

Georgia's College and Career Ready Performance Index (CCRPI)

**High School and Middle School Counselors
June 5-7, 2012
Macon, Georgia**



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
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Work Session: College and Career Ready Performance Index May and June 2012

- Historical Perspective
- Effective Practices
- CCRPI Reporting Platform and Indicators
 - High School
 - Middle School
- Concluding Thoughts



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Historical Perspective



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Differences Between AYP and CCRPI

AYP	CCRPI
<ul style="list-style-type: none"> • 40+ n size • Subgroups included in determinations • FAY – Oct FTE – close of state testing window • AMOs • AMOs = Met or DNM Academic Performance • Reading/ELA and Math • Proxy Graduation Rate • NI designations • Attendance Rate – more than 15% missing more than 15 days 	<ul style="list-style-type: none"> • 10-30 n size • All Students group • FAY – 65% enrollment proposed • No AMOs • Relative credit for each indicator • All Subjects • 5-Year Extended Cohort Graduation Rate • No NI designations • Priority and Focus Schools designations (do not factor into CCRPI) • Attendance Rate - <u>days present</u> days present + days absent



Effective Practices

- Performance Data
- Attendance Data
- Individual Graduation Plan (IGP)
- Response to Intervention (RTI)
- Positive Behavioral Interventions and Supports (PBIS)
- Career Interest Inventory
- Course Numbers, Pathways, and Industry Recognized Credentials
- Post Secondary Requirements: ACT/SAT/COMPASS
- Safe and Drug Free Survey





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College and Career Ready Performance Index (CCRPI)
CCRPI Scoring Sheet: High School

District: Central School District
School: George Washington High School

Overall CCRPI Score					
TBD					

Achievement Score	Progress Score	Achievement Gap Closure Score	Exceeding the Bar Score	Financial Efficiency Rating	School Climate Rating
TBD	TBD	TBD	TBD	★ ★ ★ ☆ ☆	★ ★ ★ ☆ ☆

- Overall Score = 100 point scale
- Achievement Score = All Indicators
- Progress Score = State Assessments (SGP application)
- Achievement Gap Closure = State Assessments (SGP application)
- Exceeding the Bar = Additional Points Added to Overall CCRPI Score
- Financial Efficiency and School Climate = No Points – Star Rating Only





Achievement Based on All Indicators



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College and Career Ready Performance Index, High School Model Grades 9 - 12

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CONTENT MASTERY (END of COURSE TESTS in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds on the Mathematics I/GPS Algebra (transitioning to CCGPS Coordinate Algebra) End of Course Test (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds on the Mathematics II/GPS Geometry (transitioning to CCGPS Analytic Geometry) End of Course Test (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate \geq 95%)
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate \geq 95%)
7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate \geq 95%)
8. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate \geq 95%)

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway
10. Percent of CTAE pathway skills assessment test takers earning a national industry recognized credential or a passing score on a GaDOE recognized end of pathway assessment
11. Percent of graduates: entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams ; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of graduates earning 2 or more high school credits in the same world language
14. Percent of graduates successfully completing 1 or more Advanced Placement courses
15. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
16. Percent of students achieving a Lexile measure greater than or equal to 1350 on the American Literature EOCT
17. Percent of EOCT assessments scoring at the Exceeds level
18. Student Attendance Rate (%)

GRADUATION RATE

19. 5-Year Extended Cohort Graduation Rate (%)



Exceeding the Bar: a companion to the College and Career Ready Performance Index for High Schools

In addition to the nineteen (19) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates taking a nationally recognized college entrance examination
2. Percent of graduates earning credit in a physics course
3. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas
4. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas
5. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band
7. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project
8. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement

To be considered at a later date for inclusion on the mandatory indicators or the Exceeding the Bar:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment

Percent of tested students earning an AFQT score of 35 or higher on the Armed Services Vocational Aptitude Battery

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

CCGPS Advanced Algebra to be included in PARCC assessments





College and Career Ready Performance Index, Middle School Model Grades 6 - 8

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CONTENT MASTERY (CRCT in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate \geq 95%)

POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate \geq 95%)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined Career Interest Inventories by the end of grade 8
11. Percent of students with a complete state defined Individual Graduation Plan by the end of grade 8
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in grade eight passing at least four courses in core content areas
14. Percent of CRCT assessments scoring at the Exceeds level



Exceeding the Bar: a companion to the College and Career Ready Performance Index for Middle Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 6 - 8 successfully completing above grade level core courses
2. Percent of students successfully completing three years of courses in the fine arts or three years of career exploratory courses
3. Percent of students earning at least one high school credit by the end of grade 8
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Technology Assessment or a GaDOE recognized technology assessment
6. Percent of students in grades 6 - 8 with a fully documented ***Fitnessgram*** assessment
7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement

To be considered at a later date for inclusion on the mandatory indicators or the Exceeding the Bar :

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



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College and Career Ready Performance Index, Elementary School Model Grades K - 5

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CONTENT MASTERY (CRCT in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate \geq 95%)

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate \geq 95%)
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
11. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of CRCT assessments scoring at the Exceeds level



Exceeding the Bar: a companion to the College and Career Ready Performance Index for Elementary Schools

In addition to the twelve (12) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 1 – 5 successfully completing above grade level core courses
2. Percent of students successfully completing world language courses
3. Percent of students successfully completing fine arts courses
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of students in grades 1-5 completing the identified number of grade specific Career Awareness Lessons aligned to Georgia's 17 Career Clusters
6. Percent of fifth grade students with a complete Career Portfolio by end of grade 5
7. Percent of students in grades 1-5 with a fully documented ***Fitnessgram*** assessment
8. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement

To be considered at a later date for inclusion on the mandatory indicators or the Exceeding the Bar:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



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Effective Practices

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RTI: Successful Framework for School Improvement

- RTI framework of supports looks differently in systems/schools based on their data and student need.
- On our GaDOE RTI web page we have highlighted several systems and schools who have achieved success with RTI/Ga Pyramid of Interventions (GaPOI).
- RTI/GaPOI is about helping students with the supports they need to be ready to build successful career pathways when they graduate.





