

CCRPI Data Literacy

What's in a Number? – Part 1
Winter Instructional Leadership Conference
February 25-27, 2019

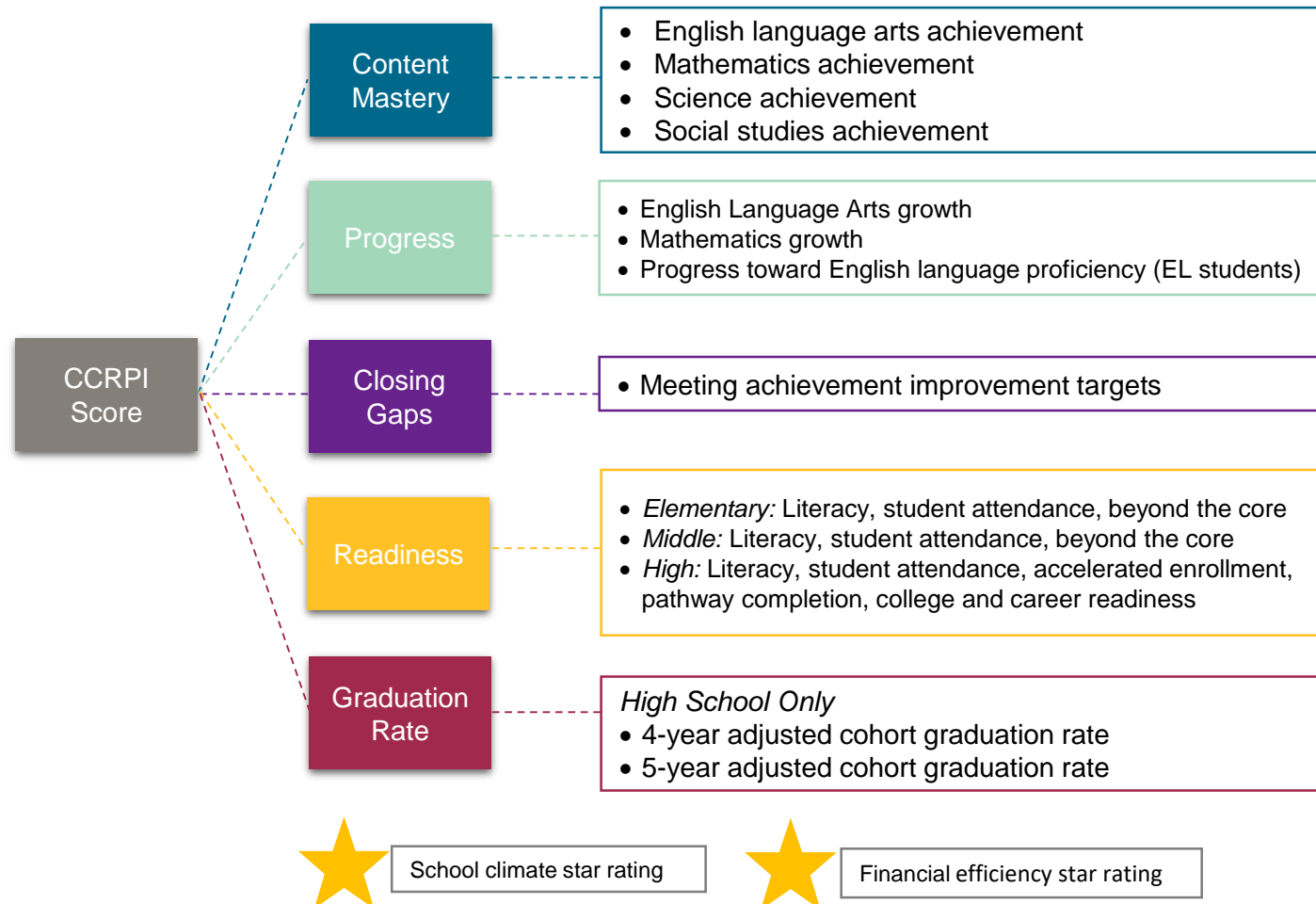
Agenda

- Purpose of Workshop
- Redesigned CCRPI Public Report
- What's in a Number?
- Understanding Data in CCRPI Components
 - Part 1 – Content Mastery
 - Part 2 – Closing Gaps and Progress
- Beyond the Numbers
- CCRPI Resources

Purpose of Workshop

- Promote understanding of CCRPI data and its intended uses
- Model utilizing the data downloads to support instructional leaders
- Suggest questions to ask beyond the numbers to make effective decisions for your school
- Provide resources to support schools and districts

Redesigned CCRPI



What's in a number?

