%
		WHITE ECONOMICALLY DISADVAN	TACED	40.3% \$8.8%
		ECONOMICALLY DISADVAN ENCLISH LEARNERS		4.5%
		STUDENTS WITH DISABILITY		11.9%
OW DID THE STATE PERF	ORM?			75.3
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	VIEW	Y DETAILS		



The Story a CCRPI Report Tells



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Georgia Department of Education

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.



Content Mastery

A Quick Overview

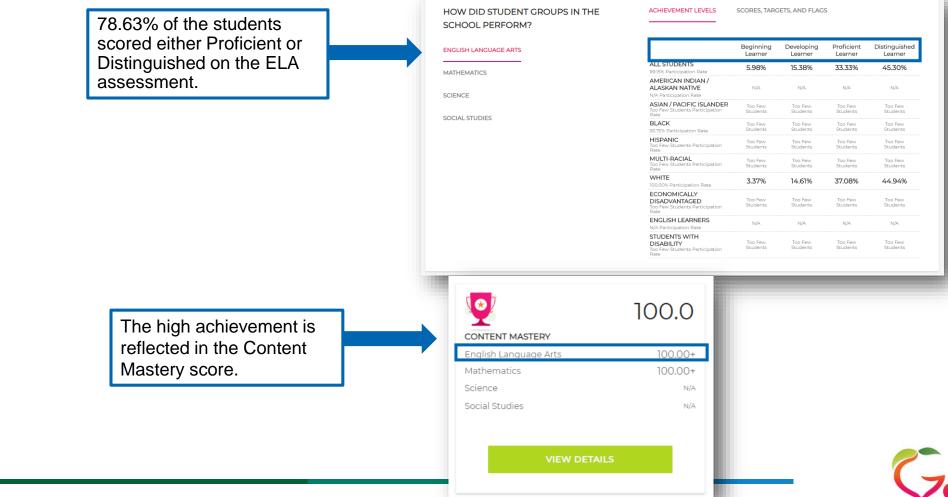


Content Mastery Achievement Levels

HOW DID STUDENT GROUPS IN THE	ACHIEVEMENT LEVELS	SCORES, TARGETS, AND FLAGS				
SCHOOL PERFORM?		x 0.0	x 0.5	x 1.0	x 1.5	
ENGLISH LANGUAGE ARTS		Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	
MATHEMATICS	ALL STUDENTS 100.00% Participation Rate	3.86%	20.33%	52.82%	23.00%	
SCIENCE	AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A	
SOCIAL STUDIES	ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	2.44%	19.51%	39.02%	39.02%	
SOCIAL STODIES	BLACK 100.00% Participation Rate	19.23%	34.62%	46.15%	0.00%	
All Students is used to calculate the	HISPANIC 100.00% Participation Rate	8.06%	22.58%	61.29%	8.06%	
Content Mastery indicator score for	MULTI-RACIAL 100.00% Participation Rate	5.88%	11.76%	58.82%	23.53%	
ELA.	WHITE 100.00% Participation Rate	2.65%	19.70%	53.03%	24.62%	
The higher the Proficient and	ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	11.00%	37.00%	41.00%	11.00%	
Distinguished percentages, the higher the Content Mastery score.	ENGLISH LEARNERS	17.65%	41.18%	35.29%	5.88%	
	STUDENTS WITH DISABILITY	23.64%	38.18%	36.36%	1.82%	

