

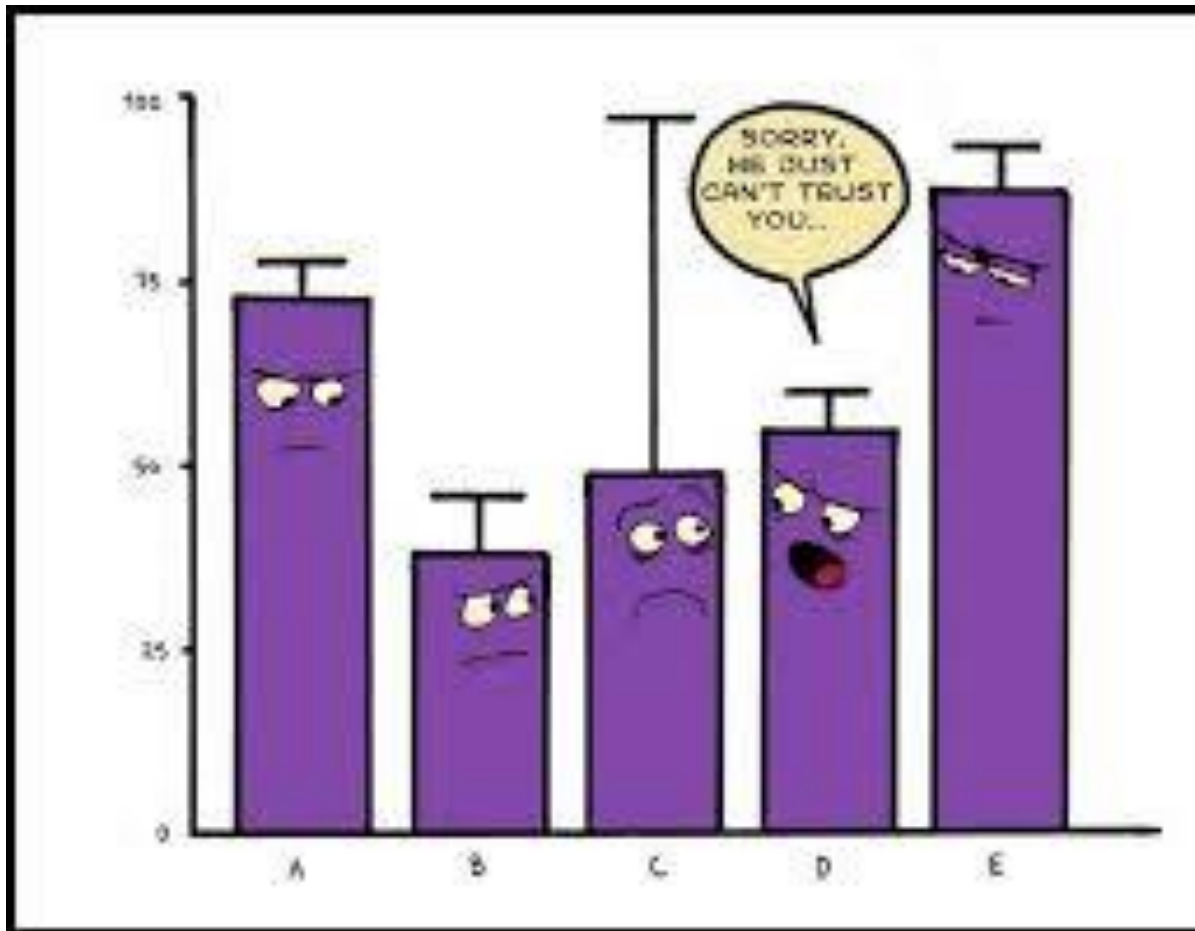
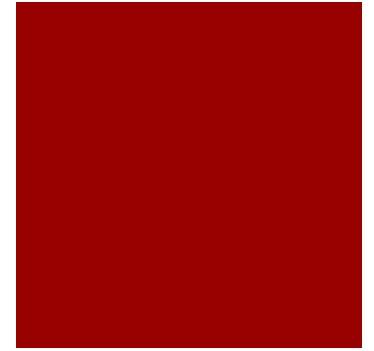