- CCRPI provides one set of measurable indicators that describe student opportunities and outcomes.
- CCRPI scores...
 - can be personal to a school
 - can be a source of pride or frustration
 - can highlight both strengths and areas for improvement
 - can be the same...but mean something different
- What's in a number?

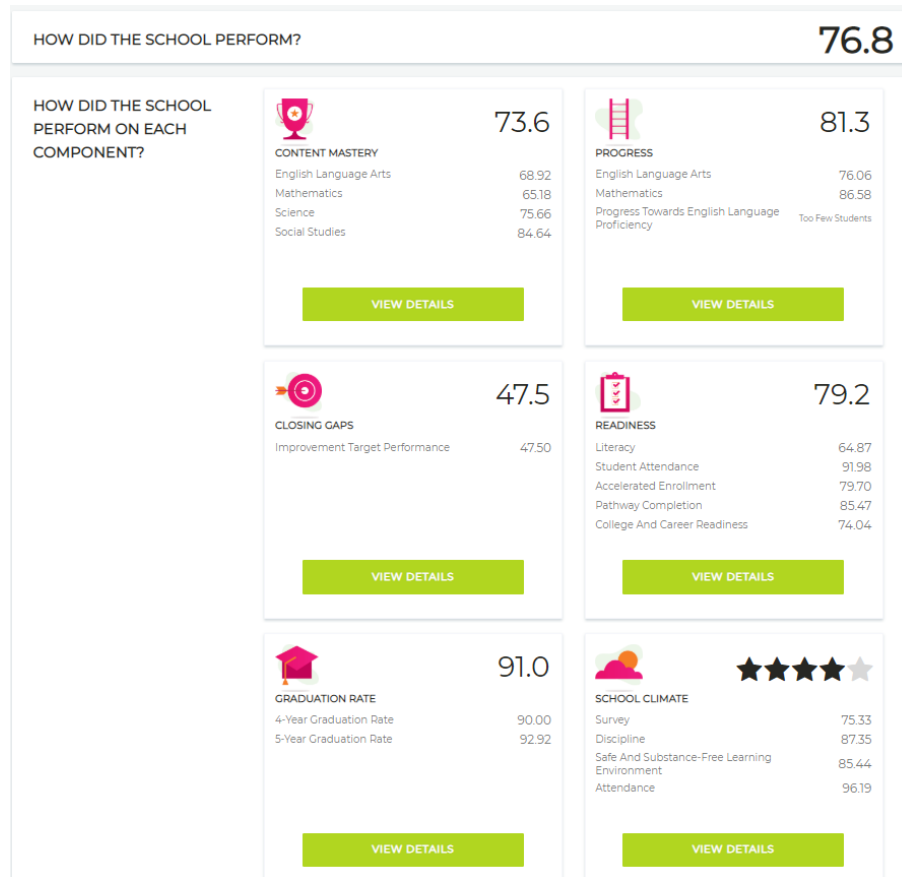
What's in a number?