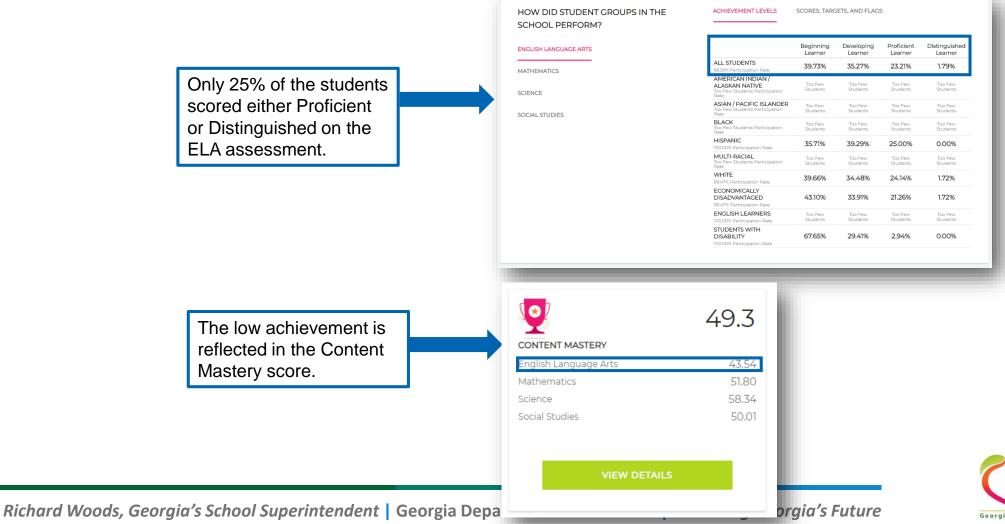


Content Mastery High Achievement Example





Content Mastery Low Achievement Example





Content Mastery Scores, Targets, and Flags

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?	ACHIEVEMENT LEVELS SCORES, TARGET	rs, and flags		
ENGLISH LANGUAGE ARTS		SCORE	TARGET	FLAG
	ALL STUDENTS 100.00% Participation Rate	97.49	90.00	
MATHEMATICS	AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
SCIENCE	ASIAN / PACIFIC ISLANDER	100.00+	90.00	
SOCIAL STUDIES	BLACK 100.00% Participation Rate	63.46	77.26	
	HISPANIC 100.00% Participation Rate	84.67	74.82	
LEGEND	MULTI-RACIAL 100.00% Participation Rate	100.00	Too Few Students	
Subgroup met 6% improvement target*	WHITE	99.81	90.00	
Subgroup met improvement target	100.00% Participation Rate			
Subgroup made progress, but did not meet improven target	ment ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	76.00	71.42	*
Subgroup did not make progress and did not meet improvement target	ENGLISH LEARNERS	64.70	Too Few Students	
*This flag is only available for Economically Disadvantaged, English Learner Students with Disability subgroups.	rs, and 100.00% Participation Rate	58.18	61.04	



Content Mastery

What is the data set telling us?



Case Study



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Content Mastery Overview

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?



	32.7↑
CONTENT MASTERY	
English Language Arts	34.26
Mathematics	32.28
Science	34.22
Social Studies	27.63

VIEW DETAILS

Content Mastery Overview

HOW DID THE SCHOOL PERFORM ON EACH	ENGLISH LANGUAGE ARTS 100.00% Participation Rate	34.26	+9.63
CONTENT AREA?	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!



Digging Deeper Using Data Files

College Year: District:	and Career Rea	dy Perform	nance Index ((CCRPI)			MIDDLE SCHOOL SCORE	
School: ALL	MIDDLE		T				69.3	
OVERVIEW DATA DE		PROGRESS	CLOSING GAPS	READINESS	SCHOOL CLIMATE	FINANCI	AL EFFICIENCY	

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



GaDOE Portal

Data Details		
	To download a data file, select a file type then click Download File.	
	Select Data File 🔹	
	DOWNLOAD FILE	

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

		32.7↑
Eng	NTENT MASTERY glish Language Arts thematics ence	34.26 32.28 34.22
Soc	cial Studies	27.63
	VIEW DETAILS	
IS CLOSING GAPS READINESS SCHOOL CLIMATE FINAN To download a data file, select a file type then click Download File		Filter ofFAYAsseAsse

OVERVIEW CONTENT MASTERY PROGRESS Data Details Conte DOWNLOAD FILE

er on:

- AY participants
- ssessment subject
- ssessment 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	
6 th	55.67%	24.74%	13.40%	6.19%	19.59%	
7 th	43.21%	44.44%	11.11%	1.23%	12.34%	
8 th	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.



Digging into the Data

2019 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG	
6 th	55.67%	24.74%	13.40%	6.19%	19.59%	
7 th	43.21%	44.44%	11.11%	1.23%	12.34%	
8 th	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?



