

Explanation and Rationale for 2013 CCRPI Calculation Changes

The College and Career Ready Performance Index (CCRPI), a new statewide accountability system based on 2012 school year data, was launched as a “study year” in May 2013. After that release, the GaDOE received valuable feedback from its education partners and the public. Based on this feedback, GaDOE staff members have revised and refined the CCRPI to make a more meaningful report.

The updated calculations have increased the rigor of the index. As a result, to ensure that 2012 and 2013 CCRPI reports are an “apples to apples” comparison, the GaDOE staff is releasing the 2012-13 CCRPI with the new calculation but has also recalculated the 2011-12 CCRPI with the revised business rules.

This document explains the changes to the CCRPI indicators and the calculation as well as the rationale behind each change. For detailed information regarding all CCRPI calculations, please visit the GaDOE Accountability web page at:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx>

Changes Impacting All Schools

- **Each school receives one composite score, regardless of grade configuration.**

Explanation: In the study year, schools received a separate score for each grade configuration (Elementary K-5, Middle 6-8, and High 9-12). As a result, schools with grades that fall in more than one configuration received multiple scores. For example, a school with grades K-6 received two scores—one for grades K-5 and one for grade 6. In the new calculation, schools still receive a score for each grade configuration, but they also receive an overall score that is a weighted average of enrollment in each grade configuration.

Rationale: The multiple scores for schools sometimes provided an inaccurate perception of a school’s overall quality because stakeholders had a tendency to average the scores, regardless of the number of students served in each grade configuration. The weighted average based on enrollment ensures that each score is included appropriately in the overall score.

- **Exceeding the Bar points (ETB) are now included in district scores.**

Explanation: In the original 2012 index, district-level scores did not include ETBs because ETBs are school-level indicators only. The new calculation includes the average ETBs earned by schools in each grade cluster.

Rationale: Excluding ETBs at the district level decreased district scores relative to school scores. This change addresses this issue. In addition, districts with one school sometimes had a different score at the school and district level because the school score included ETBs but the district score did not. In the new calculation, the school and district scores are the same.

- **The total possible Progress points have been increased from 15 to 25 points, and the total possible Achievement points have been decreased from 70 to 60 points.**

Explanation: The Progress component measures the percentage of students earning typical or high growth in performance on statewide assessments (CRCT/EOCT) relative to students with similar past achievement. The Achievement component, on the other hand, measures absolute student performance on a range of indicators.

Rationale: By increasing the points awarded for Progress, the CCRPI places a greater emphasis on student growth in a school year.

- **The rubric for the Gap Size portion of the Achievement Gap component was adjusted to increase rigor.**

Explanation: The Achievement Gap component compares the achievement of a school's bottom 25% of students with the state average on statewide standardized tests. This component includes two measures: Gap Size and Gap Change. Gap Size measures the difference in standardized test scores between the average performance of the bottom 25% of students in a school and the state average, while Gap Change measures the difference in the Gap Size measure between the current and previous year. Using these data, the GaDOE created a rubric with four ranges of the Gap Size and Gap Change scores to assign points on a 1 to 4 scale, with 1 being the lowest performance and 4 being the highest performance. The higher of the two point values in each subject area counts toward a school's overall gap score. For the 2013 CCRPI, the rubric has been adjusted to increase the threshold required to earn each point level for the Gap Size. The rubric for Gap Change has not been changed.

Rationale: The original rubric for Gap Size was determined to be insufficiently rigorous. Schools, especially those with higher achieving students, were more likely to earn points from Gap Size than Gap Change. For example, more than two-thirds of schools that received maximum points on the Achievement Gap score earned all of their points from Gap Size. The new rubric increases the rigor of the Gap Size component and, therefore, places a stronger emphasis on improving gaps (Gap Change). In addition, schools received full points if the lowest 25% of students in the school were up to 0.9 standard deviations below state average. The new rubric requires the lowest 25% of students to perform at least 0.5 standard deviations below the state average, a more rigorous goal, to earn full points.

- **The Achievement Gap component was adjusted from a scale of 1 to 4 for each subject area to a scale of 0 to 3 for each subject area.**

Explanation/Rationale: Because the minimum score on the original scale was a 1 for each subject area, schools with large achievement gaps that widened from the previous year still earned 3.75 of the 15 possible points on the Achievement Gap component. The new scale ensures that the full range of scores from 0 to 15 are possible for Achievement Gap.

