

# Using Data to Drive and Sustain School Improvement

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# Georgia Cyber Academy

Angela Lassetter, Head of School

- Fully On-line Interactive Virtual Charter School
- Statewide Attendance Zone
- Serves approx. 11,000 students, K-12
- We have students in all 159 counties of Georgia
- Employees 550 state certified faculty and staff

- ~53% Title 1
- ~203 Life Students
- ~217 MKV Students
- ~11% SPED (*1,210 students*)
- ~5% Advanced/Gifted
- ~50% RTI Tier 2 and above

# Effective Board Academic Oversight starts with a firm foundation of knowledge

Before a board can provide proper academic oversight, ask meaningful questions, give directives, and take action a board should know what the expectations and requirements of the school are, so that they have a platform from which to work.

## Read, review periodically, and keep for reference:

- Title 20
- GABOE Rules/Regs
- SCSC Rules/Regs
- ESSA
- IDEA
- LUA Manual
- Charter Contract
- School Policies
- School Handbooks
- School P&P Manuals
- Mission and Vision
- School Budget & Audit
- School Annual Report
- MKV/Foster/Migrant Student Requirements
- FERPA
- Proposed and Adopted Educational Legislation
- SCSC Policies, Rules, and Regulations
- Glossary of Educational Terms, Acronyms, and Abbreviations

## Review the measures that inform the following:

- CCRPI
- Value Add
- Beating the Odds
- CPF (Continuous Performance Framework)

## Know when, where, and how the data for the scorecards is collected :

- MyGaDOE
- SLDS
- Schedule for data submissions

# Data provided for oversight and to inform decision making

## Questions to consider when asking for data:

- What is the historical academic performance of the school?
- What academic goals has your school set for future years?
- What tools does the school use to monitor academic progress and project end of year academic performance? When are they administered?
- What data will help judge whether the school is meeting its academic goals?
- How is the school administration and staff using the data they currently collect to improve student achievement over time?
- What additional data must be collected and why?
- In what ways are students, parents, teachers, administrative staff, and principals involved in providing data, its collection, and its analysis?

# More data is not necessarily better data

**Relevant data needs to be presented in a manner that is timely, concise, complete, and readily digestible.**

Data is useless:

- When the data is not valid and reliable.
- If relevant data has not been reported or has been omitted to give the impression that everything is fine or that progress is being made.
- If the data has been broken down to a level that creates a smoke screen or leads one to draw incorrect conclusions.
- If there is too much data to sift through to draw conclusions at all.
- If the data does not answer the questions asked.
- If appropriate questions are not asked after reviewing.
- If data analysis is not used for making thoughtful decisions and taking action.

# More data is not necessarily better data

**Relevant data needs to be presented in a manner that is timely, concise, complete, and readily digestible.**

Data is useful when it:

- Measures student progress
- Makes sure all student populations are served effectively
- Measures program effectiveness
- Assesses instructional effectiveness
- Guides curriculum decisions
- Allocates resources wisely
- Promotes accountability
- Creates transparency for stakeholders
- Meets state and federal reporting requirements
- Maintains educational focus
- Indicates trends to inform plans and find solutions

# How is data used?

## **At a Board level data should be used**

- **As a tool for its monitoring and oversight responsibilities**
- **Identify areas of opportunity**
- **Act as a springboard for the questions it asks its administration**
- **Identify the need for a policy and/or a change in an existing policy**
- **Inform budget priorities/ decisions**
- **Inform human resource decisions**
- **To create/adjust your strategic and school improvement plans**

# Using Data to Address an Area of Opportunity

## Identified Problem:

Poor Academic Results Across all Grade Levels and Subjects

## Question:

Why? Need to analyze data to identify reasons and/or areas to target

## Data Sources:

Milestones Results, CCRPI, Beating the Odds, Value Add, Interim Assessments, Subject/Course Pass Rates, Live Class Attendance, Student Retention, Graduation Rate, and historical perspective of each.

Additionally, the administrative staff will need to do a review of the curriculum alignment, effectiveness of teachers (pass rates & class growth), research new tool to support areas of weakness, stakeholder surveys, student retention, etc.

