

Understanding and Implementing the "New" CCRPI

2017 GAESP Fall Conference

November 6, 2017

Georgia Department of Education



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Agenda

- ESSA and how we arrived at the redesigned CCRPI
- Overview of the redesigned CCRPI as submitted in Georgia's ESSA plan
- Preparing for the 2018 CCRPI

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ESSA

The development of Georgia's state plan

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Elementary and Secondary Education Act (ESEA)

- Signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- Main federal law governing public education
- Reauthorized in different versions:
 - No Child Left Behind (2001)
 - Every Student Succeeds Act (2015)

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Our Opportunity

- ESSA is an opportunity for Georgia – Georgians are expecting more from their education system
- **Our Mission**
 - Offering a *holistic education* to each and every child in the state.
- **Our Vision**
 - *Educating Georgia's Future* by graduating students who are ready to learn, ready to live, and ready to lead.



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Stakeholder Feedback

- A plan for Georgians, by Georgians
 - 8 stakeholder feedback sessions across the state; social media outreach; email feedback; survey responses
 - Advisory councils – superintendents, parents, teachers, and students
 - Civil rights organizations, business & industry
 - State agencies, organizations, nonprofits, and stakeholders were at the table
 - Meetings: RESAs, conferences, Lt. Gov Business & Industry Summit, Metro Chamber, GPED, etc.



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State Advisory Committee

- 40 members
- State agencies, organizations, students, parents, teachers, superintendents, advocacy groups
- Facilitated by the Carl Vinson Institute of the University of Georgia
- Charge
 - Develop areas of focus and guiding principles
 - Receive and discuss stakeholder feedback
 - Review the draft of Georgia's ESSA State Plan
 - Provide feedback regarding the draft of Georgia's ESSA State Plan

Working Committees

- 6 working committees
 - Accountability
 - Assessment
 - Federal Programs to Support School Improvement
 - Education of the Whole Child
 - Educator & Leader Development
 - Communications
- 20 members
 - 5 GaDOE staff; 15 stakeholders
- Scope
 - Develop feedback questions for stakeholders
 - Discuss stakeholder input, USED's regulations and guidance, areas of focus, and assigned portions of ESSA
 - Coordinate with other working committees to write Georgia's draft state plan



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Accountability Working Committee

- Chairs:
 - Allison Timberlake, Ph.D.
Director of Accountability
 - Molly Howard, Ph.D.
Superintendent of Jefferson County School District
- Members of the committee included:
 - 3 Superintendents or Assistant Superintendents;
 - 6 District Administrators – Assessment, Accountability, and/or Data; School Improvement; Special Education; Instruction; and STEM;
 - 3 Principals or Assistant Principals;
 - 1 Teacher;
 - 1 RESA Representative;
 - 1 GOSA Representative; and
 - 5 GaDOE staff focusing on assessment and accountability; research and policy; data collections and privacy; special education; and career, technical, and agricultural education



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Georgia's Plan

- Georgia's draft ESSA plan was posted in June 2017 for a 30-day public comment period
- Working committees reviewed feedback and recommended changes
- Georgia's revised draft ESSA plan was submitted to Governor Nathan Deal in August 2017 for a 30-day review period
- Georgia's final ESSA plan was submitted to the U.S. Department of Education on September 18, 2017
- USED has 120 days to review and approve Georgia's plan