Looking Back a Year

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG	
6 th	74.39%	19.51%	6.10%	0.00%	6.10%	
7 th	68.35%	24.05%	7.59%	0.00%	7.59%	
8 th	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).



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
6 th	6.10%	6 th	19.59%
7 th	7.59%	7 th	12.34%
8 th	15.53%	8 th	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
6 th	6.10%	6 th	19.59%
7 th	7.59%	7 th	12.34%
8 th	15.53%	8 th	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
6 th	6.10%	6 th	19.59%
7 th	7.59%	7 th	12.34%
8 th	15.53%	8 th	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!



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
6 th	6.10%	6 th	19.59%
7 th	7.59%	7 th	12.34%
8 th	15.53%	8 th	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?



ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2018	2019	% of students with a PRO or DIS on the Mathematics EOG	2018	2019
6 th	6.10%	19.59%	6 th	0.00%	12.37%
7 th	7.59%	12.34%	7 th	2.53%	3.70%
8 th	15.53%	11.84%	8 th	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.



ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2018	2019	% of students with a PRO or DIS on the Mathematics EOG	2018	2019
6 th	6.10%	19.59%	6 th	0.00%	12.37%
7 th	7.59%	12.34%	7 th	2.53%	3.70%
8 th	15.53%	11.84%	8 th	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

SCHOOL PERFORM? ENCLISH LANCUAGE ARTS ANTHEMATICS MATH	Image: Standard S	HOW DID STUDENT GRO	UPS IN THE	ACHIEVEMENT LEVELS	SCORES	TARGETS AN	SUMMARY OF FL	AUS		AMERICAN INDIAN / ALASKAN NATIVE ASIAN / PACIFIC ISLANDER	100.00+	Students 90.00
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This flag is only available for Economically Disadvantaged. English Learners. and		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	100.00% Participation Rate ECONOMICALLY DISADVANTAGE 100.00% Participation Rate ENGLISH LEARNERS	76.00	Too Few							
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		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	10000% Participation Rate ECONOMICALLY DISADVANTAGE 10000% Participation Rate ENGLISH LEARNERS 10000% Participation Rate STUDENTS WITH DISABILITY	64.70	Too Few Students						<u> </u>	2

TARGET

90.00

Georgia Department of Education

FLAG

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:

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?



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Case Study



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Overview

32.7↑
34.26
32.28
34.22
27.63

IEW		ETA	
	_	EIA	ILO

	100.0↑
Improvement Target Perform	ance 100.00+
VIEW DET	TAILS

When looking at the overview, we see

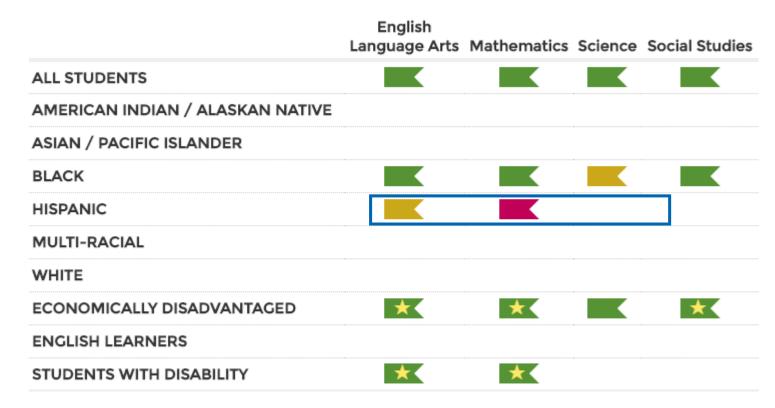
• Though achievement appears low, this school is closing gaps.

We wonder

• How did subgroups do in each subject?



Summary of Flags



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?



Flags by Subject

ALL STUDENTS

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

	ALESTODENTS	54.20	20.72	
SUMMARY OF FLAGS	AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A	
	ASIAN / PACIFIC ISLANDER	Too Few Students	N/A	
ENGLISH LANGUAGE ARTS	BLACK	34.46	25.49	
	HISPANIC	25.01	25.98	
MATHEMATICS	MULTI-DACIAL	Too Few	N/A	
	WHITE	41.18	N/A	
SCIENCE	ECONOMICALLY DISADVANTAGED	34.26	26.72	*
SOCIAL STUDIES	ENGLISH LEARNERS	20.59	N/A	
SOCIAL STUDIES	STUDENTS WITH DISABILITY	26.67	9.13	*

We see

SCORE

34.26

SCORI

32.28

TARGET

26.76

FLAG

*

TARGE1

26.72

FLAG

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.



