

# Communicating Potential through Performance Data

Dr. Matthew Kaye – School Implementation Manager, North America

Jeremy Ridgeo – Senior School Implementation Manager, North America

# Introductions and Agenda



### **Dr. Matthew Kaye, School Implementation Manager**

Current work projects include supporting the fidelity of implementation at Cambridge's K-8 centres and partnering with stakeholders to better understand federal and state accountability models so Cambridge can serve as a valued partner and thought leader.



### **Jeremy Ridgeo, Senior School Implementation Manager**

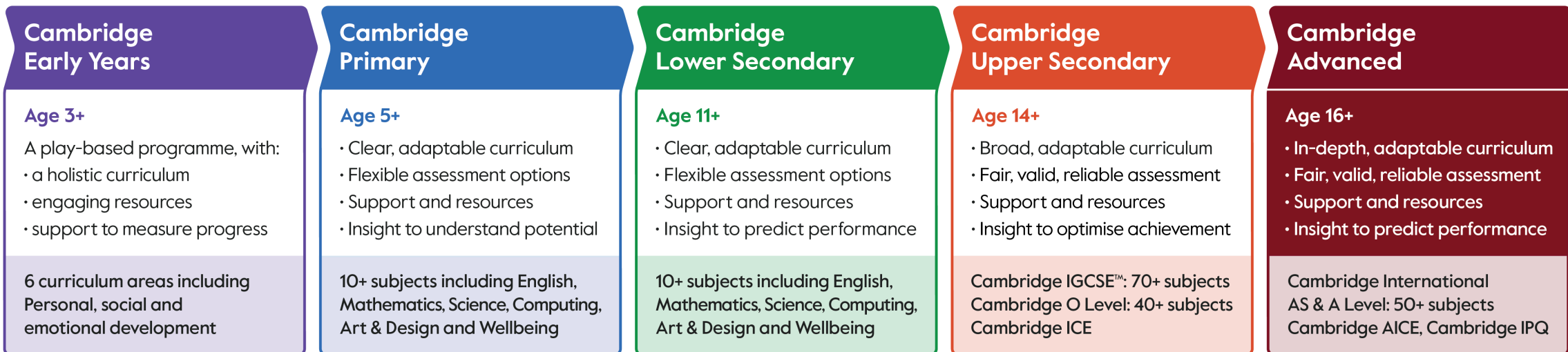
As School Implementation Manager, Jeremy shaped the role to partner with new and existing schools/districts to implement the Cambridge Pathway with fidelity in respect to their school vision/mission. The team aims to seamlessly integrate the Cambridge program into their existing framework.

| Timeframe   | Topic                    |
|-------------|--------------------------|
| 0:00-5:00   | Introductions and Agenda |
| 5:00-15:00  | The Context              |
| 15:00-25:00 | The Problem              |
| 25:00-50:00 | Solutions                |
| 50:00-60:00 | Questions                |

