

# CRT Data Review with USOE Data Display

Hurricane High School  
Monday, September 12, 2011



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## Agenda

1. These notes and links are available at <http://sedcclint.com> under the HHS or Data Display tags
2. Data Discussion
  - 2.1. Goal of the Data Display
  - 2.2. Limitations of CRT Data
  - 2.3. Suggested Approach to Data Review
3. First Steps - Get your CACTUS ID#
  - 3.1. You'll need this ID# to know what classes are yours in the Data Display. If you know your CACTUS ID, you can skip this step!
  - 3.2. Otherwise, head to <http://my.uen.org/> and click the 'Forgot Login?' link. Enter in your **full** school email address, and click 'Send Login'
  - 3.3. Log into your school email at <http://mail.hurricanehigh.org> - your CACTUS ID will be included with the email sent from MyUEN.
  - 3.4. CACTUS ID#\_\_\_\_\_
4. Access USOE Data Display
  - 4.1. Use your Firefox web browser for best results
  - 4.2. <https://cognos1.schools.utah.gov/ibmcognos/> - access from your school 'Web Links'
  - 4.3. ID: usoe, Password: data4u
5. Data Display Overview
  - 5.1. Navigate with the 'Breadcrumbs' - Do NOT use the Browser *Back* button**
  - 5.2. 'Filters' can be used at any level to refine and narrow the results you are viewing
    - 5.2.1. Click 'Submit' After any changes in the filters
    - 5.2.2. Data Display will maintain the filters until you reset them
  - 5.3. Chart bars and hyperlinked percentages and numbers are all drill-able
6. Explore Your Test Proficiency Levels
  - 6.1. First, select your district from the list. Once the page refreshes, choose your school from the 'School:' drop-down menu and click 'Submit' on the right side of the page.
  - 6.2. You'll see your school average for all tests in a subject compared to the district and state.

- 6.3. From your school-wide summaries, click on a column to drill into a subject - any chart in the DD is drill-able.
  - 6.4. Once in the 'Subject Results' for your school, you can see how your school did on each grade level or subject on the bottom right chart. Top pie chart and bar chart summarizes student performance levels.
  - 6.5. Take a look at each subject/grade level. How did your school do on that specific test?
  - 6.6. For more specific information, click on the column for the test(s) that you teach.
  - 6.7. The 'Curriculum Standards' report will show student performance on the top. The bottom chart shows a comparison of how your district and school did compared to the state average for this test (0%) on the chart.
  - 6.8. Explanation of Teachers' Variance from State % Correct chart
  - 6.9. Using the 'Teacher' filter drop-down, choose your CACTUS ID number to view how your classes performed on the CRT. Your average will be along side the district and school average on the 'Variance from State %' chart below.
  - 6.10. If you taught more than one subject/grade level, use the 'Test Name:' filter and the 'Teacher:' filters again to view those results - clicking the 'Submit' button between each change in the filters.
  - 6.11. For a broader view of how all of the teachers in a subject did on each test, click the 'CRT Graphical View by All Teachers' report on the bottom of the page.
  - 6.12. Click the CRT breadcrumb on the top left to go back to the main page, then repeat the above steps to see the school performance in different subjects and tests.
7. Performance Evaluation, Strengths & Weaknesses
    - 7.1. Please evaluate your results, using the evaluation document provided on the next page.
8. Progress Scores
    - 8.1. What IS a Progress Score?
    - 8.2. What is a GOOD and BAD Progress Score?
      - 8.2.1. 200 points is awarded for a student coming in and testing out at Level 3, a good amount of growth for one year.
      - 8.2.2. Scores below 200 show that students tested at a lower level than the previous year
      - 8.2.3. Scores above 200 show that students tested at a higher level than the previous year
    - 8.3. Power Corner & 4/3 and 3/4 Ratios
    - 8.4. See the last page of the handout for more detail on Progress Scores

# How did I perform on different tests?

1. Year:

- Compared to State? \_\_\_\_\_
- Compared to District? \_\_\_\_\_

2. Trends:

- Compared to State?  
\_\_\_\_\_  
\_\_\_\_\_
- Compared to District?  
\_\_\_\_\_  
\_\_\_\_\_
- Compared to Self?  
\_\_\_\_\_  
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3. Questions that come to mind?

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4. What additional data do you need?

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## Strengths & Weaknesses

What subjects and standards are showing a strong performance?

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What areas do your students show some room for improvement?

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What successes can be replicated within the school or district?

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Schools are often judged by the **percent of students who are proficient on CRT** (Criterion Reference Tests). Students receive a scaled score between 130 and 200. The score is then converted to a proficiency level. A score of 160 and higher is proficient; less than 160 is non proficient:

1 = Minimal	Not proficient	Scaled Score 160	3 = Sufficient	Proficient
2 = Partial	Not proficient		4 = Substantial	Proficient

U-PASS also evaluates schools based on the progress students make from year to year. Every student enrolled 160 days or more at a school will be assigned a progress score. USOE looks for CRT data for the prior year from anywhere in the state. So even students new to your school will have a progress score based on the progress value tables below.

K-8 <sup>th</sup> Grade Schools						
Level Last Year ↓	← Level This Year →					
	1a	1b	2a	2b	3	4
1a	0	225	350	375	375	375
1b	0	125	225	350	375	375
2a	0	50	150	225	325	350
2b	0	0	75	175	275	325
3	0	0	0	100	200	275
4	0	0	0	0	125	225

9-12 <sup>th</sup> Grade Schools						
Level Last Year ↓	← Level This Year →					
	1a	1b	2a	2b	3	4
1a	0	200	250	300	350	375
1b	0	125	200	300	350	350
2a	0	50	150	175	325	325
2b	0	0	75	175	300	325
3	0	0	0	100	200	300
4	0	0	0	0	125	225

If a student moved from 2a last year into 3 this year, how many progress points would be assigned? (1) First locate the row labeled 2a. Now slide your finger over until it is under the column labeled 3. The value within that cell is 325.

On the first page of the U-PASS report are several cells with “Click here for more information”. If you click on the progress scores, you will see a table similar to the one below. The large-font numbers in bold are the number of students who received the progress points (which are the small-font numbers in each cell). Only 17 students slipped in their proficiency from 2008 to 2009. Everyone else either maintained or increased their proficiency level.

School XXX (K-8 <sup>th</sup> Grade)							
2009							
2008	Not proficient	Not proficient				Proficient	
		1a	1b	2a	2b	3	4
Profi- cie- nt	1a	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>0</b>
		0	225	350	375	375	375
	1b	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>5</b>	<b>0</b>
		0	125	225	350	375	375
	2a	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>2</b>
	0	50	150	225	325	350	
	2b	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>5</b>
		0	0	75	175	275	325
Profi- cie- nt	3	<b>0</b>	<b>0</b>	<b>1</b>	<b>4</b>	<b>32</b>	<b>57</b>
		0	0	0	100	200	275
	4	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>131</b>
		0	0	0	0	125	225

Basically you can draw a diagonal line from the “1a-1a” cell down to the “4-4” cell. Any bold numbers to the left of the line show students who dropped in proficiency level. Any bold numbers on the line show students who maintained their level and any bold numbers to the right indicated how many students improved.

Who are the 4 students that dropped from level 3 to 2b? Use the Excel file I distributed in October to see individual student progress scores.

Go to [www.ames-slc.org/Faculty/Raybould.htm](http://www.ames-slc.org/Faculty/Raybould.htm) and click on “AYP & U-PASS”. There are two short, interactive PowerPoints that will help you explain U-PASS (including progress points) to your board and parents.