Imagine a school with a CCRPI score of –

76.8

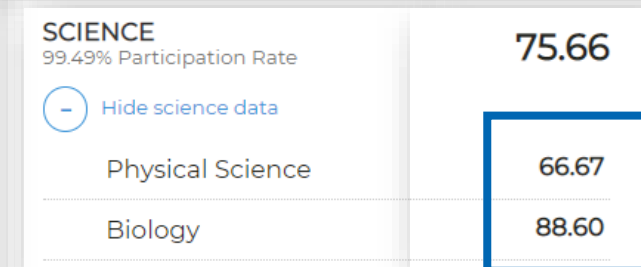
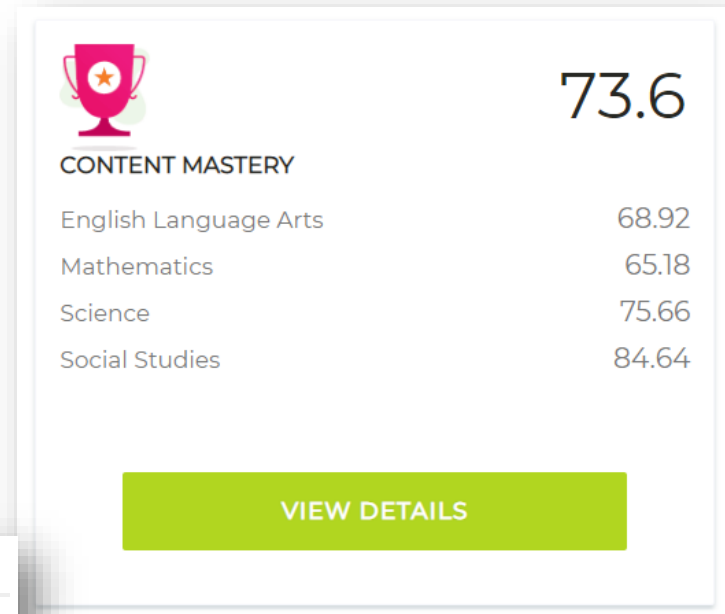
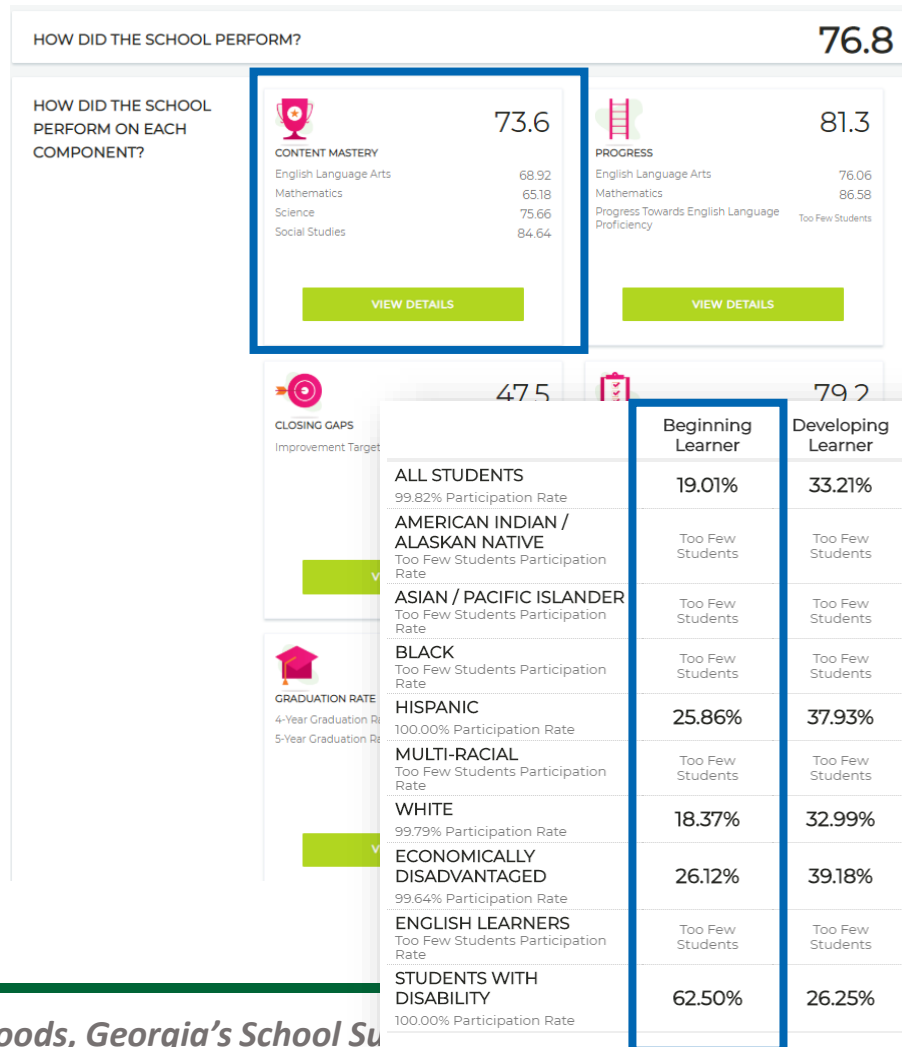
What do you think that means in terms of performance?

What's in a number?

