

Overview of the Redesigned CCRPI

Georgia Association of Elementary School Principals

August 29, 2017

Georgia Department of Education



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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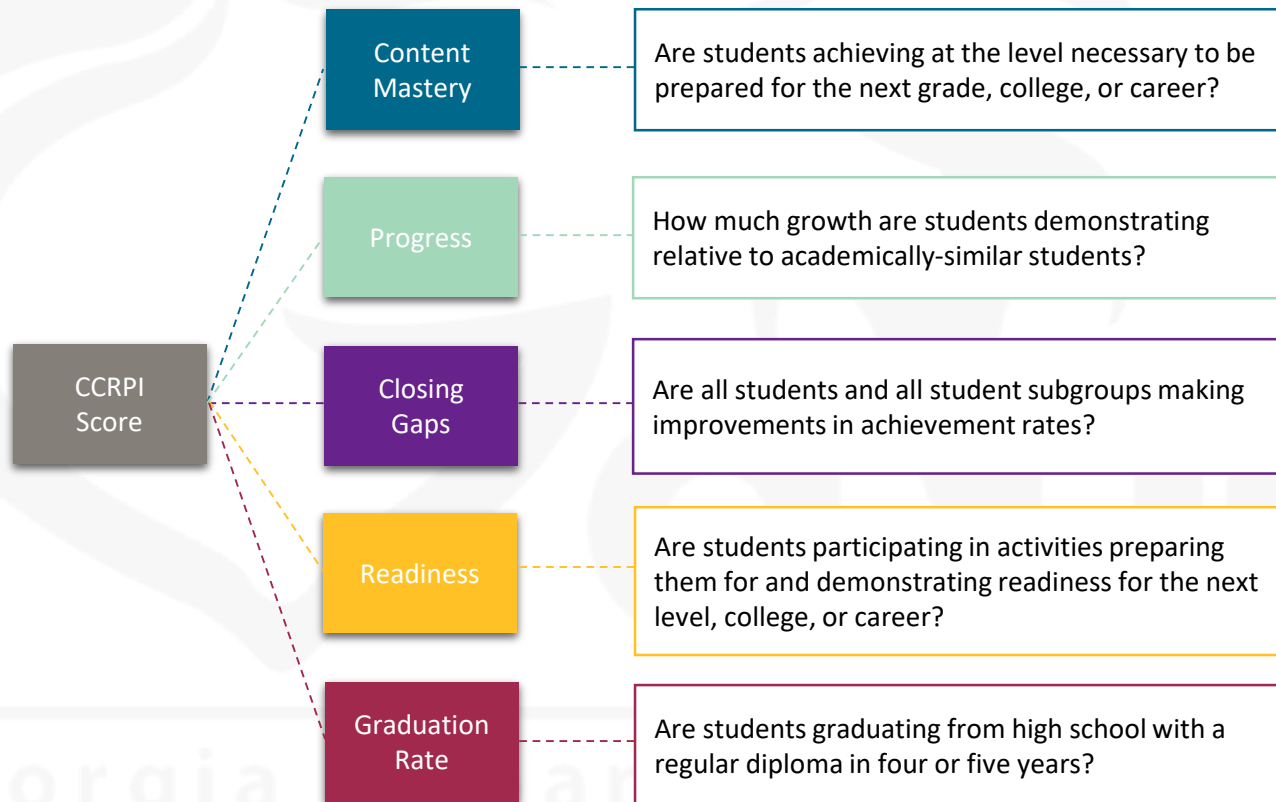
Background

- Georgia's College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (AYP).
- Georgia's Elementary and Secondary Education Act (ESEA) Waiver provided the opportunity to implement a new accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the AYP system.
- While ESSA's new accountability provisions represent a substantial departure from No Child Left Behind's AYP, they are more closely aligned with the CCRPI system already in place in Georgia.
- With ESSA, Georgia seized the opportunity to reflect on six years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings.