Changes Impacting High Schools Only

Achievement Indicators

- **The four-year graduation rate is now weighted at 2/3 of possible graduation points, and the five-year graduation rate is weighted at 1/3 of possible graduation points.**

Explanation/Rationale: Previously, the four-year and five-year graduation rates received the same weight. In the new calculation, the four-year rate is worth 2/3 of the points, and the five-year rate is worth 1/3. The change reflects the state's priority that students should graduate high school in four years while ensuring that schools still receive points for students who require an extra year to graduate.

- **The calculation now includes the four- and five-year high school graduation for graduates in the year being measured.**

Explanation: The original calculation used the graduation rates for the same cohort of students. For example, the original 2011-12 CCRPI included the graduation rates for students belonging to the 2011 cohort who graduated in four years in 2011 and in five years in 2012. The new calculation uses the four- and five-year graduation rates for students belonging to different cohorts but who graduated during the same school year. For example, the recalculated 2011-12 score includes the

graduation rates for the students belonging to the 2012 cohort who graduated in four years and the students in the 2011 cohort who graduated in five years. Both groups of students graduated during the 2011-12 school year.

Rationale: Since the CCRPI is designed to offer an annual assessment of school performance, the new calculation includes the four-year rate for the year being measured rather than the prior year.

- **Districts with only one high school now use the high school’s graduation rate in the school and district calculation.**

Explanation/Rationale: When data are submitted to the GaDOE, districts and schools can enter different codes for the reason a student withdraws. This sometimes results in slightly different calculations of the graduation rate at the district and school level. As a result, districts with one school could receive a different overall CCRPI score at the district and school level. Now, districts with one high school use the school graduation rate as the district graduation rate, so the school and district rates are the same.

- **HS Indicator #14, which measures the percentage of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT, is no longer benchmarked at the 95th percentile.**

Explanation/Rationale: Lexiles measure a student’s reading level. The threshold of 1275 was set to measure the percentage of students who are reading at a level required for post high school readiness. Since the state’s goal is that all students read at this level, the 95th percentile benchmark for this indicator has been removed.

Exceeding the Bar Indicators

- **The HS ETB measuring the percent of graduates taking a nationally recognized college entrance examination has been removed.**

Explanation/Rationale: The student-level match rate for these data is low. In addition, this measure is repetitive of post-high school readiness indicators.

- **On HS ETB #2, which measures the percentage of first-time 9th grade students with disabilities earning 3 Carnegie Unit Credits in core content areas, students must now also score at Meets or Exceeds on the EOCT that is required for those courses.**

Explanation/Rationale: In the original calculation, schools received points for the percentage of students passing courses, creating an incentive for grade inflation. Since students must now also pass the corresponding EOCT, the benefit of grade inflation has been reduced.

- **On HS ETB #3, which measures the percentage of first-time 9th grade students earning 4 Carnegie Unit Credits in core content areas, students must now also score at Meets or Exceeds on the EOCT that is required for those courses.**

Explanation/Rationale: In the original calculation, schools received points for the percentage of students passing courses, creating an incentive for grade inflation. Since students must now also pass the corresponding EOCT, the benefit of grade inflation has been reduced.

- **An ETB measuring the percentage of students in International Baccalaureate High Schools (IB) completing IB Career-Related Certificates, which was set to be operational for 2012-13, has been removed.**

Explanation/Rationale: This indicator has been added to HS Indicator #10, which measures the percentage of CTAE Pathway Completers earning a national industry recognized credential or earning a passing score on a GaDOE recognized end of pathway assessment. This change groups all pathway completion measures together. However, this indicator is not operational until 2014-15.

Changes Impacting Middle Schools Only

Achievement Indicators

- **MS Indicator #9, which measures the percentage of students in grade eight achieving a Lexile measure greater than or equal to 1050, is no longer benchmarked at the 95th percentile.**

Explanation/Rationale: Lexiles measure a student's reading level. The threshold of 1050 was set to measure the percentage of students who are reading at a level required for high school readiness. Since the state's goal is that all students read at this level, the 95th percentile benchmark for this indicator has been removed.