# The Context

**Cambridge Pathway** 

A clear path for educational success from age 3 to 19



**Cambridge Professional Development** for teachers and school leaders

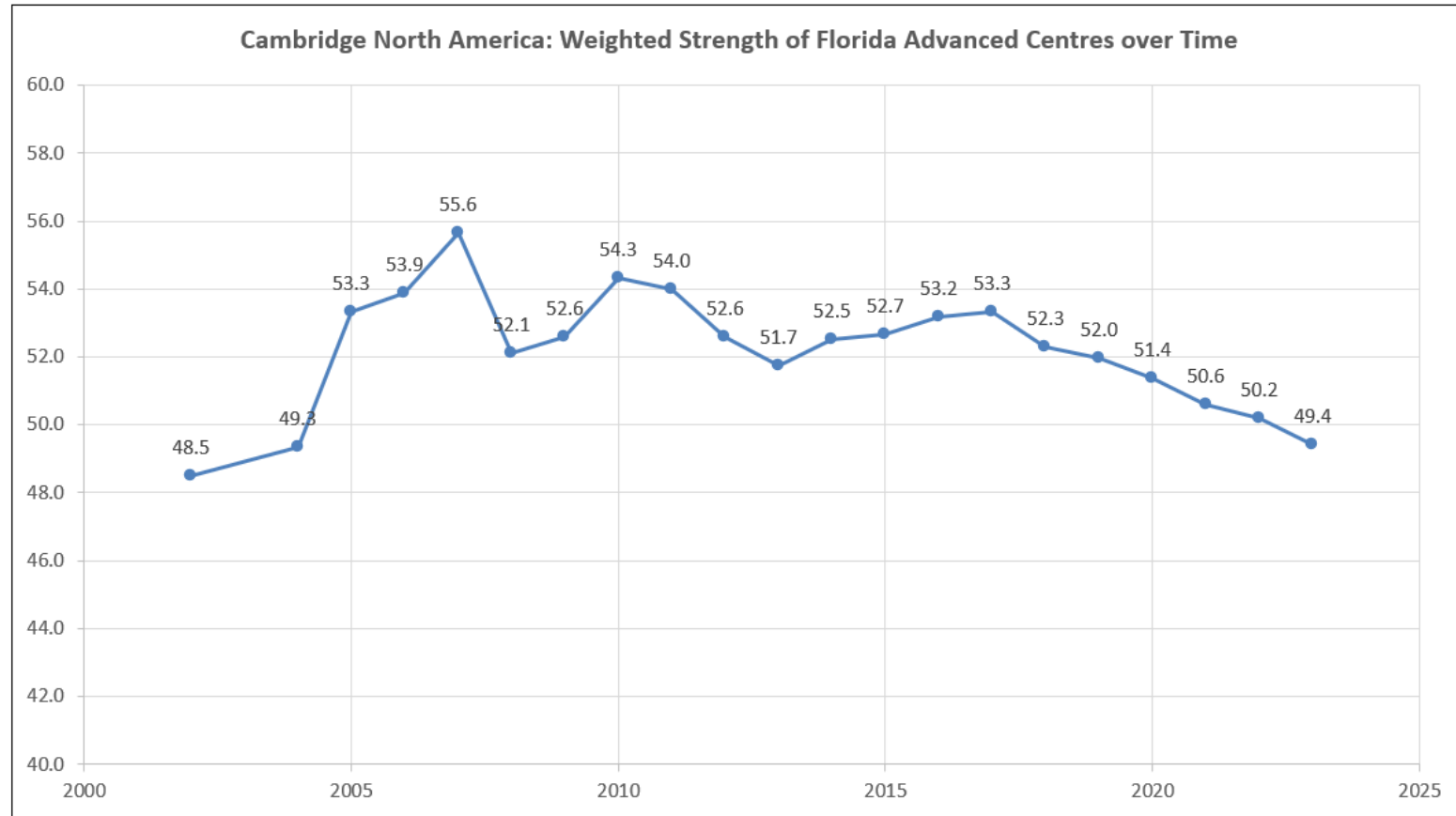
Ready for the world 

# Changes in composition of Florida centres over time

- Cambridge has grown in Florida, with acute acceleration in recent years
  - Several large districts in Florida have added a substantial number of schools since 2019
  - This rate of onboarding, condensed especially within large districts, has the potential to impact the composition candidates entering into qualification exams
- Schools in Florida, like elsewhere, have a high variety of student inputs
- One of the more reliable ways to measure the academic strength/vulnerability of a school is its ELA Achievement as reported by the state

One observation from the data below is that nature of our centres is evolving in terms of the students served. Cambridge now serves a wide array of students throughout Florida and has emerged as a major program of offer across many schools in every major district.

|      | <b>AVG ELA<br/>ACH 2022</b> | <b>NUMBER<br/>ADDED</b> | <b>WEIGHTED<br/>AVG</b> |
|------|-----------------------------|-------------------------|-------------------------|
| 2002 | 48.5                        | 2                       | 48.5                    |
| 2004 | 51.0                        | 1                       | 49.3                    |
| 2005 | 57.3                        | 3                       | 53.3                    |
| 2006 | 55.0                        | 3                       | 53.9                    |
| 2007 | 58.8                        | 5                       | 55.6                    |
| 2008 | 35.7                        | 3                       | 52.1                    |
| 2009 | 56.5                        | 2                       | 52.6                    |
| 2010 | 65.3                        | 3                       | 54.3                    |
| 2011 | 52.3                        | 4                       | 54.0                    |
| 2012 | 48.4                        | 9                       | 52.6                    |
| 2013 | 50.4                        | 22                      | 51.7                    |
| 2014 | 55.8                        | 13                      | 52.5                    |
| 2015 | 53.8                        | 10                      | 52.7                    |
| 2016 | 58.9                        | 7                       | 53.2                    |
| 2017 | 55.1                        | 7                       | 53.3                    |
| 2018 | 40.6                        | 8                       | 52.3                    |
| 2019 | 48.7                        | 11                      | 52.0                    |
| 2020 | 47.9                        | 19                      | 51.4                    |
| 2021 | 48.1                        | 42                      | 50.6                    |
| 2022 | 46.2                        | 18                      | 50.2                    |
| 2023 | 44.9                        | 32                      | 49.4                    |





# Composition Matters

- **What ELA Achievement will Tell Us**

- It provides insight into the types of schools we are serving
- It is indicative of broad trends that may influence our results outcomes
- ELA Achievement has consistently presented a strong correlation to other academic outcomes (ex. – Cambridge, AP, IB, SAT, ACT, etc.)

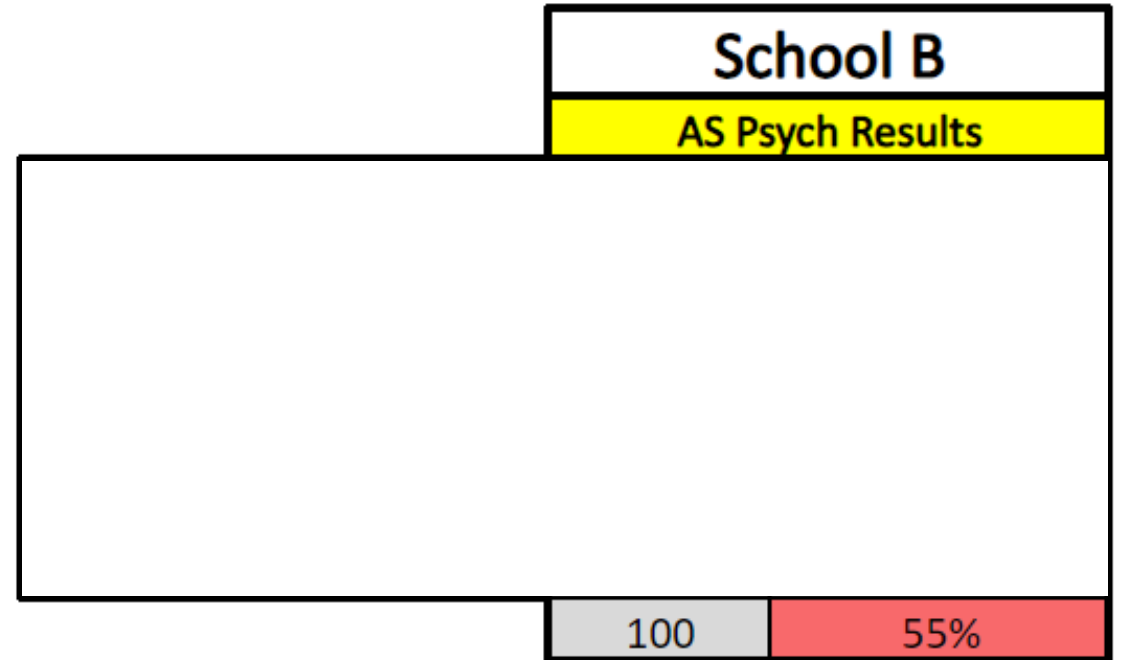
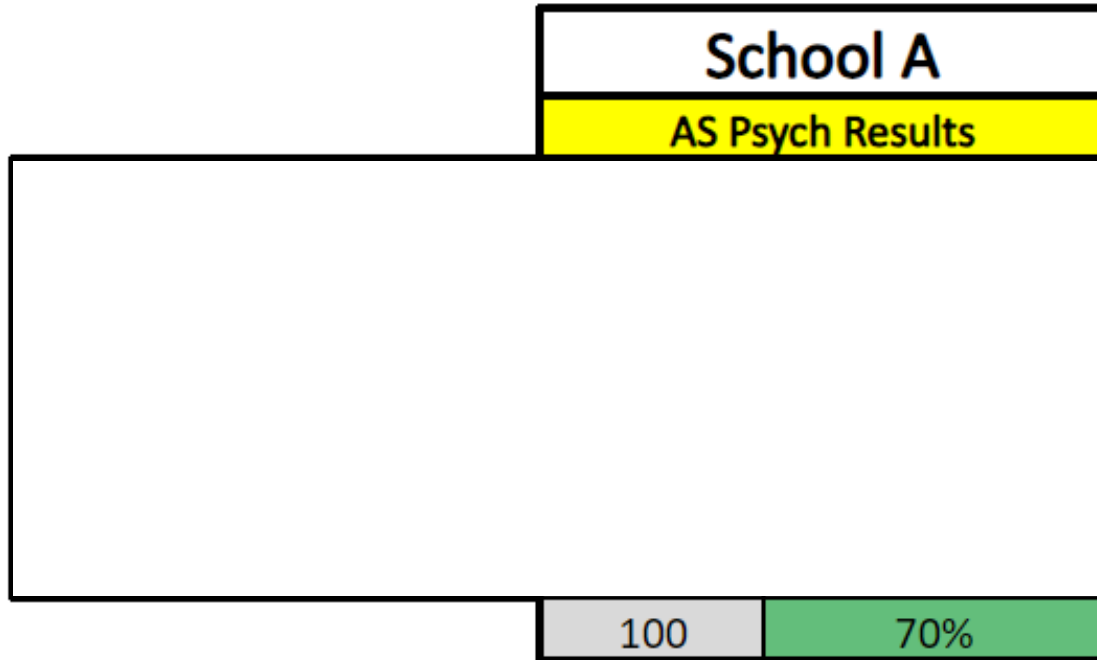
- **What ELA Achievement won't Tell Us**