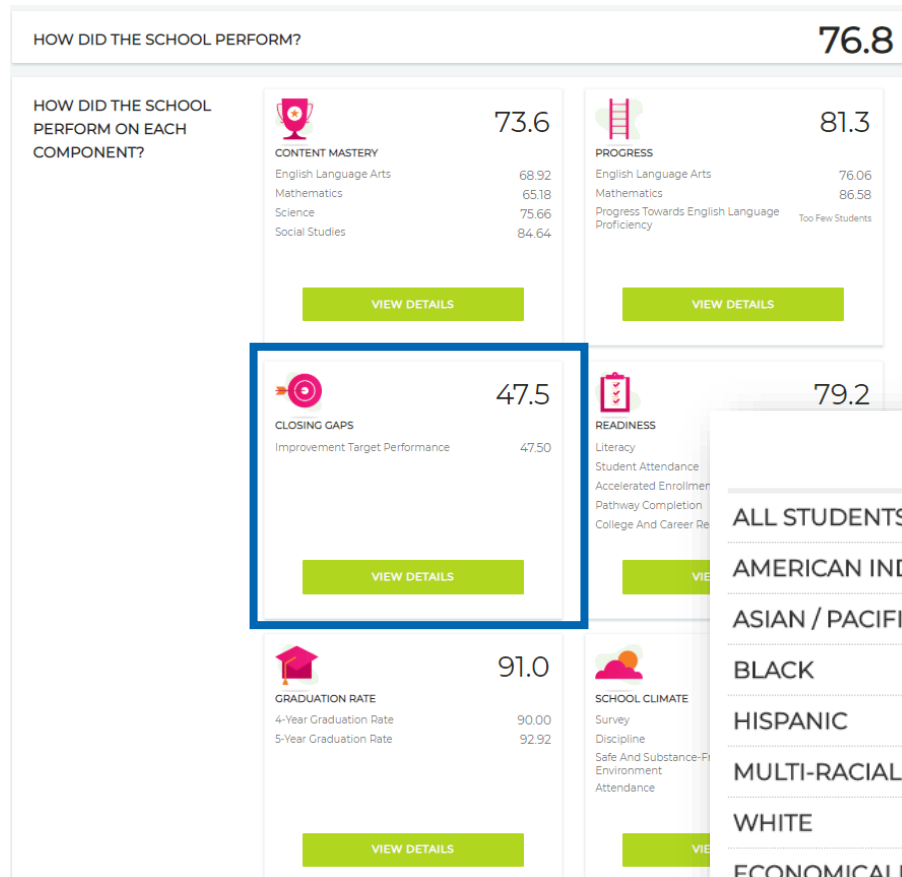


School A

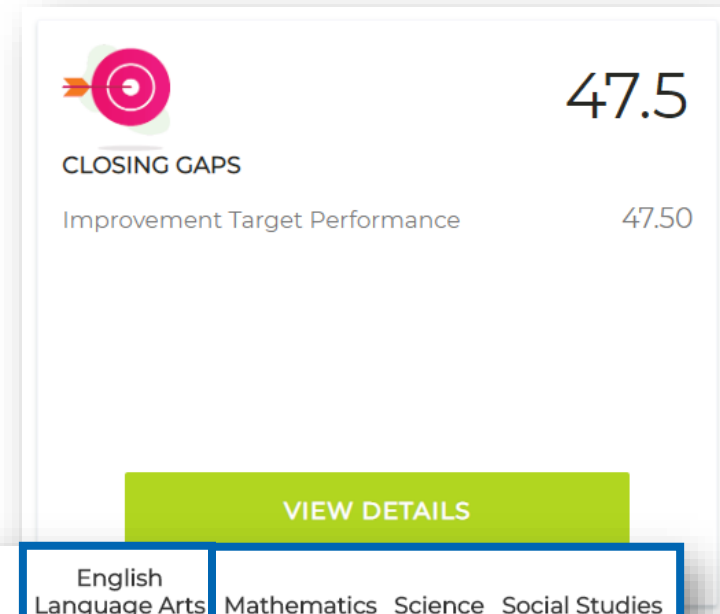
What's in a number?



What's in a number?





School A




	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED				
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY				

What's in a number?