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

ALL STUDENTS	52.20	20.70
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 DACIAL	Too Few	N1 / A
	Students	
WHITE	50.00	N/A
ECONOMICALLY DISADVANTAGED	32.28	26.76
ENGLISH LEARNERS	23.53	N/A
STUDENTS WITH DISABILITY	26.67	11.65
	AMERICAN INDIAN / ALASKAN NATIVE ASIAN / PACIFIC ISLANDER BLACK HISPANIC MULTI RACIAL WHITE ECONOMICALLY DISADVANTAGED ENGLISH LEARNERS	AMERICAN INDIAN / ALASKAN NATIVE N/A ASIAN / PACIFIC ISLANDER Too Few Students BLACK 30.87 HISPANIC 31.26 MULTI RACIAL Too Few Students WHITE 50.00 ECONOMICALLY DISADVANTAGED 32.28 ENGLISH LEARNERS 23.53

ALL STUDENTS

Progress

A Quick Overview



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Progress Levels: ELA and Mathematics

	HOW DID STUDENT GROUPS IN THE STATE PERFORM?		PROGRESS LEVELS SCO	DRES			
					SGP	Levels	
	ENGLISH LAN	NGUAGE ARTS		1-29	30-40	41-65	66-99
		-	ALL STUDENTS	29.23%	10.95%	24.98%	34.83%
	MATHEMATIC		AMERICAN INDIAN / ALASKAN NATIVE	29.32%	11.81%	24.89%	33.97%
	PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY		ASIAN / PACIFIC ISLANDER	19.40%	8.96%	25.35%	46.29%
			BLACK	33.34%	11.63%	24.81%	30.22%
	ELA and Mathematics SGPs		HISPANIC	27.09%	10.86%	25.38%	36.68%
			MULTI-RACIAL	29.07%	11.19%	24.30%	35.44%
		ciliatics SGFS	WHITE	27.41%	10.55%	24.99%	37.04%
	SGP Range	Point Value	ECONOMICALLY DISADVANTAGED	30.81%	11.26%	24.85%	33.09%
	1-29	0	ENGLISH LEARNERS	25.67%	10.45%	25.35%	38.53%
	30-40	.5	STUDENTS WITH DISABILITY	32.96%	11.78%	24.68%	30.58%
	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	
		SCORE
ENGLISH LANGUAGE ARTS	ALL STUDENTS	82.71
	AMERICAN INDIAN / ALASKAN NATIVE	81.76
MATHEMATICS	ASIAN / PACIFIC ISLANDER	99.27
PROGRESS TOWARDS ENGLISH LANGUAGE	BLACK	75.96
PROFICIENCY	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?



Progress Levels: ELP

PROGRESS LEVELS

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

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

	ACCE	SS for ELLs Pe	rformance	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%

SCORES, TARGETS, AND FLAGS



Progress Levels: ELP

HOW DID THE STATE PERFORM ON EACH INDICATOR?	ENGLISH LANGUAGE AF MATHEMATICS PROGRESS TOWARDS E LANGUAGE PROFICIENC	ENGLISH	82.66 82.72 100.00+	+0.05 +0.01 - no change
HOW DID STUDENT GROUPS IN THE STATE PERFORM?	PROGRESS LEVELS	SCORES, TARGE	TS, AND FLAGS	ET FLAG

