

Update on Performance of TSI Schools

December 14, 2023

Quick Recap of CCRPI

Content Mastery	<ul style="list-style-type: none">● Measures how well students grasp key academic concepts in academic subjects, assessed through GMAS and GAA.● Imagine it as a snapshot of a student's understanding at a particular point in time.
Progress	<ul style="list-style-type: none">● Tracks individual student growth in reading and math compared to their expected progress, accounting for prior achievement compared to their similarly academic peers across the state.● Think of it as measuring a student's learning trajectory over time.
Closing Gaps	<ul style="list-style-type: none">● Evaluates the effectiveness of schools in narrowing academic achievement disparities between different student groups, like race, ethnicity, and socioeconomic background.● It's like checking if all students are progressing at a similar pace, regardless of their background.
Readiness	<ul style="list-style-type: none">● Assesses how prepared students are for the next grade level or higher education, based on performance on specific academic benchmarks (on-grade level reading, attendance, accelerated enrollment, college and career readiness).● It's like gauging a student's preparedness for the next challenge.
Graduation Rate (High Schools Only)	<ul style="list-style-type: none">● Measures the percentage of students who graduate from high school within four years or five years.● It's like the finish line of the race, indicating the proportion of students reaching the goal.

GaDOE Releases Support School Lists - Dec. 2022

Targeted Support and Improvement Schools (TSI)

- Schools that have at least one subgroup that are consistently underperforming in the lowest 5% of all schools **in at least 50% of CCRPI** components.



Additional Targeted Support and Improvement Schools (ATSI)

- Among all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools **in all CCRPI** components.

Promise Schools

- The 5.01% to 10% lowest performing Title I schools in the state.

Comprehensive Support Schools (CSI)

- Schools performing at the lowest 5% of Title I schools or have a graduation rate of 67% or lower.

Increasing Levels of Support

How did LCMS and LCES become Targeted Support Schools?

- LCES and LCMS had one subgroup that consistently underperformed in the lowest 5% of all schools in at least 50% of CCRPI components
 - For the 2022 data, only Content Mastery and Readiness were used to identify schools for the TSI list
- LCES and LCMS qualified as a TSI school for the **Students with Disabilities (SWD)** subgroup scoring in the lowest 5% for **Content Mastery**.




















LCES Students with Disabilities Achievement Levels

	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished	Weighted Content Mastery
ELA FY22 FY23	89.47% 70.21%	7.89% 25.53%	2.63% 2.13%	0.00% 2.13%	6.58 18.09
Math FY22 FY23	76.32% 76.60%	18.42% 12.77%	5.26% 10.64%	0.00% 0.00%	14.47 17.03
Science (5th Only)	Too few students to report in FY22 and FY23				

Note: Majority of SWD students performed at Level 1 across all subjects.

Weighted Content Mastery Calculation: (Beginning Learners x 0) + (Developing Learners x 0.5) + (Proficient Learners x 1) + (Distinguished Learners x 1.5)

LCES Improvement Targets - 2023

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

LCMS Students with Disabilities Achievement Levels

6th-8th Grade	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished	Weighted Content Mastery
ELA FY22 FY23	86.09% 79.17	11.30% 11.67%	0% 5.00%	2.61% 4.17%	9.57 17.09
Math FY22 FY23	84.35% 72.27%	11.30% 19.33%	3.48% 5.88%	0.87% 2.52%	10.44 16.81

Note: Majority of SWD students performed at Level 1 across all subjects.

Weighted Content Mastery Calculation: (Beginning Learners x 0) + (Developing Learners x 0.5) + (Proficient Learners x 1) + (Distinguished Learners x 1.5)





























LCMS Students with Disabilities Achievement Levels

8th Grade	Level 1: Beginning	Level 2: Developing	Level 3: Proficient	Level 4: Distinguished	Weighted Content Mastery
Science FY22 FY23	87.50% 72.50%	9.38% 15.00%	0% 5.00%	3.13% 7.50%	8.9 23.75
SS FY22 FY23	87.5% 60.00%	9.38% 30.00%	3.13% 2.50%	0% 7.50%	7.41 28.75

Note: Majority of SWD students performed at Level 1 across all subjects.