Accountability

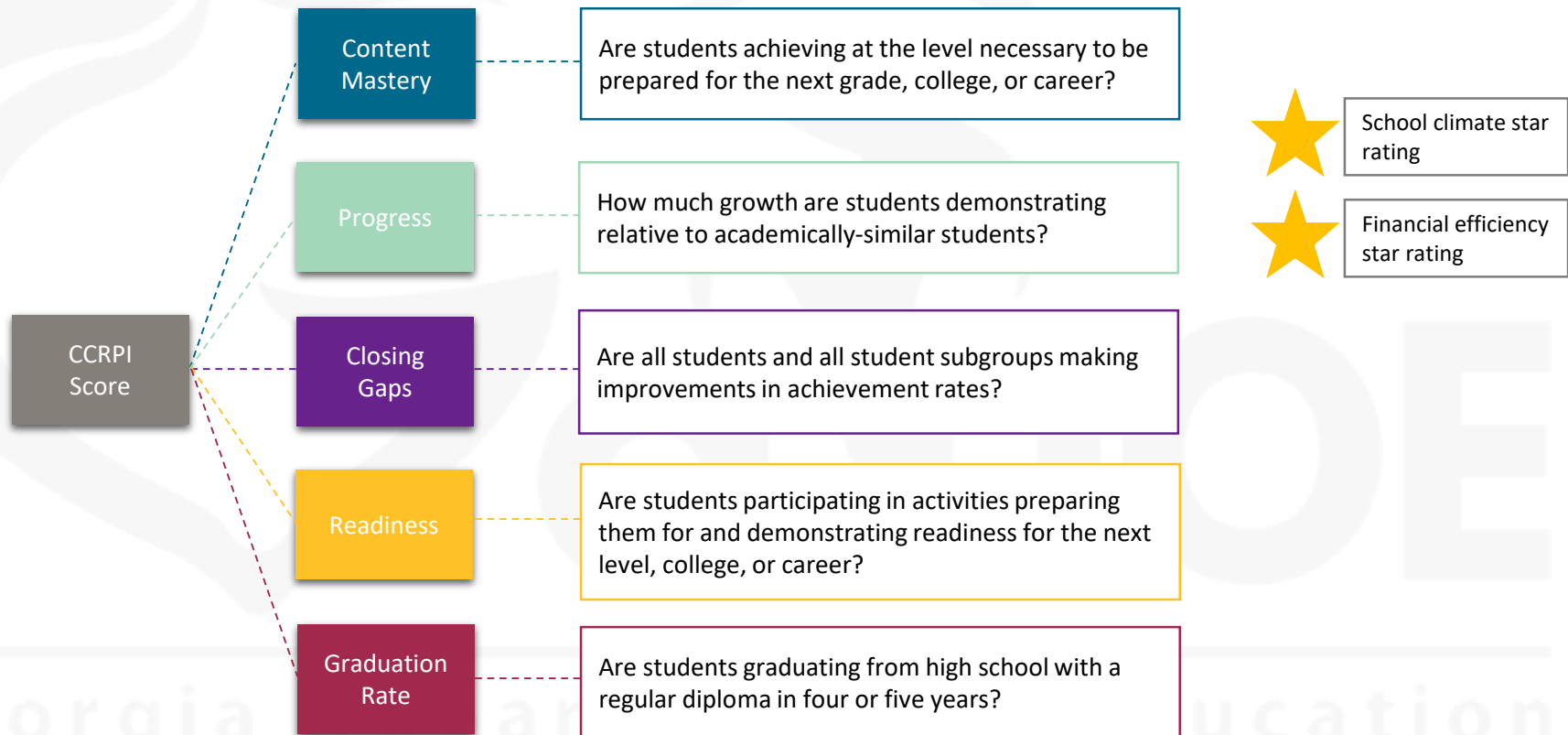
Redesigning the CCRPI

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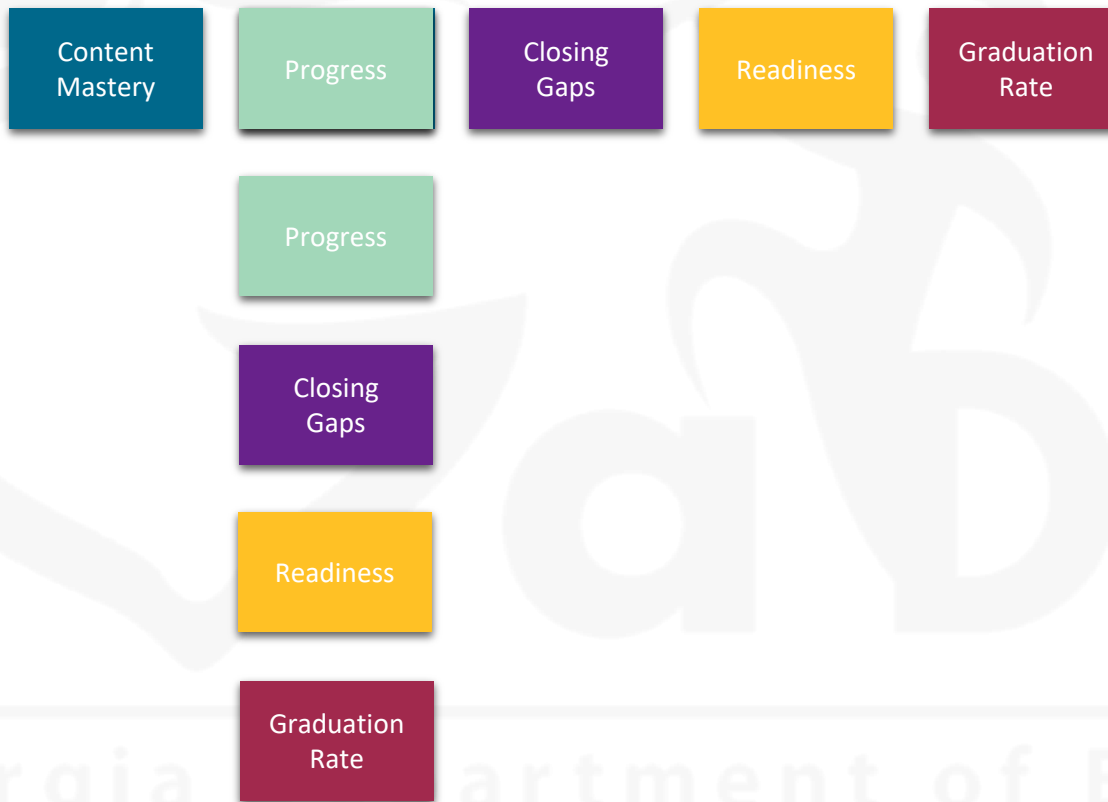
Background

- ESSA provided an opportunity to reflect on several years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings.
- The redesigned CCRPI is simplified, streamlined, and reflects statewide stakeholder feedback and the recommendations of the Accountability Working Committee.
 - Accountability should play a supporting role in assisting our 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

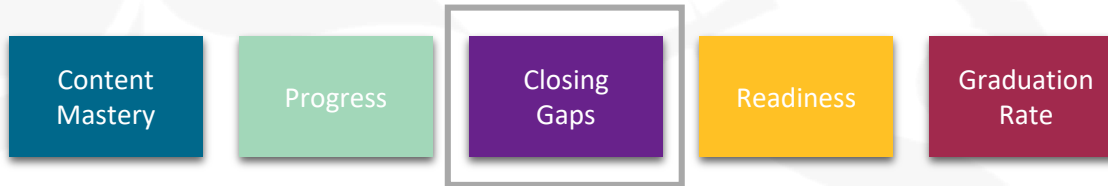
ELA and Mathematics SGPs

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 when 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**

Redesigned CCRPI



CCRPI Readiness Indicators

Elementary School

Literacy: Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint 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 midpoint 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.

Redesigned CCRPI



CCRPI Readiness Indicators

High School

Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint 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 Dual Enrollment, 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.