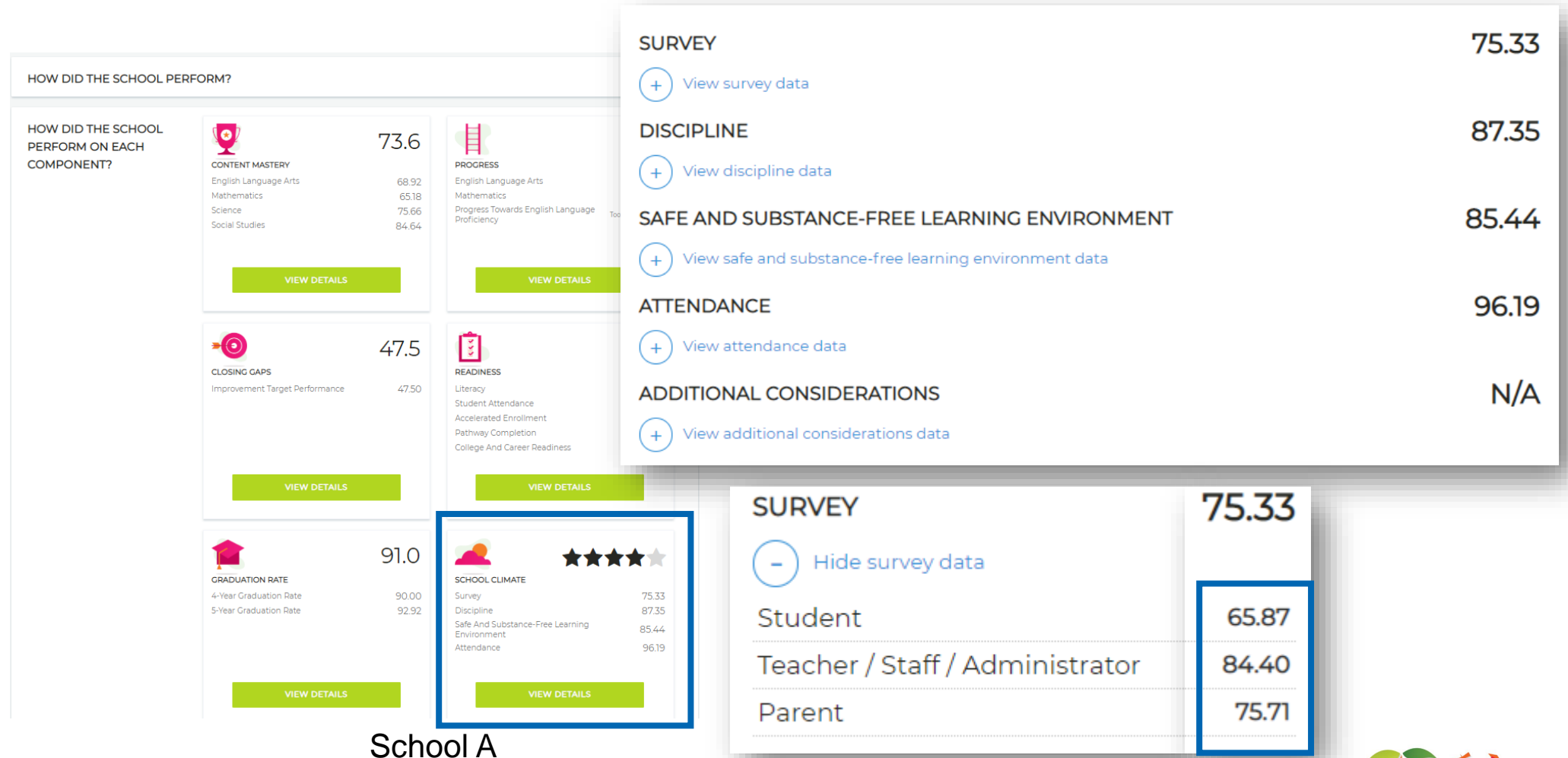
HOW DID THE SCHOOL PERFORM?		76.8
HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?		
 CONTENT MASTERY	English Language Arts	68.92
	Mathematics	65.18
	Science	65.66
 PROGRESS	English Language Arts	76.06
	Mathematics	86.58
	Science Towards English Language	Too Few Students

	RATE
ALL STUDENTS	85.47%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	94.44%
MULTI-RACIAL	Too Few Students
WHITE	85.64%
ECONOMICALLY DISADVANTAGED	80.22%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	58.06%

	79.2
READINESS	
Literacy	64.87
Student Attendance	91.98
Accelerated Enrollment	79.70
Pathway Completion	85.47
College And Career Readiness	74.04
VIEW DETAILS	

LITERACY	64.87%
STUDENT ATTENDANCE	91.98%
ACCELERATED ENROLLMENT*	79.70%
+ View accelerated enrollment data	
PATHWAY COMPLETION	85.47%
- Hide pathway completion data	
Advanced academic	31.62%
CTAE	68.38%
Fine arts	21.37%
World language	13.25%
COLLEGE AND CAREER READINESS	74.04%
+ View college and career readiness data	

What's in a number?