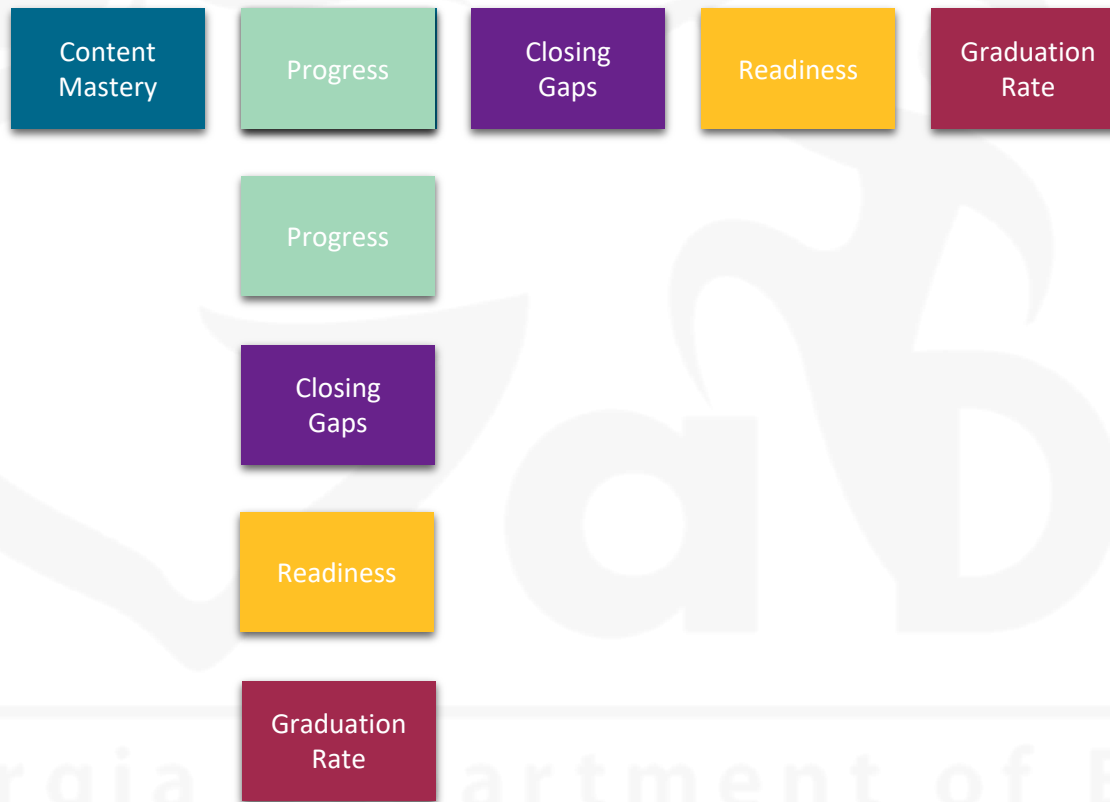
Role of Accountability

- Accountability should play a supporting role in assisting schools, districts, and the state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life.
- Accountability should not be the driving force behind decisions about educating children.
- The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement.

Redesigned CCRPI



Redesigned CCRPI



Redesigned CCRPI



- Achievement scores in English Language Arts, mathematics, science, and social studies
 - Utilize weights based on achievement level, where Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points
 - Incentivizes moving all students to the next level
 - Content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band

Redesigned CCRPI



- If the participation rate for all students or a subgroup of students falls below 95%, the achievement score for that group of students will be multiplied by the actual participation rate divided by 95%.
- This ensures the adjustment is proportional to the extent to which the 95% participation rate was not attained.
- The adjusted achievement score will be utilized in CCRPI calculations.

95% Assessment Participation Requirement

If the participation rate for all students or a subgroup of students falls below 95%:

Achievement Score	x	$\frac{\text{Participation Rate}}{95\%}$	=	Adjusted Achievement Score
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Redesigned CCRPI



- Progress scores in English/language arts, mathematics, and progress towards English language proficiency (EL students)
 - Utilize weights based on level of growth; incentivizes moving all students to the next level
 - ELA and mathematics will receive 90% of the weight, and progress towards English language proficiency will receive 10% of the weight