Redesigned CCRPI



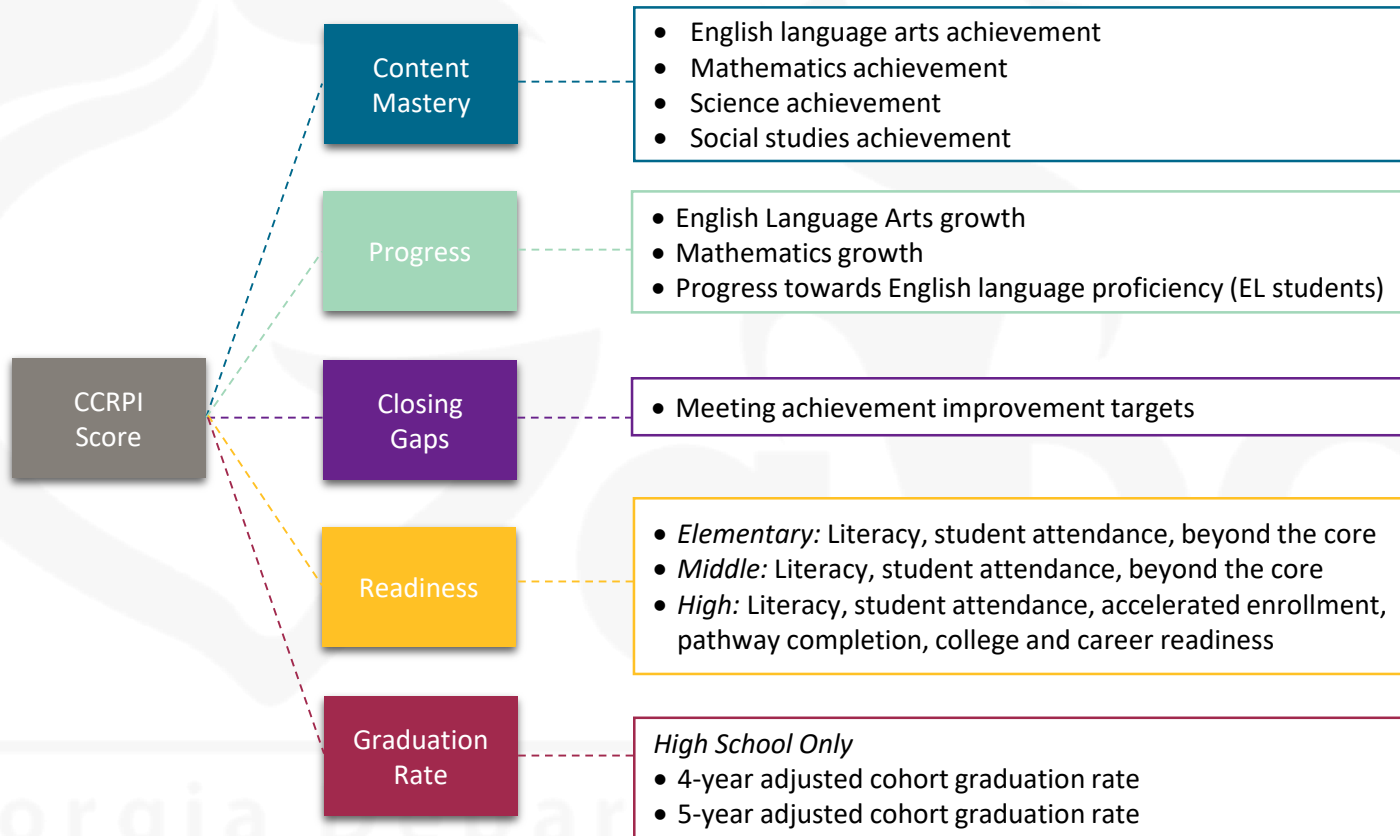
- High schools only
- Includes both the four-year and five-year adjusted cohort graduation rate
- Emphasizes graduating in four years while placing value on continuing to work with and graduate students who need more time
- The four-year graduation rate will be worth $\frac{2}{3}$ of the points and the five-year graduation rate will be worth $\frac{1}{3}$ of the points

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%

2017-2018 CCRPI





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Highlights of the Redesigned CCRPI

- The redesigned CCRPI maximizes local flexibility to determine the programs and policies that best meet the needs of students.
 - Schools should not feel pressured to “chase points” by adopting a particular program or policy because it earns extra points on CCRPI.
- CCRPI values educating the whole child.
 - Exposure to a well rounded curriculum (Beyond the Core)
 - Engagement/climate and skills for success (Student Attendance)
 - Relevance and in-depth study (Pathway Completion)
 - Accelerated enrollment opportunities (AP, IB, Dual Enrollment)
 - Postsecondary readiness (College and Career Readiness – multiple opportunities to demonstrate readiness)
- CCRPI is designed to award points where possible as opposed to denying points when expectations are not met.
 - Partial points when progress is made but targets are not met
 - Extra points when targets are exceeded
 - Progress and Closing Gaps capture growth and improvement



Designing New CCRPI Reports

- Prior to and throughout the ESSA process, we received feedback that the current CCRPI online reports are too complicated, difficult to navigate, and do not provide enough context.
- While the redesigned CCRPI itself is simplified and streamlined, new online reports are needed to improve communication and utilization of data.