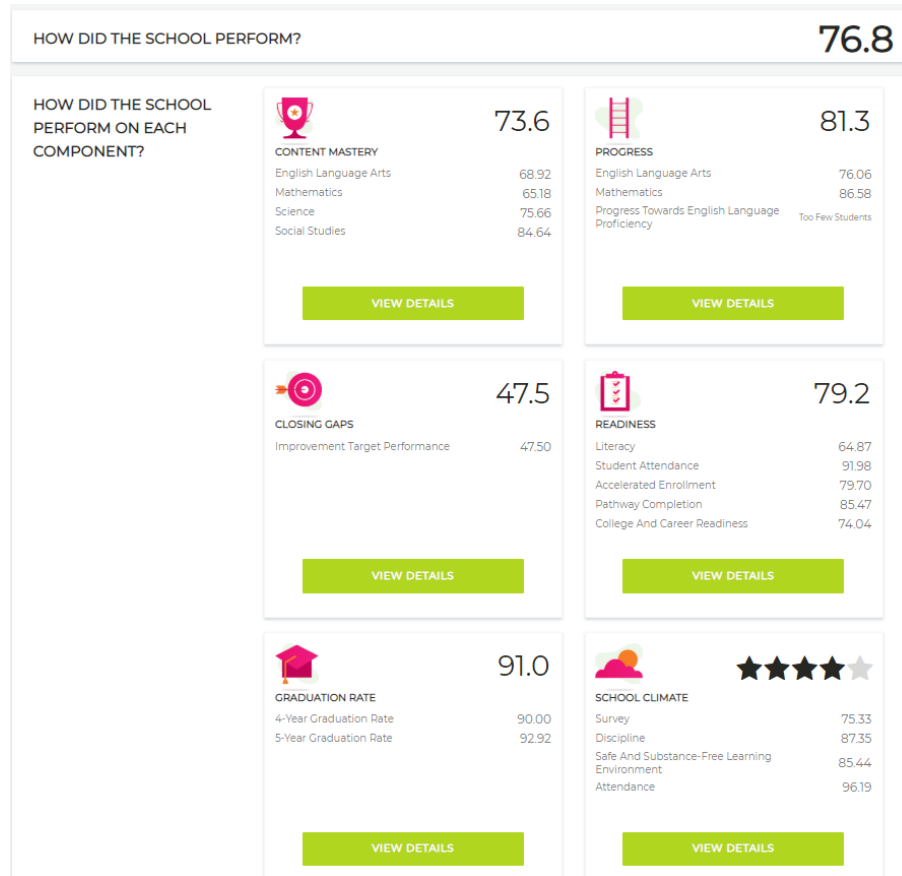
What's in a number?