# Helping Schools Respond to Student Growth Data

Finding Hope in Student Growth Data

March 22, 2019

# The Problems with SGP's and Why Do We Even Use Them Anyway...



# Nothing is perfect...Limitations of the SGP's

- Not well understood by some
- Sample size impacts reliability
- Student mobility impacts reliability
- Not w/out some controversy
- Zero sum measure



# Why lean in to your school's SGP data?

- SGP's provide an insight into learning that is more hopeful
- To impact the narrative story of our schools.
- Without data all you have is an opinion..  
(W. Edwards Deming)

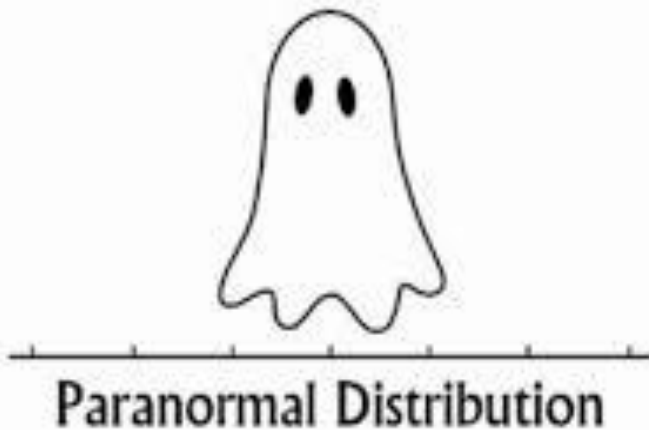
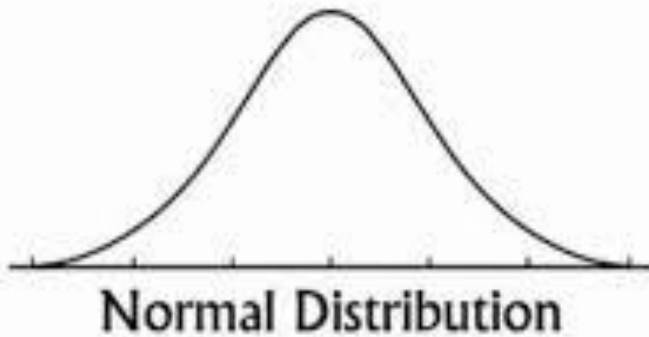
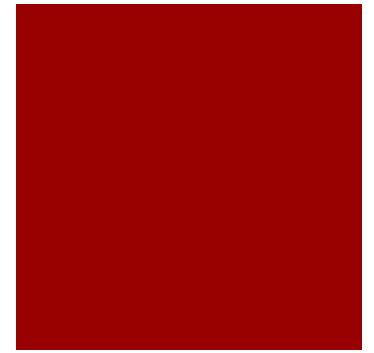


# What do we hope to accomplish this afternoon?



- Facilitate a dialogue on effective use of SGP's.
- Share some simple strategies my colleagues and I have found effective in assisting schools utilize their SGP's.
- Share opportunities to optimize understanding of the data differently and, just possibly, build a little hope in the schools we support.

# How have you used SGP's in your district?







- How do we help teachers understand what SGP's are?
- How do we help teachers engage in the data?
- How do we help teachers view the data without overwhelm?

# Favored Format - (for right now anyway)





Student Growth Percentiles Data - SBA – Student Cohort Grouped by Grade Level

School/District	ELA SGP			Difference
	2017	2018		
<b>4<sup>th</sup> to 5<sup>th</sup> Grade</b>	51.5 <sup>th</sup> %-tile	44.5 <sup>th</sup> %-tile		-7 %-tile
<b>5<sup>th</sup> to 6<sup>th</sup> Grade</b>	32 <sup>nd</sup> %-tile	38 <sup>th</sup> %-tile		+6 %-tile
<b>6<sup>th</sup> to 7<sup>th</sup> Grade</b>	49 <sup>th</sup> %-tile	51 <sup>st</sup> %-tile		+2 %-tile
<b>7<sup>th</sup> to 8<sup>th</sup> Grade</b>	42 <sup>nd</sup> %-tile	55 <sup>rd</sup> %-tile		+13 %-tile





# A little hope...



## Student Proficiency – Year over Year – All Students

	2017	2018		Difference
ELA	12%	13%		1%
Math	15%	12%		-3%



## ⊕ Student Growth – Year over Year – All Students

	2017	2018		
ELA	28 %-tile	41.5 %-tile	 	13 %-tile
Math	44.5 %-tile	60.5 %-tile	 	16 %-tile