- It's a blunt data point; not **all** students at a school enter into AS/A-Level exams
- Some low-ELA schools may only enter their strong students; they will still be a small number compared to strong-ELA schools
- Since we don't track candidate data via state-level inputs, we can't examine centre-level ELA data beyond this surface level

# The Problem

# Results matter, but composition does too

- Results on AS/A Level qualification exams are significant to our schools, their students, and the community
  - Implications for college acceptance, scholarship, advancement, etc.
  - Influence public perception of the quality of the school
  - Impact financial revenue, teacher retention, etc.
- Results are often perceived without context, often clouding **performance**
  - Every school, every series is different
  - There are unique contexts that aren't captured in results reporting that can tell much more of how students performed on examinations



| School A                           |     |
|------------------------------------|-----|
| AS Psych Results                   |     |
| <i>Prior English General Paper</i> |     |
| a                                  |     |
| b                                  |     |
| c                                  |     |
| d                                  |     |
| e                                  |     |
| u                                  |     |
| 100                                | 70% |

| School B                           |     |
|------------------------------------|-----|
| AS Psych Results                   |     |
| <i>Prior English General Paper</i> |     |
| a                                  |     |
| b                                  |     |
| c                                  |     |
| d                                  |     |
| e                                  |     |
| u                                  |     |
| 100                                | 55% |

| <b>School A</b>                    |     |                       |
|------------------------------------|-----|-----------------------|
| <b>AS Psych Results</b>            |     |                       |
| <i>Prior English General Paper</i> |     | <b>Group a-e Rate</b> |
| a                                  |     | 91%                   |
| b                                  |     | 84%                   |
| c                                  |     | 75%                   |
| d                                  |     | 57%                   |
| e                                  |     | 43%                   |
| u                                  |     | 35%                   |
|                                    | 100 | 70%                   |

| <b>School B</b>                    |     |                       |
|------------------------------------|-----|-----------------------|
| <b>AS Psych Results</b>            |     |                       |
| <i>Prior English General Paper</i> |     | <b>Group a-e Rate</b> |
| a                                  |     | 91%                   |
| b                                  |     | 84%                   |
| c                                  |     | 75%                   |
| d                                  |     | 57%                   |
| e                                  |     | 43%                   |
| u                                  |     | 35%                   |
|                                    | 100 | 55%                   |

| <b>School A</b>                    |                   |                       |
|------------------------------------|-------------------|-----------------------|
| <b>AS Psych Results</b>            |                   |                       |
| <i>Prior English General Paper</i> | <b># in Group</b> | <b>Group a-e Rate</b> |
| a                                  | 16                | 91%                   |
| b                                  | 22                | 84%                   |
| c                                  | 25                | 75%                   |
| d                                  | 17                | 57%                   |
| e                                  | 13                | 43%                   |
| u                                  | 7                 | 35%                   |
|                                    | 100               | 70%                   |

| <b>School B</b>                    |                   |                       |
|------------------------------------|-------------------|-----------------------|
| <b>AS Psych Results</b>            |                   |                       |
| <i>Prior English General Paper</i> | <b># in Group</b> | <b>Group a-e Rate</b> |
| a                                  | 4                 | 91%                   |
| b                                  | 9                 | 84%                   |
| c                                  | 14                | 75%                   |
| d                                  | 26                | 57%                   |
| e                                  | 22                | 43%                   |
| u                                  | 25                | 35%                   |
|                                    | 100               | 55%                   |

# Effects of Compositional Differences (Simpson's Paradox)

| School A                    |            |                |
|-----------------------------|------------|----------------|
| AS Psych Results            |            |                |
| Prior English General Paper | # in Group | Group a-e Rate |
| a                           | 16         | 91%            |
| b                           | 22         | 84%            |
| c                           | 25         | 75%            |
| d                           | 17         | 57%            |
| e                           | 13         | 43%            |
| u                           | 7          | 35%            |
|                             | 100        | 70%            |

| School B                    |            |                |
|-----------------------------|------------|----------------|
| AS Psych Results            |            |                |
| Prior English General Paper | # in Group | Group a-e Rate |
| a                           | 4          | 91%            |
| b                           | 9          | 84%            |
| c                           | 14         | 75%            |
| d                           | 26         | 57%            |
| e                           | 22         | 43%            |
| u                           | 25         | 35%            |
|                             | 100        | 55%            |

- School A and School B both have 100 students with a prior-year English General Paper result entered into AS-Psych.
- Each stratified group performs the same at both schools.
- The **composition** of the 100 students at each school, however, influences the outcome so that School A has a 15% higher rate of e-or-higher.