Back to a –

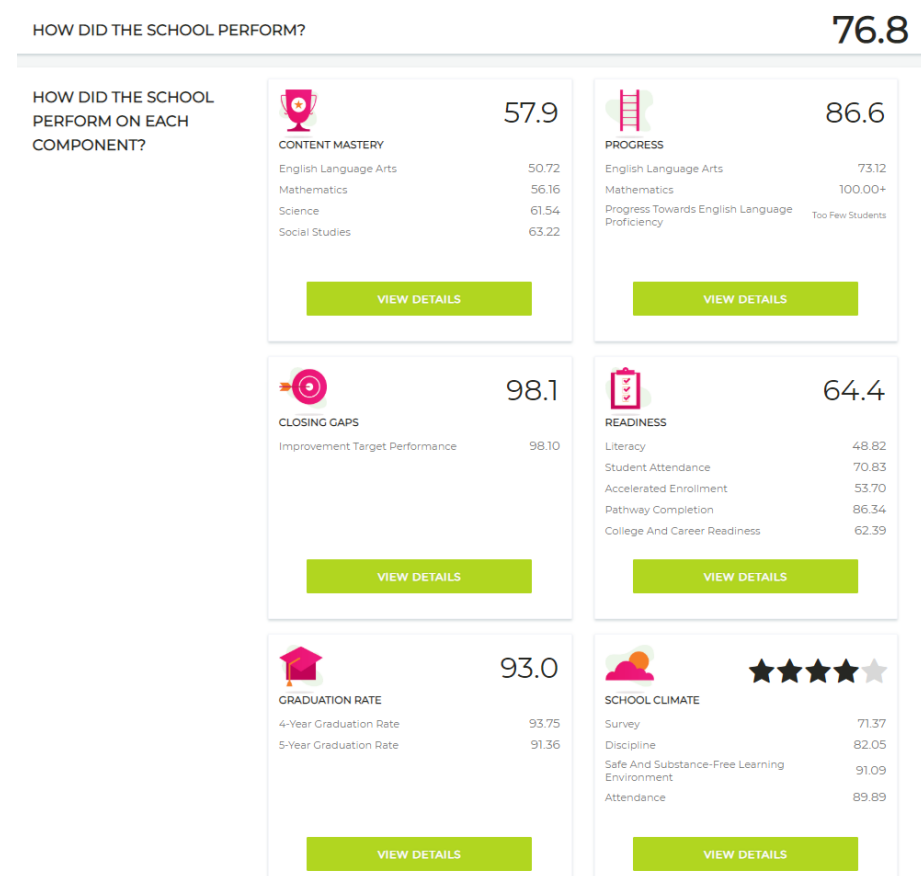
76.8

What else could it mean in terms of performance?

What's in a number? It could mean different things...

