
Understanding Georgia Milestones Unusual Pattern Response Testing Group Data Files

Governor's Office of Student Achievement

February 2017

After This Training:

- You will be able to:
 - Navigate a Georgia Milestones Unusual Response Pattern data file, and understand what you are examining.
 - Understand why a student group was identified for unusual gains and unusual response patterns.

–For an in-depth understanding of the analyses, please review Appendix E of GOSA’s Spring 2016 Georgia Milestones Assessment Audit Results Report. Click [here](#).

Information to Know:

- The unusual pattern response analysis is conducted at the school level:
 - There are no classroom or student level data files.
 - The data file serves as evidence as to why a student group (form A or form B) was identified for inquiry at a school, and it is not meant to be used directly as an investigative tool.
 - Unlike the answer change analysis, the unusual response pattern analysis relies on percentiles and not standard deviations for identifying testing groups for further inquiry.

Columns A thru F:

A	B	C	D	E
Dist_Sch Code	District Code	District Name	School Code	School Name
333333	333	NOWHERE COUNTY	333	NOWHERE COUNTY MIDDLE SCHOOL

Listed above are the combined district code and school code, district code, district name, school code, and school name.

Columns F thru H:

F	G	H
Grade	Subject	Form
7	EL	B

Listed above are the grade level, testing subject, and test form group that were flagged.

Columns I thru J:

I	J
# of Students in Unusual Response Pattern	Percentile Rank of Unusual Response Pattern
82	0.99037037

- For a given testing group, the total number of students in the Unusual Response Pattern analysis and Unusual Gains analysis are not always equal. The Unusual Gains are computed even if a student did not respond to any one or few of the items in the test, while the Unusual Response Pattern excludes any such students with incomplete item responses or scores when identifying the common patterns in the data.
- Column J contains the percentile rank of the unusual response pattern analysis. Anything at or over .95 is considered flagged in the index for unusual patterns, meaning that this testing group was at or above the 95th percentile for its testing group (within the top 5% of the state). **Column J is one of the two most critical indicators for a testing group.**

Columns K thru M:

K	L	M
2016 Number of Students for Unusual Gains	2016 Average Scale Score	2016 Standard Deviation
83	622.6941	53.4753

- Column K lists the number of students in the testing group for the unusual gains analysis. The number of students may differ from the unusual response pattern analysis as discussed on slide 6, because the unusual gains analysis requires a student score from both years for a student to be included in it.
- Column L displays the average scale score for the given group.
- Column Y displays the standard deviation (SD) of the scale score for the given testing group.

Columns N thru P:

N	O	P
2015 Number of Students for Unusual Gains	2015 Average Scale Score	2015 Standard Deviation
83	516.6706	53.6816

- Column N lists the number of students in the testing group for the unusual gains analysis. The number of students will be identical to column X for 2016.
- Column O displays the average scale score for the given group.
- Column Y displays the standard deviation (SD) of the scale score for the given testing group.

Columns Q thru R:

Q	R
Unusual Gains Percentile Rank	Flag
0.976667	1

- Column Q contains the rank for the unusual gains analysis. Anything at or over 0.95 is considered flagged in the index for unusual test score gains, meaning that this testing group was at or above the 95th percentile for its testing group (within the top 5% of the state). **Column Q is one of the two most critical indicators for a testing group.**
- Column R will have a one in it for a testing group identified as having percentile scores of 0.95 (95th percentile) or higher in both Column J and Column Q.

Things to Remember

- This is a school-level analysis.
- The analysis flags testing groups using percentiles and not standard deviations.
- This data file serves as evidence of why a testing group was identified for further inquiry. Student-level data files for students included in each testing group are not available.
- Columns J and Q are the two “critical” indicator columns in the data file. Both columns will have scores of .95 or greater for classrooms requiring further inquiry.

Identified testing groups are outliers for both test score gains and unusual responses, so attention should be paid to what factors in the school, grade level, subject, and/or student group might account for the unusual test scores gains and unusual pattern responses of the testing group.

Questions?

Contact Information

Dave Greenstein
Academic Auditor
dgreenstein@georgia.gov
404-844-8534