# Solutions

# Three approaches as a solution right now

1. Analysing associations between entries and results
2. Contextualising results using explanatory analysis
3. Utilising longitudinal data over multiple assessments

# 1. Analysing associations between entries and results

Qualification AS Level 

Assessment 8021 - English General Paper 

| Row Labels         | Sum of Total Entries - Sample | Sum of %E Higher - Sample | Sum of %E Higher - USA |
|--------------------|-------------------------------|---------------------------|------------------------|
| June 2021          | 1913                          | 90.6                      | 83.6                   |
| June 2022          | 2158                          | 87.1                      | 71.2                   |
| June 2023          | 2639                          | 90.9                      | 75.5                   |
| <b>Grand Total</b> | <b>6710</b>                   |                           |                        |

| Growth |            | Results Fluctuation |         |             |
|--------|------------|---------------------|---------|-------------|
| S      | Enroll %CH | S                   | a-e %CH | USA a-e %CH |
|        |            |                     |         |             |
|        | 13%        |                     | -4%     | -15%        |
|        | 22%        |                     | 4%      | 6%          |

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well. Relatively proportional inverse relationships are normal. Double negatives are bad and need to be inspected immediately.*

# 1. Analysing associations between entries and results

| Growth |            | Results Fluctuation |                     |
|--------|------------|---------------------|---------------------|
| S      | Enroll %CH | S                   | a-e %CH USA a-e %CH |
|        |            |                     |                     |
|        | 13%        |                     | -4%                 |
|        | 22%        |                     | 4%                  |
|        |            |                     | -15%                |
|        |            |                     | 6%                  |

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well. Relatively proportional inverse relationships are normal. Double negatives are bad and need to be inspected immediately.*

- In this series, 8021 English General Paper, the district enrolled considerably more students than the prior year **and** enjoyed greater results
- This should be considered a **successful** series for the sample district

# 1. Analysing associations between entries and results

Qualification AS Level

Assessment 9699 - Sociology

| Row Labels         | Sum of Total Entries - | Sample | Sum of %E Higher - | Sample | Sum of %E Higher - USA |
|--------------------|------------------------|--------|--------------------|--------|------------------------|
| June 2021          | 267                    |        | 83.5               |        | 60.1                   |
| June 2022          | 182                    |        | 47.3               |        | 57.9                   |
| June 2023          | 338                    |        | 52.4               |        | 47.6                   |
| <b>Grand Total</b> | <b>787</b>             |        |                    |        |                        |

| Growth |            | Results Fluctuation |         |             |
|--------|------------|---------------------|---------|-------------|
| S      | Enroll %CH | S                   | a-e %CH | USA a-e %CH |
|        |            |                     |         |             |
|        | -32%       |                     | -43%    | -4%         |
|        | 86%        |                     | 11%     | -18%        |

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well. Relatively proportional inverse relationships are normal. Double negatives are bad and need to be inspected immediately.*

# 1. Analysing associations between entries and results

| Growth |            | Results Fluctuation |         |             |
|--------|------------|---------------------|---------|-------------|
| S      | Enroll %CH | S                   | a-e %CH | USA a-e %CH |
|        |            |                     |         |             |
|        | -32%       |                     | -43%    | -4%         |
|        | 86%        |                     | 11%     | -18%        |


*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well.*


*Relatively proportional inverse relationships are normal.*

*Double negatives are bad and need to be inspected immediately.*

- In this series, 9699 Sociology, the district enrolled considerably more students than the prior year **and** enjoyed greater pass rates, exceeding the national average by far
- This should be considered a **very successful** series for this sample district

# 1. Analysing associations between entries and results

Qualification AS Level 

Assessment 9693 - Marine Science 

| Row Labels         | Sum of Total Entries - Sample | Sum of %E Higher - Sample | Sum of %E Higher - USA |
|--------------------|-------------------------------|---------------------------|------------------------|
| June 2021          | 1151                          | 80.6                      | 77.5                   |
| June 2022          | 1105                          | 61.4                      | 67.6                   |
| June 2023          | 965                           | 48.6                      | 57.3                   |
| <b>Grand Total</b> | <b>3221</b>                   |                           |                        |

| Growth |            | Results Fluctuation |             |
|--------|------------|---------------------|-------------|
| S      | Enroll %CH | S                   | USA a-e %CH |
|        |            |                     |             |
|        | -4%        |                     | -24%        |
|        | -13%       |                     | -21%        |

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well. Relatively proportional inverse relationships are normal. Double negatives are bad and need to be inspected immediately.*

# 1. Analysing associations between entries and results



| Growth |            | Results Fluctuation |             |
|--------|------------|---------------------|-------------|
| S      | Enroll %CH | S                   | USA a-e %CH |
|        |            |                     |             |
|        | -4%        |                     | -24%        |
|        | -13%       |                     | -15%        |

- In this series, 9693 Marine Science, the district enrolled fewer students than the prior year **and** recorded lower results, a decline steeper than the national average
- This should warrant **further investigation** with this sample district

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well. Relatively proportional inverse relationships are normal. Double negatives are bad and need to be inspected immediately.*