Performance Index (CCRPI)

School: All Schools - ALL

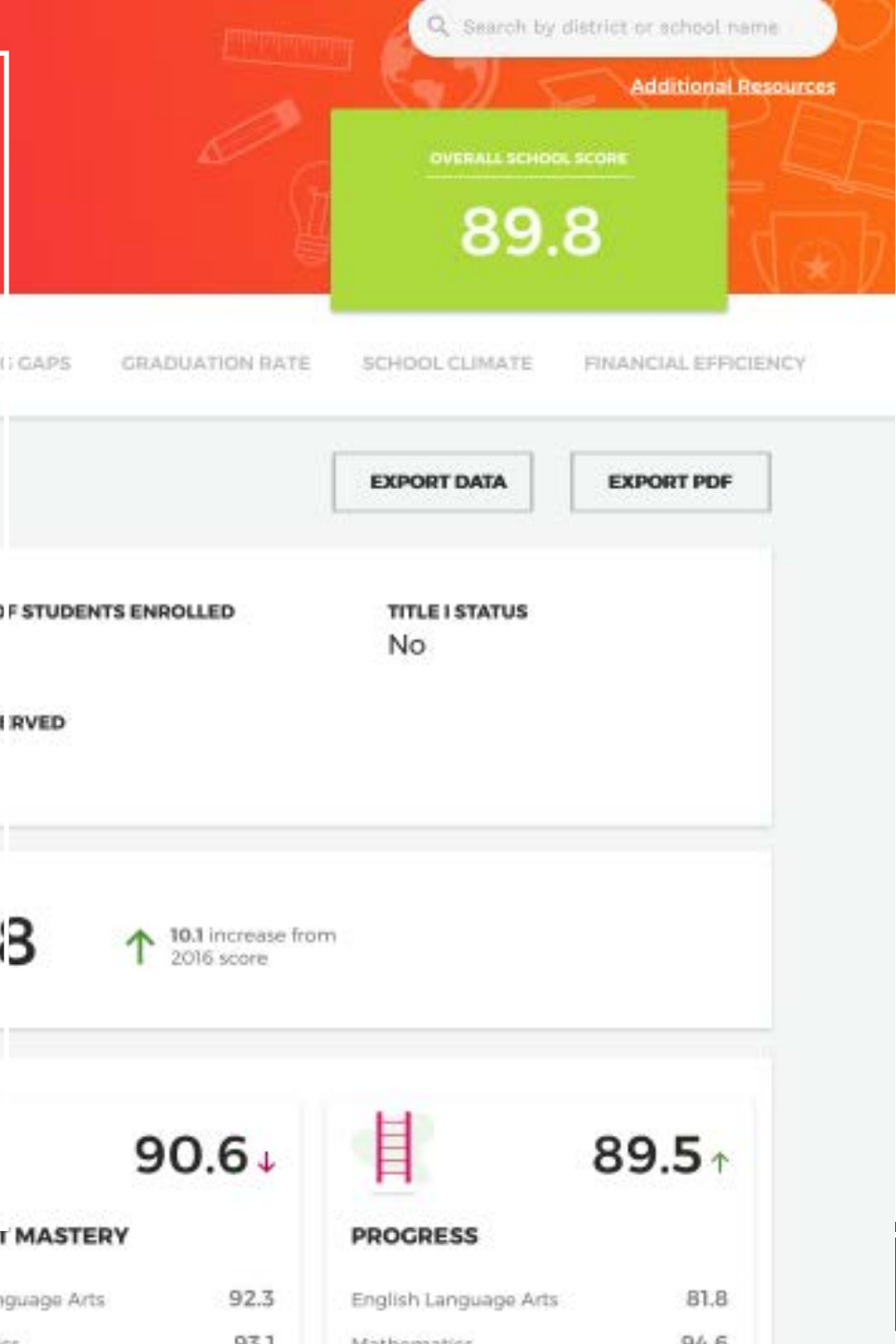
Elementary School Middle School

ED/EL/SWD Performance Exceeding the Bar Performance Flags

Indicator	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance Indicator (%)
Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Mathematics EOC (required participation rate >= 95%)	100	63.318	NA
Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones American History EOC (required participation rate >= 95%)	100	64.925	NA
Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra EOC (required participation rate >= 95%)	100	56.489	NA
Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Geometry/Analytic Geometry EOC (required participation rate >= 95%)	100	62.534	NA
Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science EOC (required participation rate >= 95%)	100	52.225	NA
Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC (required participation rate >= 95%)	100	61.925	NA

Designing New CCRPI Reports

- We are pleased to present a prototype of the new CCRPI online reports.
- We need feedback to finalize the design to ensure it meets the needs of educators and the public.
- Please watch a video overview, tour the prototype, and submit feedback at accountability.gadoe.org.