# A little conversation...



## Student Proficiency – Year over Year – All Students

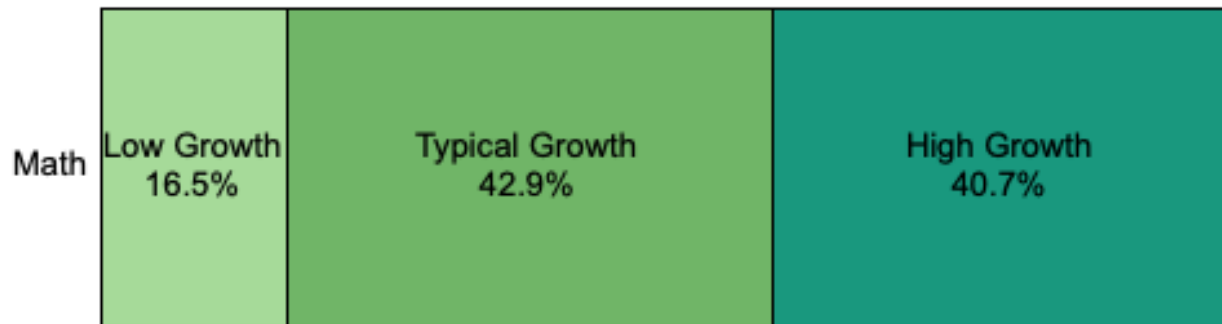
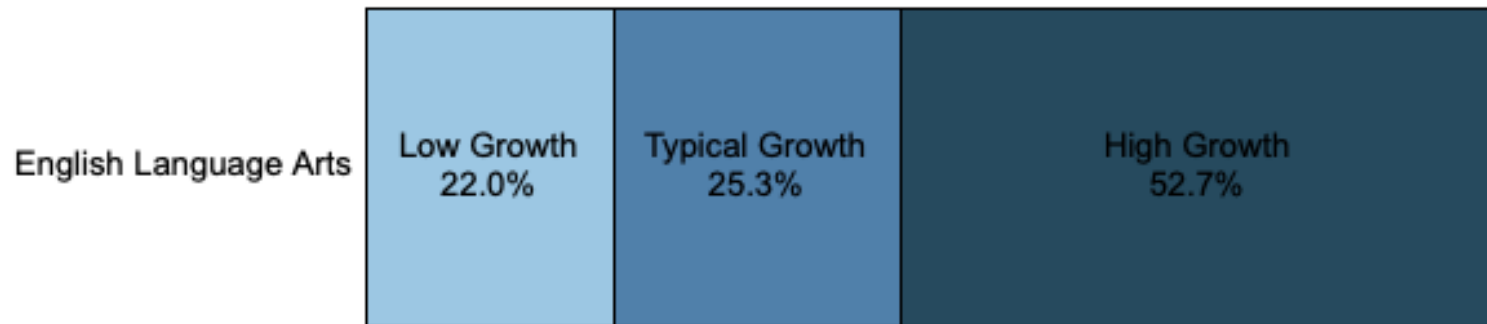
	2017	2018		Difference
ELA	71%	74%		+3%
Math	62%	66%		+4%