# 1. Analysing associations between entries and results

|               |                        |   |
|---------------|------------------------|---|
| Qualification | AS Level               |  |
| Assessment    | 9694 - Thinking Skills |  |

| Row Labels         |                        |        |                    |        |                        | Growth |            | Results Fluctuation |         |             |
|--------------------|------------------------|--------|--------------------|--------|------------------------|--------|------------|---------------------|---------|-------------|
| Row Labels         | Sum of Total Entries - | Sample | Sum of %E Higher - | Sample | Sum of %E Higher - USA | S      | Enroll %CH | S                   | a-e %CH | USA a-e %CH |
| June 2021          | 674                    |        | 69.1               |        | 83.2                   |        |            |                     |         |             |
| June 2022          | 605                    |        | 73.9               |        | 72.1                   |        | -10%       |                     | 7%      | -13%        |
| June 2023          | 724                    |        | 68.6               |        | 66.7                   |        | 20%        |                     | -7%     | -7%         |
| <b>Grand Total</b> | <b>2003</b>            |        |                    |        |                        |        |            |                     |         |             |

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well. Relatively proportional inverse relationships are normal. Double negatives are bad and need to be inspected immediately.*

# 1. Analysing associations between entries and results

| Growth |            | Results Fluctuation |         |
|--------|------------|---------------------|---------|
| S      | Enroll %CH | S                   | a-e %CH |
|        |            |                     |         |
|        | -10%       |                     | 7%      |
|        | 20%        |                     | -7%     |

*Note: Ideally there is growth in entries AND positive results fluctuation. This is when something is going really well.*

*Relatively proportional inverse relationships are normal.*

*Double negatives are bad and need to be inspected immediately.*

- In this series, 9694 Thinking Skills, the district enrolled considerably more students than the prior series and recorded a decline in results on par with the national average
- This should be considered a **successful** series for this sample district

## 2. Explanatory Analysis – Establishing Context

- **Using English-General Paper as an Explanatory Variable**
  - English-General Paper can be used as an appropriate **explanatory variable** for our region
  - EGP is accessible and wide-spread; allows for stratification
  - Can be used to contextualise **response variables** (ex. AS-Psychology, AS-History, ADIP, etc.)
- **Limitations**
  - By only selecting students who also have an EGP score, the sample size is reduced
  - EGP has also been subject to grade re-norming, making year-over-year comparisons less reliable

## 2. Explanatory Analysis – Establishing Context

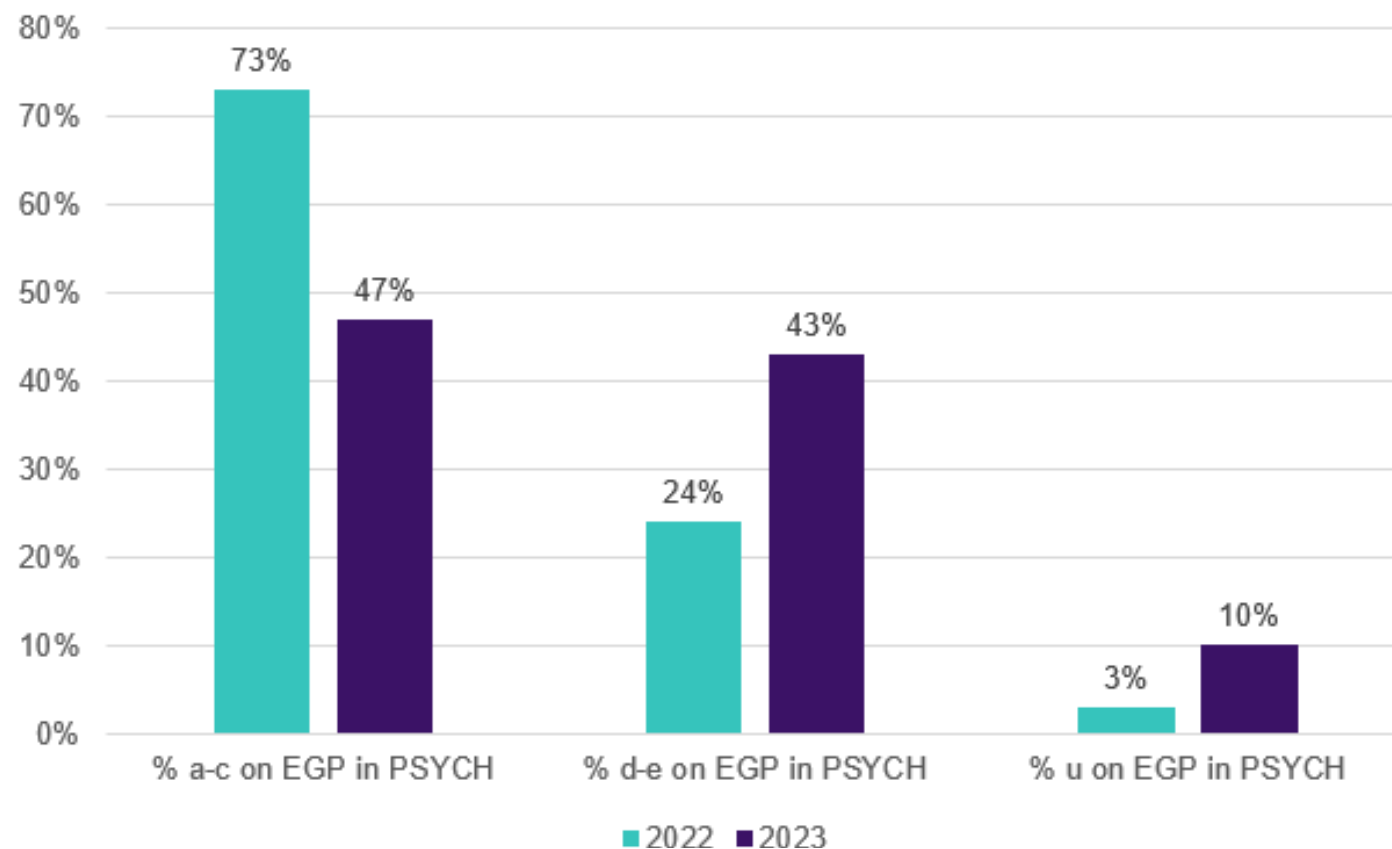
| UCLES Combined | School            | EGP Year  | subject                    | EGP Grade | Subject         | Year      | Grade |
|----------------|-------------------|-----------|----------------------------|-----------|-----------------|-----------|-------|
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a7    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a7    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a7    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a7    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a7    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a7    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a8    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | a8    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | b9    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | b9    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | b9    |
| Student ID     | Sample School XZY | 2021/2022 | 8021-ENGLISH GENERAL PAPER | a7        | 9990-PSYCHOLOGY | 2022/2023 | b9    |