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Moving Forward

- While the redesigned CCRPI will be a significantly improved accountability system for Georgia, the most critical piece is changing the conversation about student performance in our state.
- CCRPI can shine a light on the great work schools are doing and areas in need of improvement, but it must be used as a tool by communities and other stakeholders to engage in meaningful conversations around how to improve student opportunities, outcomes, and preparedness for college, career, and life.

More Information

- Information about the **2017-2018 CCRPI** can be found in Georgia's ESSA Plan that was submitted to USED on September 18, 2017
 - gadoe.org/essa
 - USED has 120 days after submission to review/approve plan.
- Additional documentation is on the accountability website
 - accountability.gadoe.org
 - Redesigned CCRPI Overview; Redesigned CCRPI Indicators; CCRPI Key Changes; CCRPI Side-by-Side, FAQs

Preparing for the 2018 CCRPI

Updates and Data Quality for Elementary and Middle Schools

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Alternate Assessment Participation Cap Waiver

- ESSA includes a new statewide 1.0% *participation* cap on alternate assessments (designed specifically for students with the most significant cognitive disabilities)
- A State has the option of requesting a one-year waiver from the requirement if the State believes it will exceed the cap.
 - The one-year waiver is intended to give SEAs time to implement policies and supports to districts to allow the State to not exceed the cap.
- GaDOE anticipates that Georgia will be above the 1.0% cap in at least one content area.
 - GaDOE is requesting that US ED allow the State one year to develop and implement guidelines and guidance to support LEAs in ensuring the appropriate use and administration of the GAA.



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Middle School Assessment Waiver

- ESSA provides assessment flexibility for 8th grade advanced mathematics students.
 - 8th grade students who complete a high school mathematics course and are administered the end-of-course assessment are not required to be double tested by taking the grade 8 end-of-grade mathematics assessment.
- The State believes the exception is not sufficiently inclusive, given the allowable flexibility is limited to grade 8 students completing high school mathematics coursework.
 - Georgia's *ESEA* Flexibility Waiver provided an exception for all middle school students completing high school courses in mathematics and science that ensured these students were assessed only once using the end-of-course assessment.
- Georgia is requesting a waiver to expand ESSA flexibility to include any middle school student (grades 6, 7 and 8) completing a high school course associated with an end-of-course assessment in English language arts, mathematics, and science.

EL Subgroup

- ESSA allows states to include in the English Learner (EL) subgroup former EL students for not more than four years after the student ceases to be identified as an English learner.
- Georgia will take advantage of this flexibility – this was updated in the Student Testing State Board Rule last year.
- Beginning in 2017-2018, former EL students should be marked as such in Student Record for 4 years after ceasing to be identified as an English learner.



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Recently Arrived English Learners

- Previously –
 - Recently arrived English learner students could be exempted from the ELA and social studies EOG assessments in year one. No assessment results for these students were included in accountability calculations.
 - In year two, assessment results (achievement and growth) were included in accountability calculations.
- Per Georgia's ESSA plan –
 - All recently arrived English learner students will be tested in year one; however, their results will not be included in accountability calculations.
 - In year two, accountability calculations will include student growth.
 - In year three, accountability calculations will include student growth and achievement.
- The SBOE is expected to adopt this change to the Student Testing Rule at the November Board Meeting.

Calculation Updates

- Detailed business rules for the 2018 CCRPI are under development.
- Where possible, no changes are expected (e.g., graduation rate calculations, FAY calculation, etc.).
- Most updates will be straightforward.
 - Adding the participation rate adjustment to Content Mastery
 - Adding the weighting to Progress indicators
- Beyond the Core (ES, MS) will not utilize “content completer.”
 - CCRPI will look for course enrollment and passing score
- It is anticipated that Student Attendance will utilize
 - $\text{Days absent} / (\text{Days absent} + \text{Days present}) < 10\%$

Data Quality Reminders

- Planning for the 2018 CCRPI starts now!
 - Attendance (days present and days absent)
 - Marking students as ED and/or marking the school as CEP
 - Marking appropriate students in all grades as GAA
 - Enrolling students in courses with the correct course codes
 - EOC-required courses (more information [here](#))
 - Algebra vs Coordinate Algebra and Geometry vs Analytic Geometry
 - Middle school math and science EOC courses
 - Beyond the Core courses
 - Marking periods in FTE
 - *Investigate issues and call us before windows close!*



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