ENGLISH LANGUAGE ARTS

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

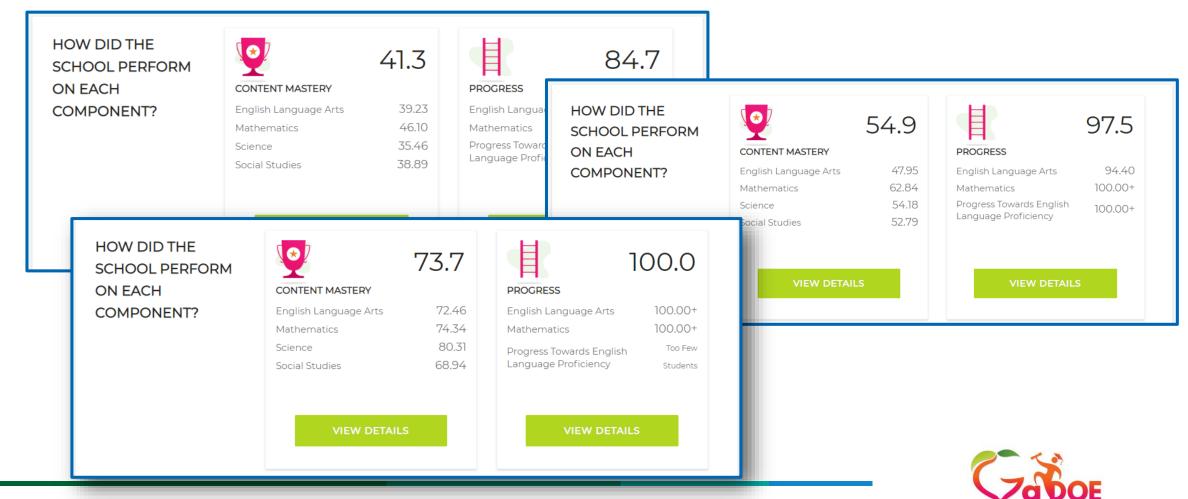


Progress

Can all students grow?



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



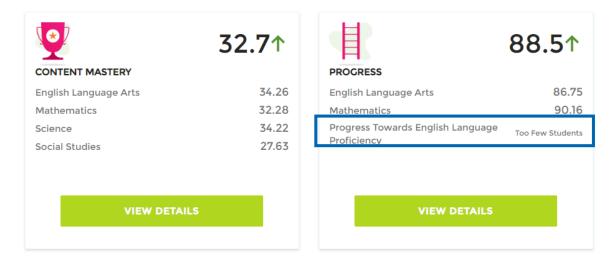
Case Study



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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 English Language Arts Mathematics	34.26	PROGRESS English Language Arts	0.0 5
	34.26	English Language Arts	0.0 1
Mathematics		English Edhyddye Arts	86.7
	32.28	Mathematics	90.16
Science	34.22	Progress Towards English Language	Too Few Student
Social Studies	27.63	Proficiency	
VIEW DETAILS		VIEW DETAILS	

We wonder

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



Progress Overview

PROGRESS LEVELS

SCORES

CONTENT MASTERY	32.7↑	PROGRESS
English Language Arts	34.26	English Language Arts
Mathematics	32.28	Mathematics
Science	34.22	Progress Towards English Language
Social Studies	27.63	Proficiency
VIEW DETAILS		VIEW DETAILS

HOW DID STUDENT GROUPS IN THE	
SCHOOL PERFORM?	

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

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.

88.51

Too Few Students

86.75 90.16



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.



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%

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?



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?

	64.6	PROGRESS	81.9
CONTENT MASTERY		English Language Arts	84.45
English Language Arts	62.45	Mathematics	75.26
Mathematics	70.17	Progress Towards English Language	100.00+
Science	60.90	Proficiency	
Social Studies	58.21	English Language Arts Mathematics Science Social Studies	5
		ALL STUDENTS	
		AMERICAN INDIAN / ALASKAN NATIVE	
28.3	282	ASIAN / PACIFIC ISLANDER	
	20.5	BLACK	
CLOSING GAPS		HISPANIC	
		MULTI-RACIAL	
Improvement Target Performance	28.30	WHITE	
		ECONOMICALLY DISADVANTAGED	
		ENGLISH LEARNERS	

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



CCRPI FAQs

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Questions





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http://gadoe.org/surveys/AsAc-H8PBVZM



Session Feedback

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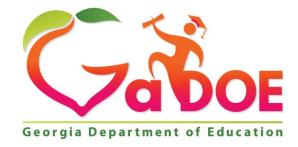
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