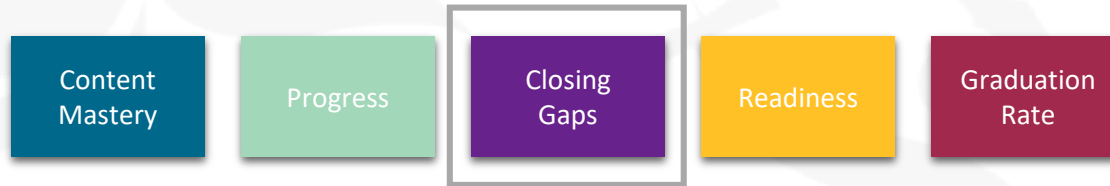
ELA and Mathematics SGPs

SGP Range	Point Value
1-29	0
30-40	.5
41-65	1
66-99	1.5

EL Progress Towards Proficiency – ACCESS for ELLs

Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

Redesigned CCRPI



- Based on new CCRPI improvement targets, which are represented by improvement flags
 - School- and district-level targets based on 3% of the gap between baseline achievement rates (2017) and 100%
- For each achievement improvement target, 1 point is earned when the target is met (green flag), 0.5 points are earned when progress is made but the target is not met (yellow flag), and 0 points are earned when performance does not improve (red flag).
- ED, EL, and SWD subgroups can earn 1.5 points if a 6% improvement target is met.
- Sets an expectation of improvement or maintenance of high achievement for all students; provides an opportunity for schools to demonstrate improvements in performance; and provides better alignment between CCRPI and improvement flags

Redesigned CCRPI



- Elementary and middle school readiness focus on foundational skills, such as literacy, attendance, and enrichment beyond the traditional core.
- In high school, literacy and attendance continue to be critical indicators of postsecondary readiness. Students should also participate in accelerated enrollment opportunities – academic or technical; complete a pathway; and demonstrate college or career readiness.
- Readiness indicators will be weighted equally.

DEFINING READINESS

- **Early grades:** Foundational skills and concepts
- **Later grades:** Multiple paths to succeed by expanding opportunities and personalizing learning
- **Graduates** are college and/or career ready
- **Life-long learning**

CCRPI Readiness Indicators

Elementary School

Literacy: Percent of students in grades 3-5 demonstrating reading comprehension at or above the lower bound of the College & Career Ready “Stretch” Lexile Band for each grade level.

Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.

Beyond the Core: Percent of students earning a passing score in fine arts or world language.

Middle School

Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at or above the lower bound of the College & Career Ready “Stretch” Lexile Band for each grade level.

Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days.

Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.

High School

Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the lower bound of the College & Career Ready “Stretch” Lexile Band for each course.

Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.

Accelerated Enrollment: Percent of graduates earning credit for accelerated enrollment via Move on When Ready, Advanced Placement, or International Baccalaureate courses.

Pathway Completion: Percent of graduates completing an advanced academic, CTAE, fine arts, or world language pathway.

College and Career Readiness: Percent of graduates entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.



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Readiness Updates for Elementary Schools