## Student Growth – Year over Year – All Students

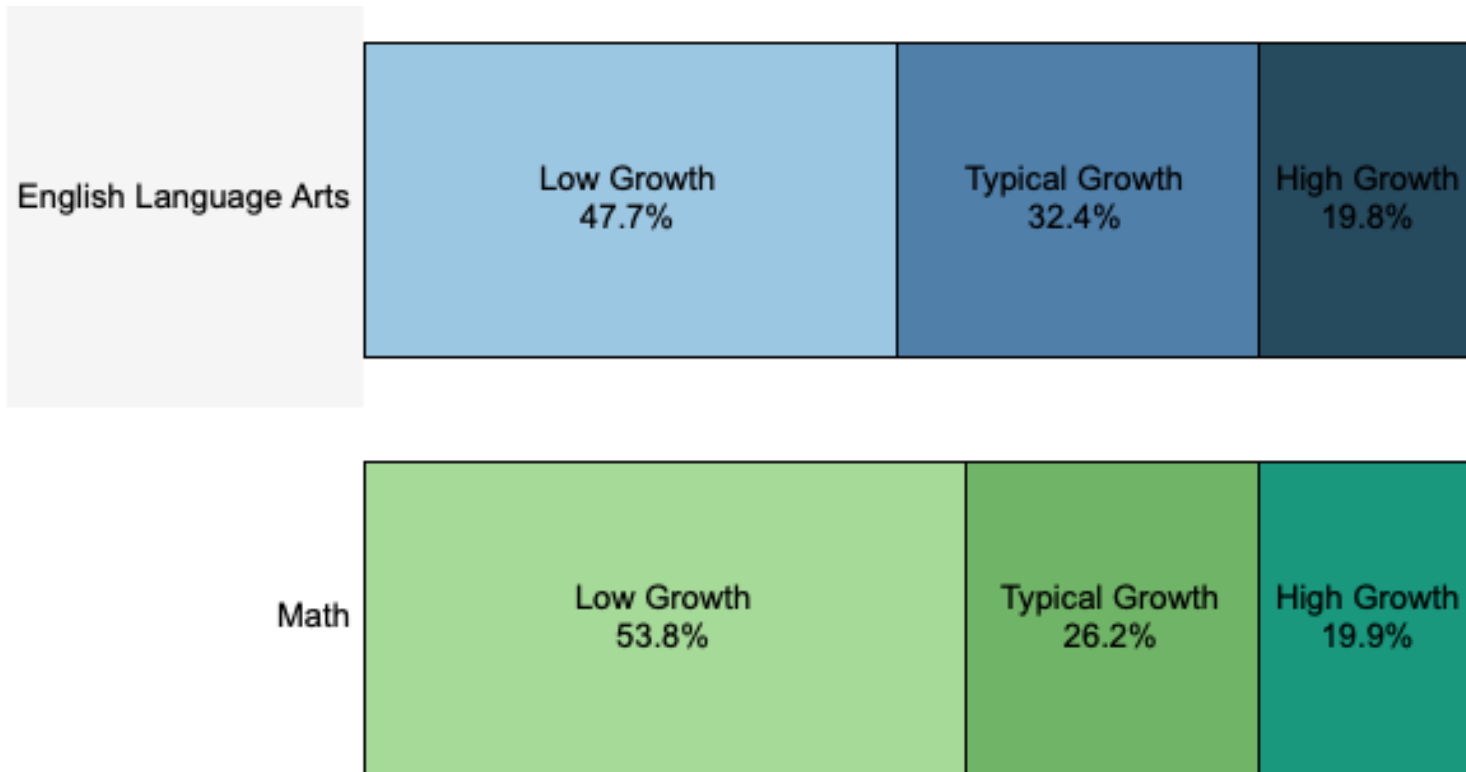
	2017	2018		
ELA	51 <sup>st</sup> %-tile	34 <sup>th</sup> %-tile		-17 %-tile
Math	35 <sup>th</sup> %-tile	29 <sup>th</sup> %-tile		-6 %-tile