# Board Actions in Pursuit of Answers

- **Created Comprehensive Academic Dashboard and Reports**
- **Hired a contractor to conduct an Academic Audit**

# Found Several Areas to Address

- **Enrollment practices**
- **Student Retention**
- **Student to Teacher Ratios**
- **Live Class Sizes**
- **Student Engagement**
- **Curriculum Alignment**
- **Assessment Tools and Practices**
- **Management and Administrative Oversight**

# To address Student Engagement

- **The Board developed a policy that required students to earn flexibility.**
- **Students that were proficient and above could watch recordings or attend live sessions. They could take interim assessments and growth assessments in a manner that fit around their activities.**
- **Students that were not proficient were required to attend all live class session, small groups, and learner conferences. These students were also required to take tests on camera according to a set schedule.**
- **A tracker was developed and a team hired to do nothing but track attendance and live class engagement.**
- **Class pass rates and were tracked monthly to determine if the policy was having an impact.**

Cumulative Reading Proficiency per Fall NWEA MAP Administration reflected as actual counts

# of Grade Levels Deficient	Grade Levels			
	No. of Students	6	7	8
No. of Students	2818	690	897	1231
0	1379	356	441	582
1	215	87	53	75
2	237	75	83	79
3	264	56	90	118
4	202	37	67	98
5	142	16	46	80
6	95	1	26	68
7	32		2	30
8	3			3
Did Not Test	249	62	89	98

Cumulative Reading Proficiency per Fall NWEA MAP Administration reflected as percentages

# of Grade Levels Deficient	Grade Levels			
	No. of Students	6	7	8
No. of Students	2818	690	897	1231
0	1379	51.59%	49.16%	47.28%
1	215	12.61%	5.91%	6.09%
2	237	10.87%	9.25%	6.42%
3	264	8.12%	10.03%	9.59%
4	202	5.36%	7.47%	7.96%
5	142	2.32%	5.13%	6.50%
6	95	0.14%	2.90%	5.52%
7	32		0.22%	2.44%
8	3			0.24%
Did Not Test	249	8.99%	9.92%	7.96%

Eighty-eight (88) students who did not test are LIFE or new enrollees.

We are currently attempting to test new enrollees and students who missed tests during the first 2 weeks.

## READING Proficiency

**Implemented NWEA MAP testing as a way to determine a starting point and measure growth.**

**Sliced the data to better determine necessary academic interventions/remediation that would be required to close student gaps.**

Cumulative Math Proficiency per Fall NWEA MAP Administration reflected as actual counts						
# of Grade Levels Deficient			Grade Levels			
		No. of Students	6	7	8	
		No. of Students	2818	690	897	1231
		0	919	237	279	403
		1	295	109	99	87
		2	354	122	119	113
		3	380	107	144	129
		4	338	42	115	181
		5	211	19	53	139
		6	98	7	21	70
		7	28		7	21
		8	7			7
		Did Not Test	188	47	60	81

Cumulative Math Proficiency per Fall NWEA MAP Administration reflected as percentages						
# of Grade Levels Deficient			Grade Levels			
		No. of Students	6	7	8	
		No. of Students	2818	690	897	1231
		0	919	34.35%	31.10%	32.74%
		1	295	15.80%	11.04%	7.07%
		2	354	17.68%	13.27%	7.07%
		3	380	15.51%	16.05%	10.48%
		4	338	6.09%	12.82%	14.70%
		5	211	2.75%	5.91%	11.29%
		6	98	1.01%	2.34%	5.69%
		7	28		0.78%	1.71%
		8	7			0.57%
		Did Not Test	188	7%	6.69%	7%

Seventy-two (72) students who did not test are LIFE or new enrollees.

We are currently attempting to test new enrollees and students who missed tests during the first 2 weeks.

**MATH Proficiency**

**Implemented NWEA MAP testing as a way to determine a starting point and measure growth.**

**Sliced the data to better determine necessary academic interventions/remediation that would be required to close student gaps.**

## Live Instruction and Pass Rates (Year over Year)

### HS: Live Instruction (BBC)

HS BBC Instruction	
<b>SY 17.18 (Last Year)</b>	<b>55%</b>
<b>SY 18.19 (Current)</b>	<b>76%</b>
<b>Difference (Increase, Decrease, No Change)</b>	<b>+21% (Increase)</b>