| <i>AS-Level Psychology</i>              | <b>2022</b> | <b>2023</b> |
|---|-------------|-------------|
| <b>Percentage a-c on EGP in PSYCH</b>   | 73%         | 47%         |
| <i>Pass Rate of a-c on EGP in PSYCH</i> | 51%         | 49%         |
| <b>Percentage d-e on EGP in PSYCH</b>   | 24%         | 43%         |
| <i>Pass Rate of d-e on EGP in PSYCH</i> | 25%         | 16%         |
| <b>Percentage U on EGP in PSYCH</b>     | 3%          | 10%         |
| <i>Pass Rate of U on EGP in PSYCH</i>   | 0%*         | 16%         |
| <b>Total District % a-e</b>             | <b>42%</b>  | <b>27%</b>  |

*\*Indicates small sample size*

- How were the results of this district different from one year to the next?
- How did **performance** of this district vary from one year to the next?

## AS-Level Psychology

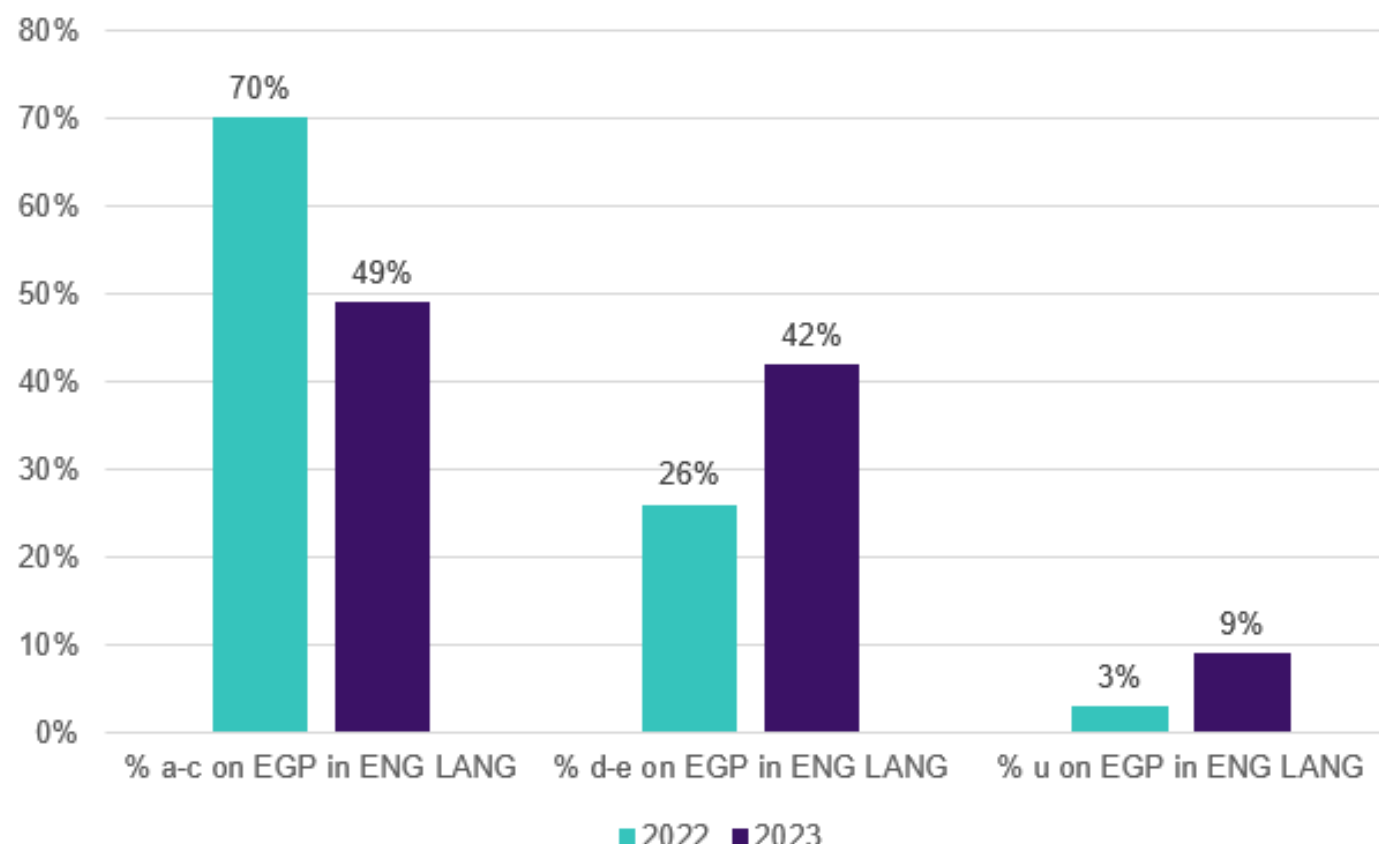


| <i>AS-Level English Language</i>           | <b>2022</b> | <b>2023</b> |
|--|-------------|-------------|
| <b>Percentage a-c on EGP in ENG LANG</b>   | 70%         | 49%         |
| <i>Pass Rate of a-c on EGP in ENG LANG</i> | 81%         | 81%         |
| <b>Percentage d-e on EGP in ENG LANG</b>   | 26%         | 42%         |
| <i>Pass Rate of d-e on EGP in ENG LANG</i> | 51%         | 44%         |
| <b>Percentage U on EGP in ENG LANG</b>     | 3%          | 9%          |
| <i>Pass Rate of U on EGP in ENG LANG</i>   | 33%*        | 18%         |
| <b>Total District % a-e</b>                | <b>71%</b>  | <b>53%</b>  |

*\*Indicates small sample size*

- How were the results of this district different from one year to the next?
- How did **performance** of this district vary from one year to the next?