- **MS Indicator #10 combines two previous indicators into one. It now measures the percentage of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8.**

Explanation/Rationale: These indicators are required by law and measure compliance rather than outcomes. The combined indicator reduces the point value associated with these actions while still ensuring they are measured.

- **On MS Indicator #12, which measures the percentage of students in grade eight passing at least four courses in core content areas, students must now also score at Meets or Exceeds on the CRCT or EOCT that is required for those courses.**

Explanation/Rationale: In the original calculation, schools received points for the percentage of students passing courses, creating an incentive for grade inflation. Since students must now also pass the corresponding CRCT/EOCT, the benefit of grade inflation has been reduced.

Exceeding the Bar Indicators

- **The MS ETB measuring the percentage of students in grades 6-8 earning a passing score in above grade level core courses has been removed.**

Explanation/Rationale: There is already an ETB indicator for percentage of students earning at least one high school credit by the end of grade 8, so this indicator was repetitive.

- **On MS ETB #2, which measures the percentage of students earning at least one high school credit by the end of grade 8, students must now also score at Meets or Exceeds on all CRCT and the EOCT that is required for the high school course.**

Explanation/Rationale: In the original calculation, schools received points for the percentage of students passing courses, creating an incentive for grade inflation. Since students must now also pass the corresponding EOCT, the benefit of grade inflation has been reduced.

- **The MS ETB measuring the Fitnessgram completion has been removed.**

Explanation/Rationale: Student level statewide data were unavailable.

Changes Impacting Elementary Schools Only

Achievement Indicators

- **ES Indicator #9, which measures the percentage of students in grade three achieving a Lexile measure greater than or equal to 650, is no longer benchmarked at the 95th percentile.**

Explanation/Rationale: Lexiles measure a student's reading level. The threshold of 650 was set to measure the percentage of students who are reading on grade level. Since the state's goal is that all students read at this level, the 95th percentile benchmark for this indicator has been removed.

- **ES Indicator #10, which measures the percentage of students in grade five achieving a Lexile measure greater than or equal to 850, is no longer benchmarked at the 95th percentile.**

Explanation/Rationale: Lexiles measure a student's reading level. The threshold of 850 was set to measure the percentage of students who are reading on grade level. Since the state's goal is that all students read at this level, the 95th percentile benchmark for this indicator has been removed.

- **ES Indicator #13, which measured the percentage of students in grade five earning 4 Carnegie Unit Credits in core content areas, students must now also score at Meets or Exceeds on the CRCT that is required for those courses. In addition, reading was added as a core content area, so this measure now includes 5 courses and CRCT.**

Explanation/Rationale: In the original calculation, schools received points for the percentage of students passing courses, creating an incentive for grade inflation. Since students must now also pass the corresponding CRCT/EOCT, the benefit of grade inflation has been reduced. Reading has been added because elementary school principals requested that it be considered a core course. Reading has not been added to the comparable middle school indicator (MS Indicator #12) because reading is not a standard core course for students in grade eight.

- **The Content Mastery portion of a primary (K-2) school's Achievement Score consists of the 3rd grade ELA, Reading, and Mathematics CRCT scores for students who attended the primary school rather than self-reported achievement data.**

Explanation: Previously, the achievement scores for primary schools were based on data on readiness for the next grade, as submitted by the primary schools. The new calculation uses the 3rd grade CRCT results of these students.

Rationale: Third grade CRCT results represent a more rigorous and consistent measure that is not dependent on schools' self-reported achievement.

Exceeding the Bar Indicators

- **ES ETB #1, which measured the percentage of students in grade 1-5 earning a passing score in above grade level core courses, has been removed for 2011-12 and 2012-13. It will be operational in 2013-14.**

Explanation/Rationale: The data received from school systems in 2011-12 and 2012-13 had large discrepancies that were a result of a lack of clarity around the meaning of this indicator. Due to these inconsistencies, this indicator has been removed, and GaDOE Accountability has provided more clarity to school systems for the 2013-14 CCRPI.

- **ES ETB #2 combines two previous ETBs into one. It now measures the percentage of students earning a passing score in world language or fine arts courses.**

Explanation/Rationale: This indicator now aligns more closely with MS ETB #1 and HS Achievement Indicator #9, which already include world language and fine arts courses in one indicator.

- **The ES ETB measuring the Fitnessgram completion has been removed.**

Explanation/Rationale: Student level statewide data were unavailable.