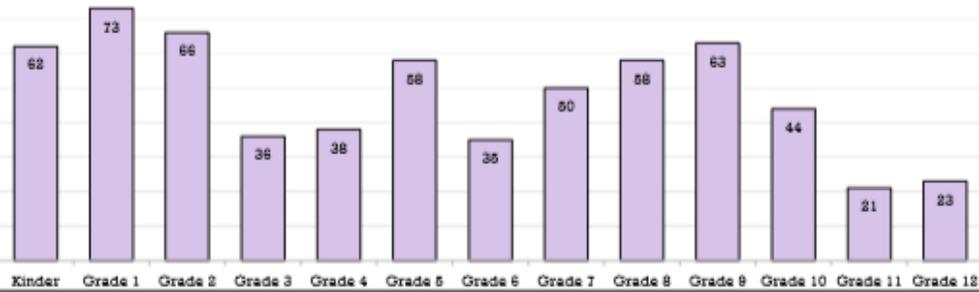
### HS: Passing Rates

HS Passing Rates			
<b>Grade:</b>	<b>SY 17.18 (Last Year)</b>	<b>SY 18.19 (Current)</b>	<b>Difference (Increase, Decrease, No Change)</b>
<b>9<sup>th</sup></b>	<b>48.5%</b>	<b>61.9%</b>	<b>+13.4%</b>
<b>10<sup>th</sup></b>	<b>45.7%</b>	<b>62.5%</b>	<b>+16.8%</b>
<b>11<sup>th</sup></b>	<b>57.2%</b>	<b>70.5%</b>	<b>+13.3%</b>
<b>12<sup>th</sup></b>	<b>61.1%</b>	<b>71.9%</b>	<b>+10.8%</b>
<b>Overall Passing Rates</b>	<b>47.3%</b>	<b>65.9%</b>	<b>+18.6%</b>

# Monthly Withdrawal and Pass Rates Tracker

## MONTHLY ENROLLMENT SUMMARY - OCTOBER 2018 (con't)

### GCA WITHDRAWN STUDENTS BY GRADE - OCTOBER 2018

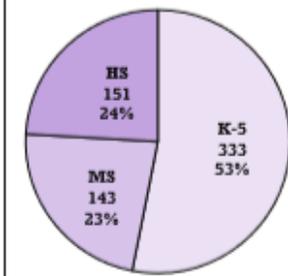


### WITHDRAWN STUDENTS THIS MONTH

GL	COUNT			PERCENT OF COLUMN		
	Reg Ed	SPED	GL Totals	Reg Ed	SPED	% of Tot
Kinder	60	2	62	10.8%	2.8%	9.9%
Grade 1	66	7	73	11.9%	9.7%	11.6%
Grade 2	59	7	66	10.6%	9.7%	10.5%
Grade 3	30	6	36	5.4%	8.3%	5.7%
Grade 4	35	3	38	6.3%	4.2%	6.1%
Grade 5	52	6	58	9.4%	8.3%	9.3%
Grade 6	27	8	35	4.9%	11.1%	5.6%
Grade 7	43	7	50	7.7%	9.7%	8.0%
Grade 8	51	7	58	9.2%	9.7%	9.3%
Grade 9	55	5	63	10.5%	6.9%	10.0%
Grade 10	37	7	44	6.7%	9.7%	7.0%
Grade 11	16	5	21	2.9%	6.9%	3.3%
Grade 12	21	2	23	3.8%	2.8%	3.7%
<b>TOTAL</b>	<b>555</b>	<b>72</b>	<b>627</b>	<b>88.5%</b>	<b>11.5%</b>	

### WITHDRAWAL SUMMARY

	Reg Ed	SPED	Total
K-5	302	31	333
MS	121	22	143
HS	132	19	151



### Counts by Withdrawal Reason

Reason	Cnt
Number of required live Class Connect sessions	147
Learning coach no longer available	94
Academic probation withdrawal	77
Attendance issue withdrawal	46
Pace of program is too fast for the student	46
Lack of socialization	34
Moving out of area served by school	31
Time requirement for student being online	24
Spot opened at preferred school	19
Student not motivated to complete work in this environment	19
Technical issues	15