## AS-Level English Language



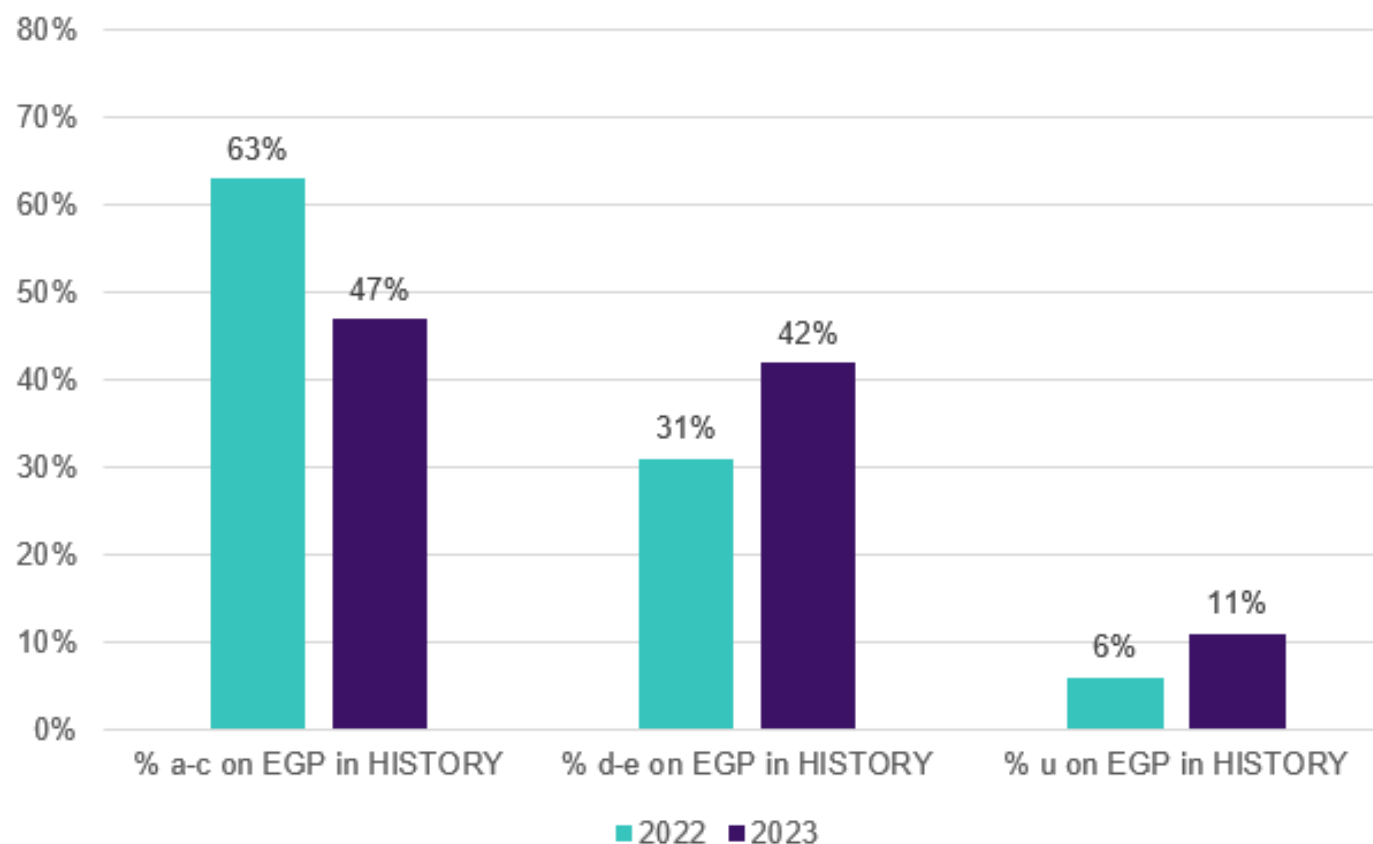
| <i>AS-Level History</i> <sup>^</sup> | <b>2022</b> | <b>2023</b> |
|--------------------------------------|-------------|-------------|
| Percentage a-c on EGP in HISTORY     | 63%         | 47%         |
| Pass Rate of a-c on EGP in HISTORY   | 66%         | 55%         |
| Percentage d-e on EGP in HISTORY     | 31%         | 42%         |
| Pass Rate of d-e on EGP in HISTORY   | 40%         | 23%         |
| Percentage U on EGP in HISTORY       | 6%          | 11%         |
| Pass Rate of U on EGP in HISTORY     | 4%*         | 7%          |
| <b>Total District % a-e</b>          | <b>54%</b>  | <b>33%</b>  |

\*Indicates small sample size

<sup>^</sup>Blended Options

- How were the results of this district different from one year to the next?
- How did **performance** of this district vary from one year to the next?

## AS-Level History



## 2. Explanatory Analysis – Establishing Context

### • Findings

- In each syllabi analysed, the composition of the cohort that took the assessment changed substantially between 2022 and 2023
- 2023 performance compared to 2022 levels yielded:
  - A remarkable consistency among strong students (those who previously scored an a-c on EGP); either held or barely dropped
  - A moderate decline in performance among academically weaker students (those who previously scored a d-e or u on EGP) – consistent with [messaging about adjustments in grading standards](#)
  - History was an outlier across the board in that the trends above were more amplified across all groups



## 2. Explanatory Analysis – Exploring Potential

- **Relevancy**

- Performance analysis contextualises results, providing more clarity on results
- Performance data can be used as a concept leader in conversations; for example:
  - “Over 90% of students who earned a-c on EGP also earned a-e on AS-History”
  - “There are 61 students who earned a-c on EGP not enrolled in AS-History”

Of students who took EGP and AS-History at School X:

- Over 90% of students who earned an a-c on EGP also earned an a-e on AS-History
  - There are **61 students** who earned an a-c on EGP not enrolled in AS-History
- Over 75% of students who earned d-e on EGP also earned a-e on AS-History
  - there are **72 students** who earned d-e on EGP not enrolled in AS-History

| Count of Candidate # | Column Labels |            |            |            |            |                   |            | Grand Total | %a-c       | %a-e       |
|----------------------|---------------|------------|------------|------------|------------|-------------------|------------|-------------|------------|------------|
| Row Labels           | 22 HIST a^    | 22 HIST b^ | 22 HIST c^ | 22 HIST d^ | 22 HIST e^ | 22 HIST U (blank) |            |             |            |            |
| 21 EGP a^            | 1             |            | 3          |            |            | 1                 | 11         | 16          | 80%        | 80%        |
| 21 EGP b^            | 2             | 6          | 2          | 4          | 2          |                   | 17         | 33          | 63%        | 100%       |
| 21 EGP c^            | 2             | 1          | 5          | 8          | 7          | 3                 | 33         | 59          | 31%        | 88%        |
| 21 EGP d^            |               | 1          | 6          | 10         | 7          | 6                 | 39         | 69          | 23%        | 80%        |
| 21 EGP e^            |               | 1          | 2          | 2          | 2          | 4                 | 33         | 44          | 27%        | 64%        |
| 21 EGP U             |               | 1          |            | 2          | 2          | 3                 | 74         | 82          | 13%        | 63%        |
| 21 EGP X             |               |            |            | 1          | 1          |                   | 23         | 25          | 0%         | 100%       |
| <b>Grand Total</b>   | <b>5</b>      | <b>10</b>  | <b>18</b>  | <b>27</b>  | <b>21</b>  | <b>17</b>         | <b>230</b> | <b>328</b>  | <b>34%</b> | <b>83%</b> |

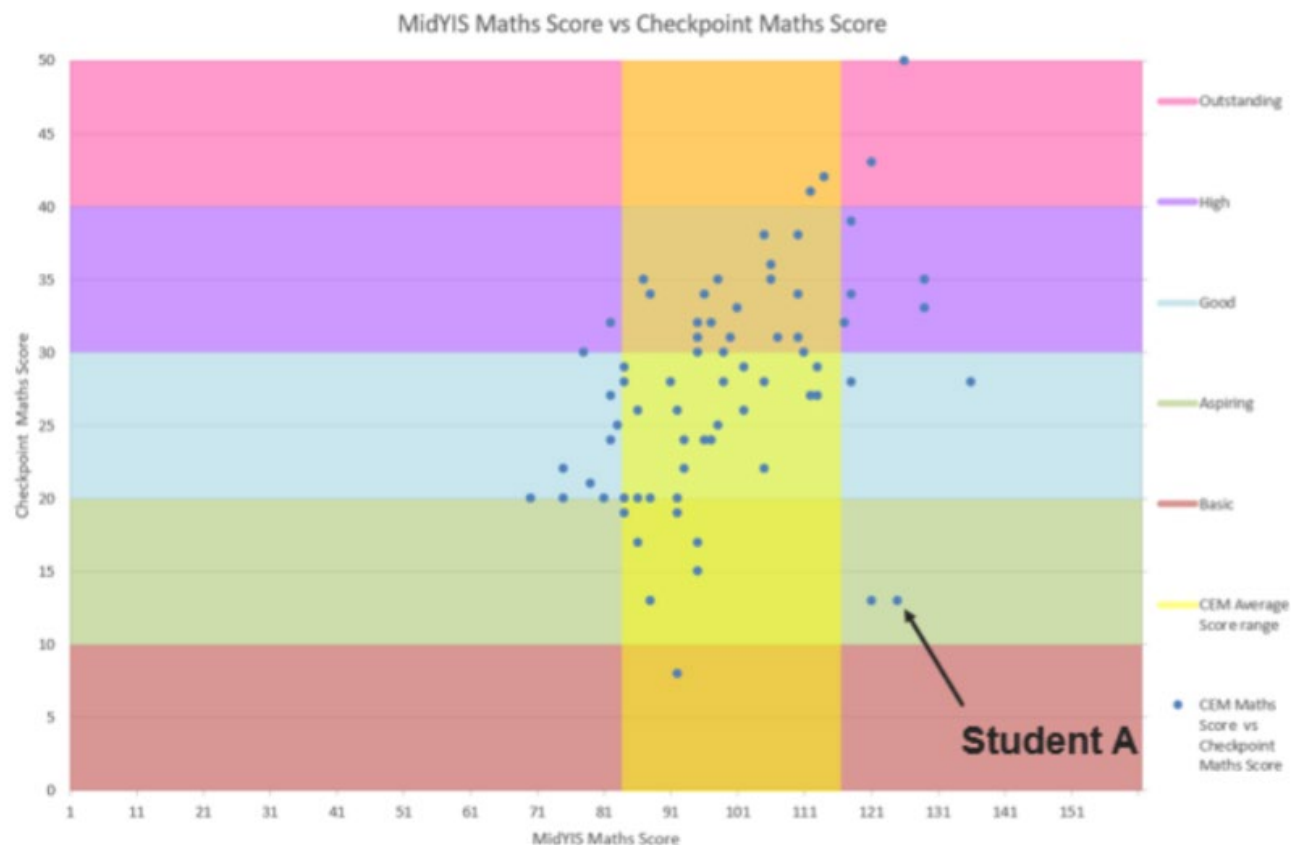
Scored a-e

Scored u

DNP - Opportunity

# 3. Utilising longitudinal data over multiple assessments

- **Intersecting CEM and Checkpoints**
  - Using two validated assessments, can we identify areas where “potential” and “attainment” are/are not aligned?
  - What can data such as these do for school-based decisions?





CAMBRIDGE

Any questions?

**Cambridge Schools Conference, July 2024**  
Effective communication: from competence to confidence



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## Get in touch!

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# Your feedback

Please let us know your views on this session

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