Weighted Content Mastery Calculation: (Beginning Learners x 0) + (Developing Learners x 0.5) + (Proficient Learners x 1) + (Distinguished Learners x 1.5)

LCMS Improvement Targets - 2023

	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				

Targeted Support and Improvement (TSI) Plan of Action

- A plan was created in collaboration with GaDOE and FDRESA to provide support to both schools through two initiatives:
 - Teacher Clarity
 - Teacher clarity is a framework for teachers to align lessons, objectives, and learning outcomes for intentional teaching. When teachers are clear, students can plan, set goals, and measure their learning progress. With an effect size of .84, it has the potential to nearly double the speed of learning.
 - PD is followed by observation, curriculum planning sessions, and ongoing coaching
 - SDI (Specially Designed Instruction)
 - SDI is the instruction delivered to a student with an IEP to help the student access the general education curriculum. SDI goes beyond differentiated instruction and addresses the unique needs that exist because of a student's disability.
 - Co-teach teams chosen for implementation, which consists of professional learning and ongoing coaching and support from GLRS

Work Sample - Teacher Clarity

Unit 1: Short Stories			
Standard	<u>ELAGSE8RL2</u> : Determine a theme and/or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	<u>ELAGSE8RL4</u> : Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	<u>ELAGSE8RL6</u> : Analyze how differences in the points of view of characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Learning Targets <i>"I am learning to"</i>	Identify a theme of a text and examine how the elements of the story help that theme grow throughout the text Summarize a text.	Find multiple meanings of words and phrases and examine how those words make a difference on the meaning and feeling of the text	Examine how different points of view in and of the story help to create certain literary effects like humor and suspense
Success Criteria <i>"I will be able to"</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a theme <input type="checkbox"/> Analyze / explain how a theme is developed within the text <input type="checkbox"/> Explain how at least 2 elements of a story contribute to the theme <input type="checkbox"/> Summarize a text 	<ul style="list-style-type: none"> <input type="checkbox"/> Define figurative and connotative <input type="checkbox"/> Determine denotative, figurative, and connotative meanings of words / phrases <input type="checkbox"/> Define tone <input type="checkbox"/> Determine the tone of a text <input type="checkbox"/> Determine words and phrases that contribute to / help create the tone 	<ul style="list-style-type: none"> <input type="checkbox"/> Define the different points of view <input type="checkbox"/> Determine the point of view of a text, characters, and audience <input type="checkbox"/> Explain the relationship between special effects in the story and point of view <input type="checkbox"/> Define suspense <input type="checkbox"/> Define dramatic irony <input type="checkbox"/> Identify dramatic irony <input type="checkbox"/> Explain how dramatic irony creates suspense <input type="checkbox"/> Analyze how suspense / humor is created in the text

Elements of SDI

SDI Element

What it Means

Questions to Consider



Content

What is taught to allow the student to access general education programming

- Are adaptations needed for the content as a result of the disability?
- Is the content aligned to the student's academic and functional needs and grade-level standards?
- Does the content address engagement and behavioral supports?
- How can we leverage the student's strengths and current knowledge as we identify the content that will be provided?
- What is the evidence base for the proposed practices?



Methodology

How the instruction is delivered or the practices and approach the teacher uses to teach

- Is there a method that has proven to be more effective for this student when acquiring knowledge and skills?
- Are there methods that have been ineffective for this student when acquiring knowledge and skills?
- What is the evidence base for the proposed instructional strategies?



Delivery of Instruction

Who, where, and when the instruction is delivered

- What is the plan for instructional delivery, including the following:
 - Who will provide the instruction?
 - How frequently?
 - Where?
- Does the delivery (including the group size) provide sufficient opportunities for the student to practice and receive explicit feedback?
- Does the provider have the knowledge and skills to individualize and intensify instruction as needed?

How Do We Exit the List?

A school may exit if **no subgroup** is performing in the lowest 5% of all schools in **at least 50% of CCRPI** components.

The list will be updated January 2024.