|

# Growth Bands



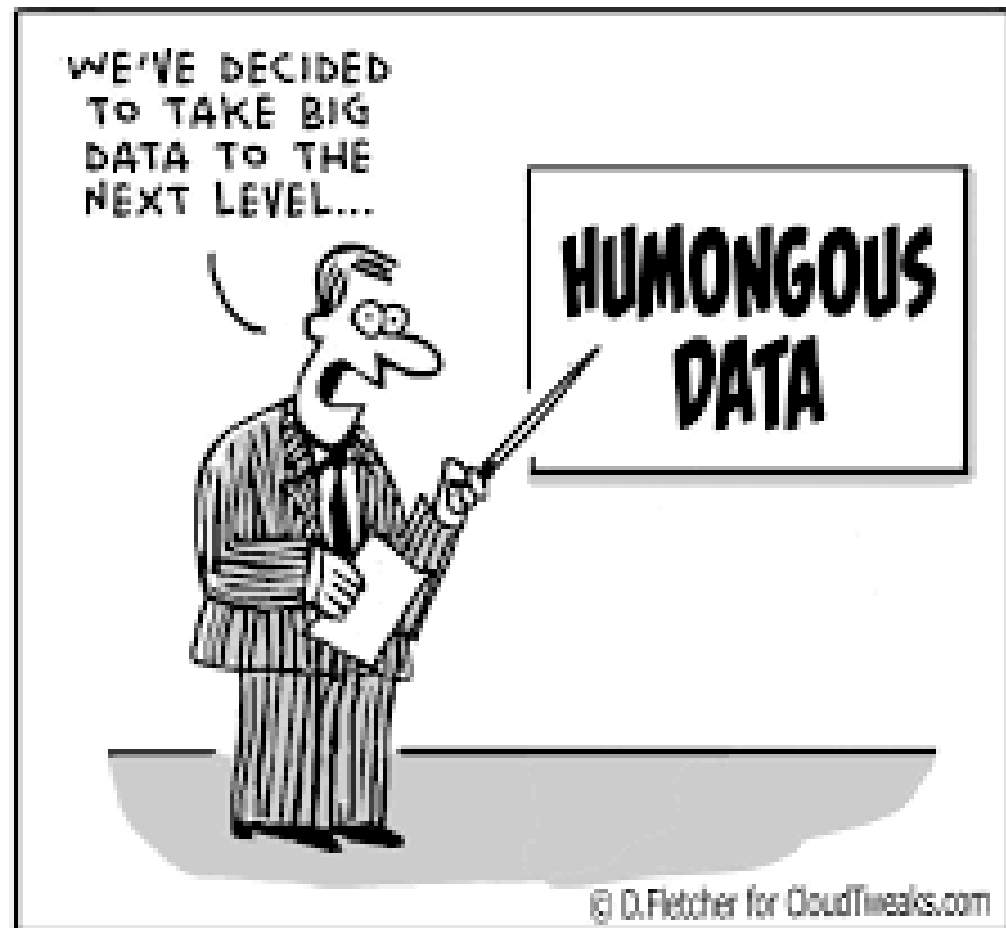
# Growth Bands



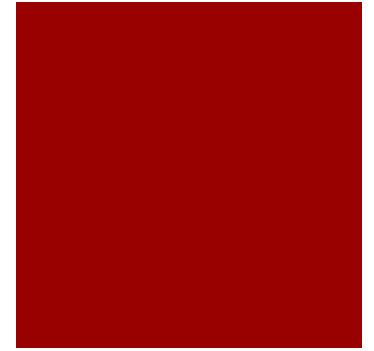
# Without Data Coaching

- Get lost in a sea of data and opinions
- Don't know what they can expect from the data and each other
- Surprised by wide discrepancies in individual perceptions

-Lipton & Wellman, 2018



# Finding Hope Digging into your SGP's...



# Finding the New Report Card

[www.washingtonstatereportcard.ospi.k12.wa.us](http://www.washingtonstatereportcard.ospi.k12.wa.us)

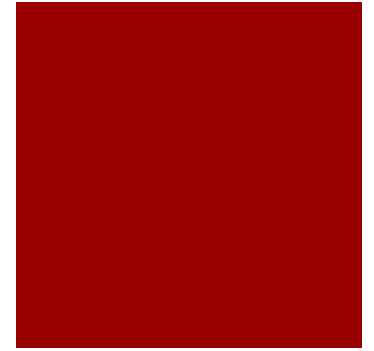


## Welcome to the Washington State Report Card!

The purpose of the Washington School Report Card is to share information about our K–12 schools. It is important for you—parents, educators, families, community members, and students—to have information to engage with your schools at the local level. You will see how students at your local school or district performed on our state test, the number of students enrolled, the race and ethnicity of the students and educators in the school community, and much more. I hope this information is empowering.

- Superintendent Chris Reykdal

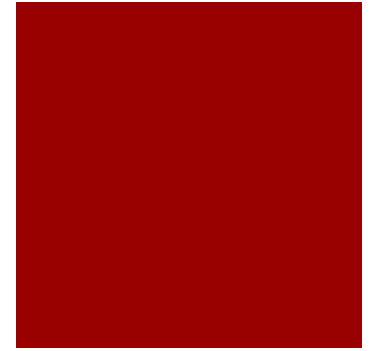
# SGP's and Data Driven Dialogue...



- Conscious Curiosity
- Purposeful Uncertainty
- Visually Vibrant Information

-Lipton & Wellman, 2018

# Thank you for all you do for your kids and schools...



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