### Withdrawal Reason Count



## GCA ONLINE MIDDLE-HIGH SCHOOL WEEKLY PASSING RATES

### ALL STUDENTS

#### Average Weekly Passing Rates



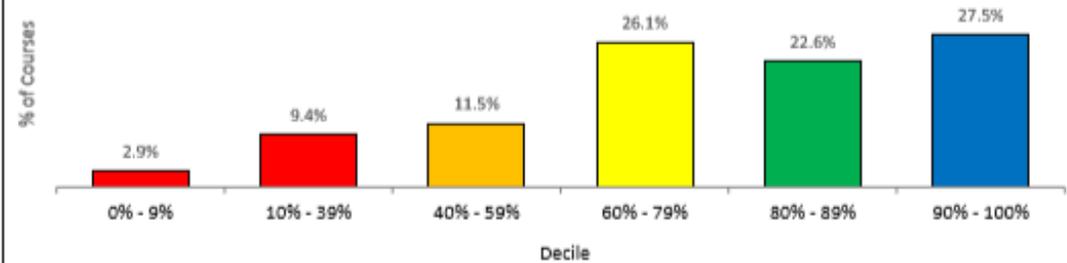
### SPED

#### Average Weekly Passing Rates

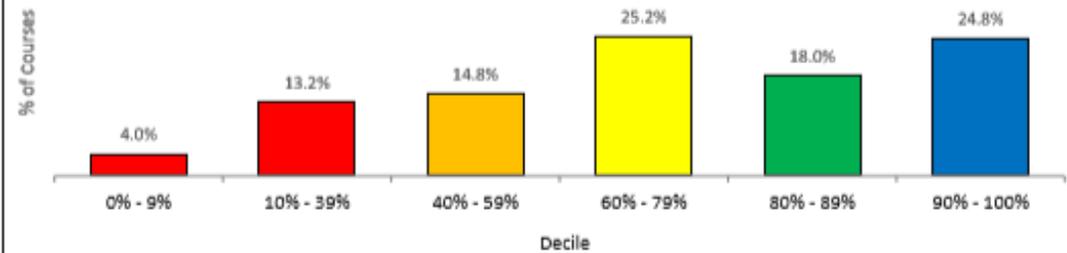


## GCA ONLINE MIDDLE-HIGH SCHOOL COURSES BY DECILE

### ALL STUDENTS



### SPED STUDENTS



## **Other Board actions taken as a result of the contracted academic audit's findings**

- Wrote/passed Board Policies to address findings of the Academic Audit**
- Changed the school leader TWICE and ultimately a significant portion of the staff. They also supported changes/additions in the organizational structure.**
- Started a systematic review of all school manuals, handbooks, PD plans, staff capacity/effectiveness, curriculum and its alignment GSE standards, school practices/procedures, etc.**
- Created tools to monitor effect of new Board policies/school practices**
- Added a number of academic tools to support student growth and remediation**
- Renegotiated contract with the EMO**
- Partnered with the SCSC staff for help, guidance, and support**

# Board actions or interventions for poor academic results

- **Create a Board developed Academic Dashboard and Report**

- **Send out Board developed Surveys**

(A 360 degree survey instrument is best where input is sought from students, parents, teachers, staff, and administrators...make sure that you structure questions to allow for criticism and to identify areas for improvement.)

- **Conduct an Academic Audit**

(Review the complete academic program including curriculum, tools & instruments used, instructional methods, monitoring practices, data collection & analysis, instructional staff capacity, collaborative practices, class sizes, educational contractors, leadership, school environment & culture, and transparency.)

- **Seek out best practices from high performing schools**

- **Partner with the SCSC staff for help, guidance, and support**

- **Make changes even if they may be difficult or unpopular**

(Change is hard and often habits have been formed that are hard to break.)