Tier 1 Non-negotiables

STANDARDS-BASED CLASSROOM LEARNING:

- **All** students participate in general education learning that includes:
 - Universal screenings to target groups in need of specific instructional and/or behavioral support.
 - Implementation of the Common Core Georgia Performance Standards (GPS) through a standards based classroom structure.
 - Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning.
 - Progress monitoring of learning through multiple formative assessments.
 - Positive Behavioral Supports
- (GaDOE, 2012)





Tier 2 Non-negotiables

NEEDS-BASED LEARNING:

- In addition to Tier 1, targeted students participate in learning that is different by including:
 - Standard intervention protocol process for identifying and providing research based interventions based on need and resources.
 - On-going progress monitoring to measure student response to intervention and guide decision-making.

(GaDOE, 2012)



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Tier 3 Non-negotiables

SST Driven Learning

In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including:

- Intensive, formalized problem solving to identify individual student needs.
- Targeted research based interventions tailored to individual needs.
- Frequent progress monitoring and analysis of student response to intervention(s). (GaDOE, 2012)





Tier 4 Non-negotiables

Specially Designed Learning

In addition to Tiers 1 through 3, targeted students participate in :

- Specialized programs, methodologies, or instructional deliveries.
- Greater frequency of progress monitoring of student response to intervention(s).

(GaDOE, 2012)



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Example of Effective Practice Related to CCRPI Indicators & School Climate Star Rating

RTI- Behavior: Positive Behavioral Interventions & Supports (PBIS) (Sandomierski, Kincaid, Algozzine)

- Based on problem-solving model: Data-driven (universal screening – progress monitoring)
- Teaching and supporting appropriate behaviors
- RTI and PBIS are grounded in differentiated instruction
- Evidenced-based interventions matched to student need, implemented with fidelity
- Positive outcomes of PBIS over 3-5 year implementation include reduction in office referrals, discipline-ISS/OSS rates, absences and tardiness, which help improve achievement.



Georgia Positive Behavioral Interventions and Supports

- Since 2008, Georgia has been recognized as a PBIS implementing state.
- The PBIS unit supports building regional capacity throughout the state by providing technical assistance, training, and coaching to implementing districts.
- Over the last three years, the GaDOE PBIS unit has trained over 300 school teams representing every RESA region of the state.



What is School-wide Positive Behavior Intervention & Supports?

(Horner, PBIS)

School-wide PBIS is:

- A systems approach for establishing the **social culture** and behavioral supports needed for a school to be an effective learning environment for all students.

Evidence-based features of SW-PBIS/ GaPBIS

- Prevention, 10 critical elements
- Define and teach positive social expectations
- Acknowledge positive behavior
- Arrange consistent consequences for problem behavior
- On-going collection and use of data for decision-making
- Continuum of intensive, individual intervention supports
- Implementation of the systems that support effective practices



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PBIS Ten Critical Elements

- PBIS School Team & Administrative Support
- Data Entry & Analysis
- School-Wide Expectations & Rules
- Lesson Plans for Teaching Behavior
- Classroom PBIS
- Acknowledgement Program
- Effective Discipline
- Faculty Commitment
- Implementation Planning
- Evaluation




















































































College and Career Ready Performance Index (CCRPI) CCRPI Scoring Sheet: High School

District: Central School District
School: George Washington High School





Overall CCRPI Score
TBD

Achievement Score	Progress Score	Achievement Gap Closure Score	Exceeding the Bar Score	Financial Efficiency Rating	School Climate Rating
TBD	TBD	TBD	TBD	★ ★ ★ ☆ ☆	★ ★ ★ ☆ ☆

Performance Flags *Highlights and Challenges*

Subgroup Performance	<i>End of Course Tests</i>								
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
American Indian / Alaskan									
Asian / Pacific Islander									
Black									
Hispanic									
Multi-Racial									
White									
Economically Disadvantaged (ED)									
Students with Disabilities (SWD)									
English Learners (EL)									

Performance Flag Legend:

 Subgroup met both State and Subgroup Performance Targets	 Subgroup met State but not Subgroup Performance Target	 Subgroup met Subgroup but not State Performance Target	 Subgroup did not meet either the State or Subgroup Performance
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Please direct questions, concerns, or input related to the CCRPI to your GaDOE

Accountability Specialist identified at the following link:

<http://archives.doe.k12.ga.us/DMGetDocument.aspx/Accountability%20Specialists%20List%202012.15.11.pdf?p=6CC6799F8C1371F6A3166B63F6EDD61340572980934DF54CDECEA9B1B6C19E7F&Type=D>



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