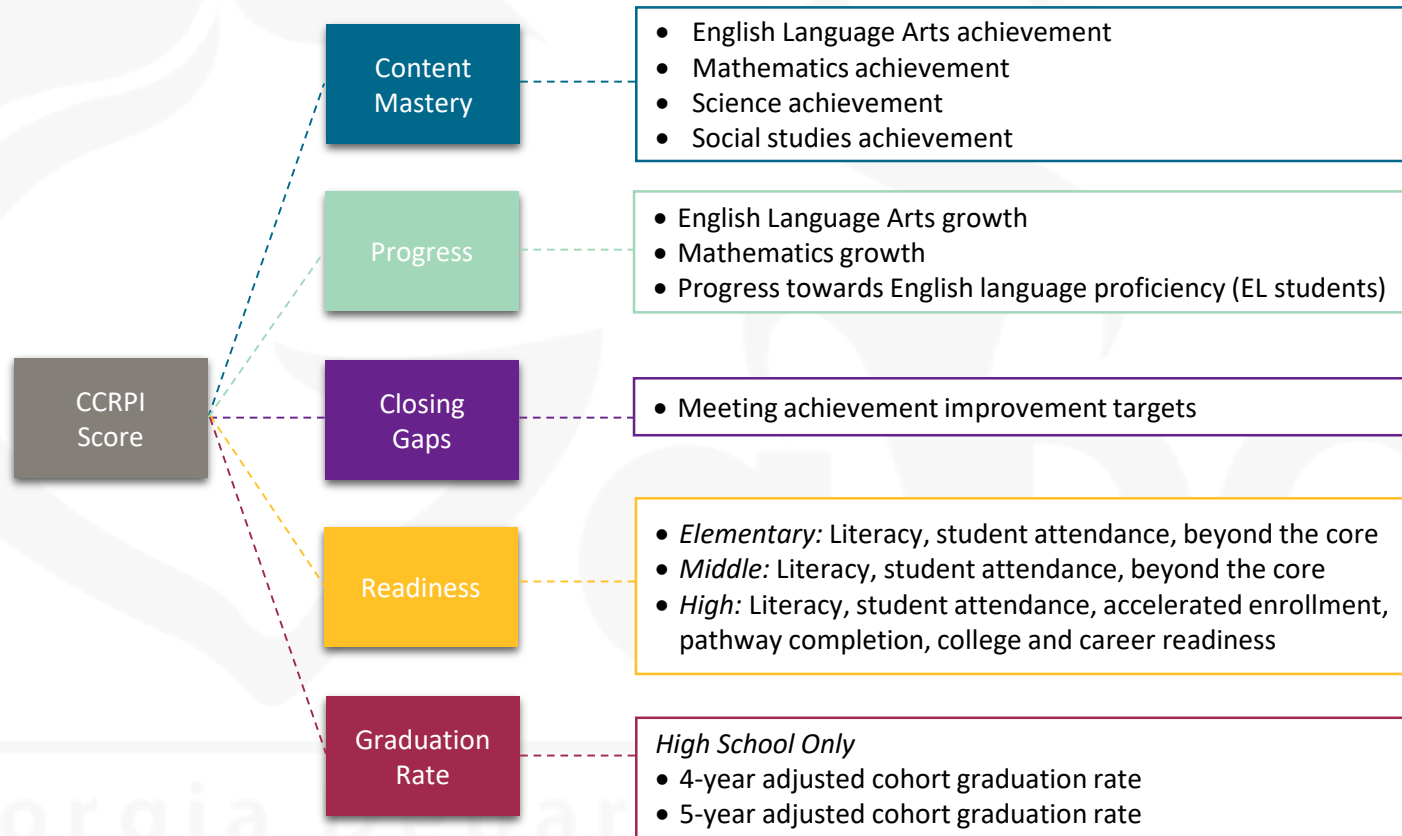
- Literacy (Lexiles) will include grades 3-5 and the target is the lower bound of the College & Career Ready "Stretch" Lexile Band for each grade level
- Attendance is based on being absent less than 10% of enrolled days
- Beyond the Core is based on a current ETB indicator and measures the percent of students earning a passing score in fine arts or world language
 - Course enrolled and passing score – no longer using content completer

Scoring and Reporting

- Consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score will be reported on a 0-100 scale.
- To increase ease of understanding and interpretation, each CCRPI indicator and component will also be reported on a 0-100 scale, with additional points possible in Content Mastery, Progress, and Closing Gaps.
- Components will be weighted and combined according to the weights defined in the table to the right to determine the overall CCRPI score.

	Elementary	Middle	High
Content Mastery	30%	30%	30%
Progress	35%	35%	30%
Closing Gaps	15%	15%	10%
Readiness	20%	20%	15%
Graduation Rate	--	--	15%

2018 CCRPI





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Preserving Local Flexibility

- The redesigned CCRPI is simplified and streamlined.
- Indicators focus on the opportunities and outcomes expected of all students.
- This preserves local flexibility to determine the programs and policies that best meet the needs of their students.
 - Districts should not feel pressured to adopt a particular program or policy because it earns extra points on CCRPI.
- The removal of indicators does not mean the activity is not valuable.
 - e.g., STEM/STEAM certification, capstone projects, career lessons, etc.
 - These activities should lead to improved achievement and growth, which would be captured by the remaining indicators.
 - Additionally, there are many valuable activities that benefit students and should be adopted, even if they are not directly tied to CCRPI.

ESSA Plan

- Additional information about the **2018 CCRPI** can be found in Georgia's draft ESSA Plan
- Georgia's draft ESSA plan was submitted to Governor Nathan Deal for a thirty-day review period on August 14, 2017
 - gadoe.org/essa
- Georgia will submit its ESSA plan to the U.S. Department of Education on September 18, 2017
 - USED has 120 days after submission to review/approve plan.



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