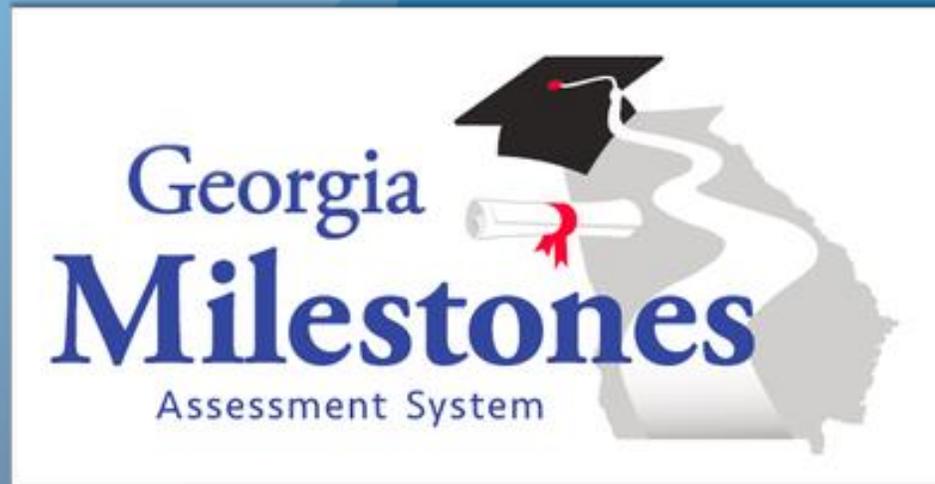
# Effective Academic Oversight

- Educate yourself on your school's obligations, its legal requirements, historical performance, and its academic program.
- Read all reports and communications in detail and ask questions.
- Trust, but verify the data you are receiving by conducting audits.
- Collect data in multiple ways.
- If results do not match the picture painted in Board reports and meetings start questioning the data presented. It may be factual, but presented in a manner that is misleading and/or lacking pertinent data.
- Be active in developing how and what data is actually presented.
- When opportunities exist, accept explanations, but not excuses. Request the plan to address the deficiency/issue, the timeline, how it is going to be monitored, and require monthly updates on the progress toward accomplishing the objective.
- 90% of all academic conversations should be about where you are, what is being done to address deficiencies, the progress toward meeting goals, and how to improve the program, services, and stakeholder satisfaction.

# About Foothills...

- Foothills is a second-chance opportunity for students who have not been successful in a traditional day school
- Foothills operates on an evening schedule - Mon. -Thurs. from 4:00 to 9:00 p.m.
- Foothills has fourteen sites across Georgia - 8 partner districts; 3 corrections sites; 3 Youth Challenge sites. On-boarding 2 satellite sites in the coming year.
- Our mission: *Foothills Education Charter High School is a community and state resource for students who want to earn a high school diploma in order to be successful in post-secondary and career options.*

# Using Data To Drive and Sustain School Improvement



The Foothills Leadership team, along with collaboration from the Board and stakeholders, identified the need to improve End-Of-Course scores in each of the 8 content areas

Improving EOC scores is also found in the adopted Strategic Plan

# Data Used to Identify Need

2017 CCRPI data indicated that Foothills was below the state in both Achievement and Progress

For the 2017 Beating the Odds calculation, Foothills actual score was not higher than our predicted score

CCRPI Highlights					
	2016 FH	2016 State	2017 FH	2017 State	SCSC Framework Connection
<b>Achievement</b>	12.8	34	13.1	34.6	If FH achievement score = state achievement score, we get 60 pts. If FH achievement score > state achievement score, we get 96 pts. No points for 2017.
<b>Progress</b>	30.1	34.3	30.1	35.2	If FH progress score = state progress score, we get 60 pts. If FH progress score > state progress score, we get 96 points. No points for 2017.
<b>Achievement Gap</b>	3.3	6.7	n/a	6.7	n/a
<b>ETB</b>	0.5	0.4	0	0.6	n/a
<b>Challenge</b>	0	0.7	0	0.5	n/a
<b>Overall Score</b>	46.7	75.7	48	77	Second look indicator: If FH overall score > state HS overall score, we get 96 points. No points for 2017.
Beating the Odds Highlights					
	2016 Predicted DC Score	2016 Actual DC Score	2017 Predicted DC score	2017 actual DC Score	
<b>BTO Scores</b>	55.2	46.2	53.2	48	Second look indicator: If FH is designated as BTO = 96 points. No points for 2017
Foothills still has the opportunity to academic points on the Comprehensive Performance Framework via Second Look Criteria: Value Added Measures (GOSA)					

# Data Used to Identify Need

- The SCSC's Value-Added Measure calculations for 2017 indicated that in each of the five measured subjects, Foothills was not statistically different from the average high school in the state.

Grade Level and Subject	Value-Added (Controls for Student Demographics and Prior Test Scores)											
	2014/15				2015/16				2016/17*			
	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?	School Effect	Statistically Different from State Average?	District Average	Statistically Different from District Average?
Biology									0.1213	No		
Coordinate Algebra												
Economics					0.1610	No			0.0619	No		
Geometry												
Physical Science					0.1021	No			-0.0007	No		
U.S. History					0.0834	No			0.0173	No		

# SCSC Comprehensive Performance Framework

Foothills fell short in each of the five avenues available to meet the academic component of the Comprehensive Framework

## SUMMARY OF AVENUES



# Problem:

Student achievement as measured by the Georgia Milestones needs improvement

# Desired Outcome:

To build capacity at all levels of the Foothills organization in regard to instruction, curriculum and the use of data to better serve our students and positively affect student achievement

# Immediate Response: Planning

- The problem with lower than desired student achievement scores was studied at the Strategic Planning meeting
  - Each site developed improvement plans
  - Progress on improvement plans are evaluated and updated during Impact Checks
  - Successful improvement efforts are shared with the all sites
- Created an increased urgency among faculty and staff to better prepare our students
- Shared updates and plans from Strategic Planning meeting with the Board
- Superintendent's job to keep the Board informed and execute a plan for improvement

# Response

Curriculum



Assessment  
Data

Instruction



# Immediate Response: Curriculum

Math	Science	ELA	SS
Pre-Algebra*	4 <sup>th</sup> Science*	10 Lit*	Gov/Civics
Algebra I	Physical Science	9 <sup>th</sup> Lit	World History
Geometry	Biology	Brit Lit	USH
Algebra II	Chemistry, Earth Systems, Environmental Science	Amer Lit	Econ
4 <sup>th</sup> Math			



# Immediate Response: Instruction

- Reassigned tutors to focus on EOC courses
- Required students to review before sitting for assessment
- Bolstered course reviews with additional materials
- Lengthened the time for review
- Focused on literacy skills by employing a Regional Literacy Coordinator along with a Literacy Coach at each site

# Immediate Response: Assessment Data

- Data that had been shared with leadership was shared with all
- Added an Accountability Coordinator
- Reworked student grading terms protocol to better capture FAY status for students
- Added a FAY calculation to ongoing data
- Partnered with the Georgia Center for Assessment to develop quality assessment items
- All updates and data analysis protocols shared with the Board
- Superintendent's job to keep the Board aware of interventions and their impact

# Long-Term Response

- Foothills was awarded a \$775,000.00 grant to support Milestones improvement in 2017-2018
- From AdvancEd: “An additional result of the clear direction and the laser-like focus on the school’s mission is the responsiveness [Foothills] has demonstrated to student needs with regard to the securing of the Charter Planning and Implementation Grant. The grant provides evidence of a commitment to school improvement that is sustainable and is directed at impacting student outcomes.”

# Long-Term Response

- The work began in 2017-2018 and continues in 2018 -2019
- Three-pronged approach
  - Data Team
  - Curriculum Teams
  - Instructional Coaches
- Data teams
  - Eight Milestones Assessments
  - Two content specialists
  - Special Education teacher
  - Leader from outside the organization
  - All selected based on their performance and knowledge of content

# Long-Term Response: Curriculum Teams

- GradPoint is designed to be formative
  - However, assessments are not aligned nor provide enough rigor
  - Teams are using the Georgia Standards for Excellence
    - Content expertise
    - Knowledge of best assessment practices
    - Data to evaluate and revamp courses
- Courses will align to Georgia Standards for Excellence and reflect the expectations of the EOC assessments

# Long-Term Response: Curriculum Teams

## Work done so far:

- Removing unaligned content from GradPoint modules
- Creating new content to fill in gaps with GradPoint modules
- Making modifications to content for better alignment
- Domain-level data and weights within each EOC
- Depth of Knowledge (DOK)
- Revising curriculum
- Fine -tuning assessments
- Developing uniform EOC review materials and review protocols

# How are we progress monitoring interventions to determine if we are impacting EOC scores?

Foothills Education Charter High School													
3-Year Trend Data - EOCs													
Subject	FY16				FY17				FY18 (thru Nov)				
	n-size	% Level 2 & above (All)	n-size	CCRPI Weighted Content Mastery (FAY)	n-size	% Level 2 & above (All)	n-size	CCRPI Weighted Content Mastery (FAY)	n-size	% Level 2 & above (All)	Weighted Content Mastery (All)	n-size	Weighted Content Mastery (Projected FAY*)
9th Lit	52	69.23%	25	52.00%	67	52.24%	26	34.61%	21	76.19%	52.38%	17	50.00%
Am Lit	67	61.20%	25	36.00%	71	56.34%	40	37.50%	42	66.67%	50.00%	27	53.70%
Algebra	TFS	TFS	TFS	TFS	27	48.15%	19	28.90%	21	33.34%	23.81%	9	33.33%
Geom	TFS	TFS	TFS	TFS	45	46.67%	22	40.90%	17	76.47%	55.88%	11	59.09%
Phy. Sci	53	49.06%	26	26.92%	94	41.49%	48	26.04%	26	46.15%	30.77%	23	30.43%
Biology	43	46.51%	14	25.00%	87	45.98%	45	33.33%	23	34.78%	28.26%	19	28.95%
US Hist	107	58.87%	38	35.52%	142	65.49%	64	42.18%	52	63.47%	47.12%	40	51.25%
Econ	104	63.47%	41	46.30%	186	62.36%	82	39.63%	43	62.79%	45.34%	35	47.14%

Monthly tracking of the results each mid-month EOC administration (shared with Board monthly)- sample Nov

# Sample progress Monitoring - Feb

Foothills Education Charter High School - 3 year Trend Data for EOCs

Subject	FY16				FY17				FY18 (thru Feb)				
	n-size	% Level 2 & above (All)	n-size	CCRPI Weighted Content Mastery (FAY)	n-size	% Level 2 & above (All)	n-size	CCRPI Weighted Content Mastery (FAY)	n-size	% Level 2 & above (All)	Weighted Content Mastery (All)	n-size	Weighted Content Mastery (Projected FAY*)
9th Lit	52	69.23%	25	52.00%	67	52.24%	26	34.61%	44	63.64%	44.32%	36	47.22%
Am Lit	67	61.20%	25	36.00%	71	56.34%	40	37.50%	73	65.75%	46.58%	48	48.96%
Algebra	TFS	TFS	TFS	TFS	27	48.15%	19	28.90%	41	36.59%	24.39%	26	28.85%
Geom	TFS	TFS	TFS	TFS	45	46.67%	22	40.90%	33	60.61%	40.91%	20	47.50%
Phy. Sci	53	49.06%	26	26.92%	94	41.49%	48	26.04%	44	45.45%	30.68%	37	29.73%
Biology	43	46.51%	14	25.00%	87	45.98%	45	33.33%	38	36.84%	26.32%	31	25.81%
US Hist	107	58.87%	38	35.52%	142	65.49%	64	42.18%	92	63.04%	47.83%	75	49.33%
Econ	104	63.47%	41	46.30%	186	62.36%	82	39.63%	90	58.89%	44.44%	65	48.46%

# Sample - Tracking Improvement Targets

Foothills 2018 Progress Toward CCRPI Improvement Targets for All Students (thru Feb)								
Content Area		FH n-size (FAY projected)	Level 1	Level 2	Level 3	Level 4	FH Content Mastery (FAY projected)	FH 2018 CCRPI Target
ELA	9th Lit	36	11	16	9	0		
	Am Lit	48	15	20	12	1		
	Aggregate	84	26	36	21	1	48.21%	38.273
Math	Alg	26	15	7	4	0		
	Geom	20	6	9	5	0		
	Aggregate	46	21	16	9	0	36.96%	36.385
Science	Phy. Sci	37	20	12	5	0		
	Bio	31	21	5	4	1		
	Aggregate	68	41	17	9	1	27.94%	31.683
Soc. Stud	US Hist	75	27	26	18	4		
	Econ	65	23	23	17	2		
	Aggregate	140	50	49	35	6	48.93%	42.53

# Sample progress monitoring - July

Foothills Education Charter High School - 3 year Trend Data for EOCs													
Subject	FY16				FY17				FY18 (thru July)				
	n-size	% Level 2 & above (All)	n-size	CCRPI Weighted Content Mastery (FAY)	n-size	% Level 2 & above (All)	n-size	CCRPI Weighted Content Mastery (FAY)	n-size	% Level 2 & above (All)	Weighted Content Mastery (All)	n-size	Weighted Content Mastery (Projected FAY*)
9th Lit	52	69.23%	25	52.00%	67	52.24%	26	34.61%	69	68.12%	49.28%	52	52.88%
Am Lit	67	61.20%	25	36.00%	71	56.34%	40	37.50%	112	69.64%	50.45%	78	51.92%
Algebra	TFS	TFS	TFS	TFS	27	48.15%	19	28.90%	64	46.88%	30.47%	41	34.15%
Geom	TFS	TFS	TFS	TFS	45	46.67%	22	40.90%	60	63.33%	46.67%	41	53.66%
Phy. Sci	53	49.06%	26	26.92%	94	41.49%	48	26.04%	81	48.15%	35.19%	64	33.59%
Biology	43	46.51%	14	25.00%	87	45.98%	45	33.33%	62	43.55%	34.68%	47	34.04%
US Hist	107	58.87%	38	35.52%	142	65.49%	64	42.18%	158	63.29%	47.78%	128	48.44%
Econ	104	63.47%	41	46.30%	186	62.36%	82	39.63%	175	62.86%	48.57%	122	52.05%

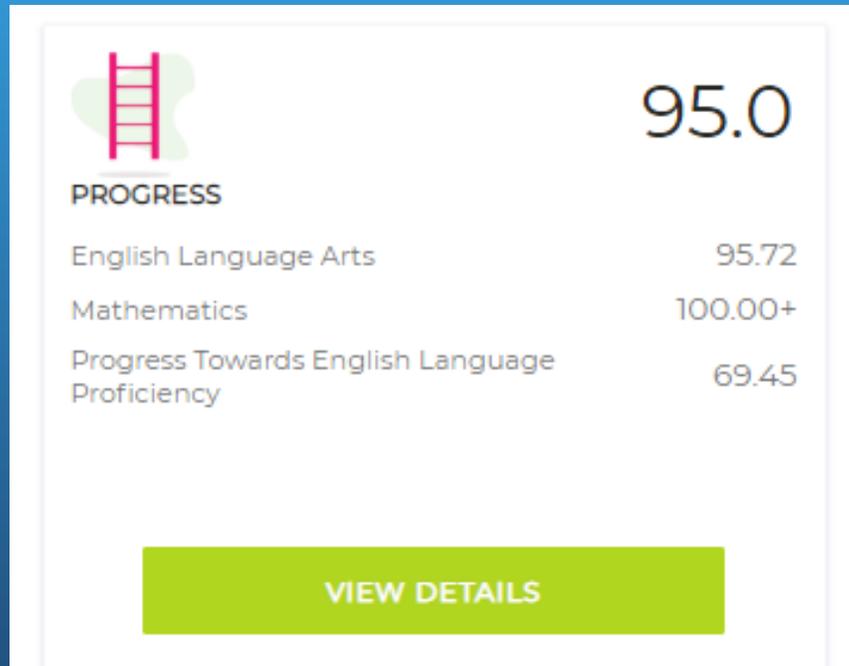
Able to see that by July, weighted content mastery had improved in all 8 EOC's

# Sample - Tracking Improvement Targets

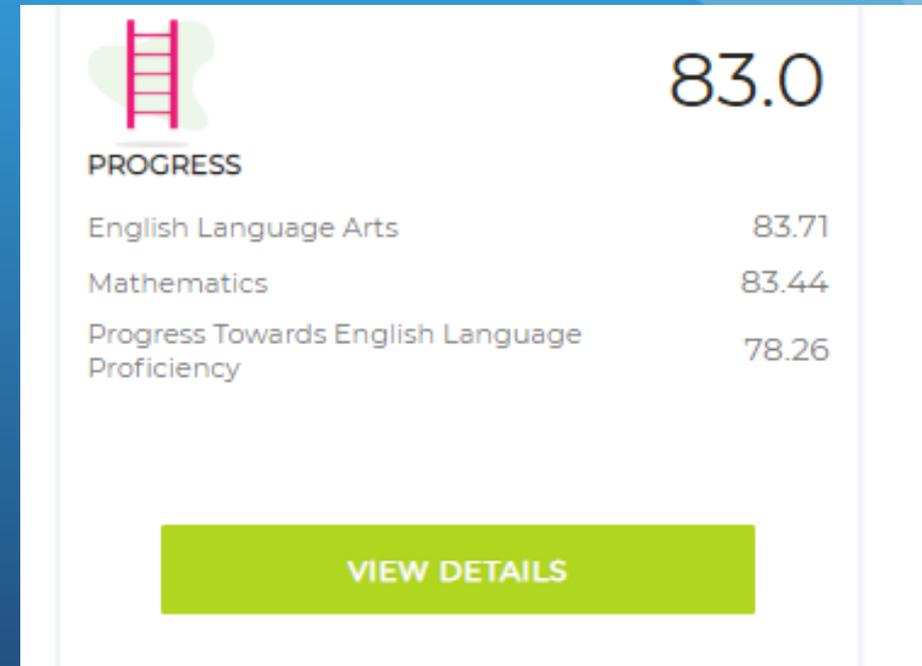
Foothills 2018 Progress Toward CCRPI Improvement Targets for All Students (thru July)								
Content Area		FH n-size (FAY projected)	Level 1	Level 2	Level 3	Level 4	FH Content Mastery (FAY projected)	FH 2018 CCRPI Target
ELA	9th Lit	52	14	21	17	0		
	Am Lit	78	21	35	20	2		
	Aggregate	130	35	56	37	2	52.31%	38.273
Math	Alg	41	20	15	5	1		
	Geom	41	12	15	13	1		
	Aggregate	82	32	30	18	2	43.90%	36.385
Science	Phy. Sci	64	34	19	9	2		
	Bio	47	28	8	9	2		
	Aggregate	111	62	27	18	4	33.78%	31.683
Soc. Stud	US Hist	128	47	43	33	5		
	Econ	122	41	38	40	3		
	Aggregate	250	88	81	73	8	50.20%	42.53

# 2018 CCRPI Progress Results

## Foothills Progress



## State Progress



We will meet the 2018 Academic Component of the CPF by outperforming state (high school grade band)!