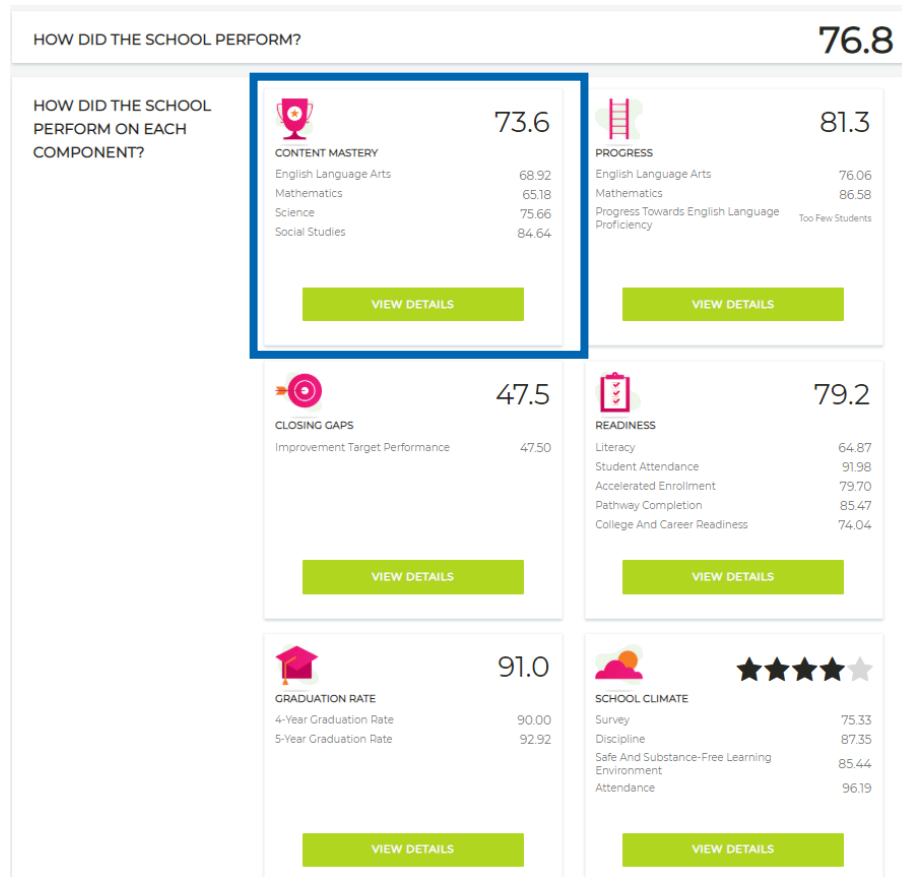


School A

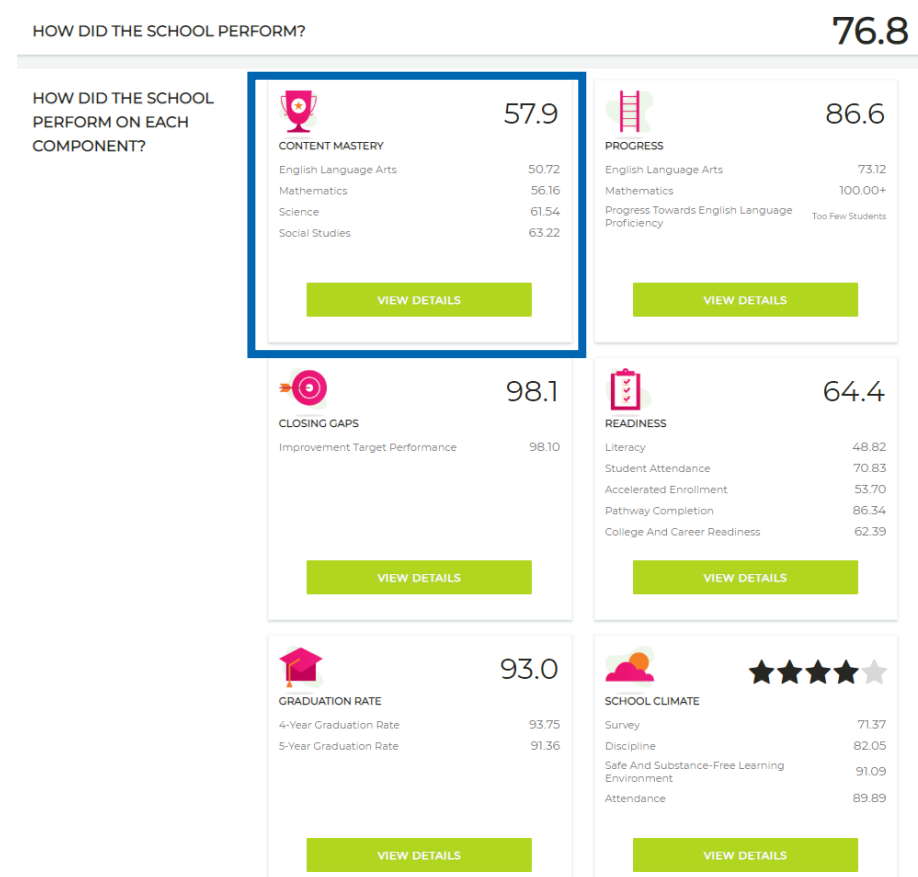


School B

Content Mastery

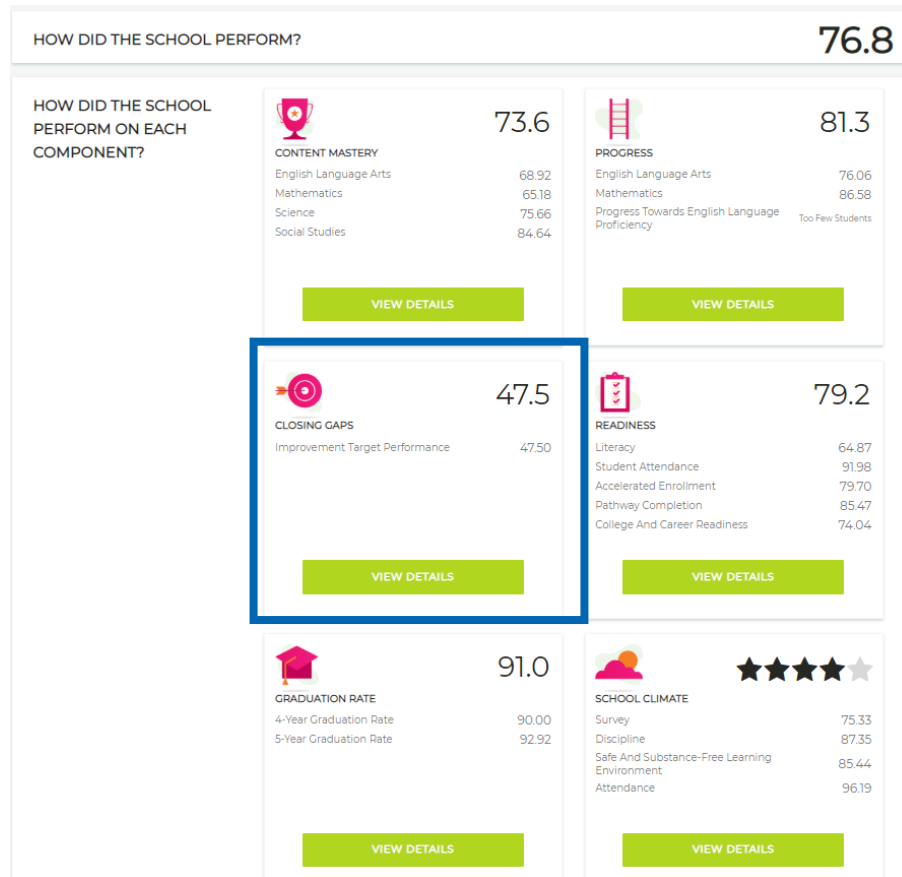


School A

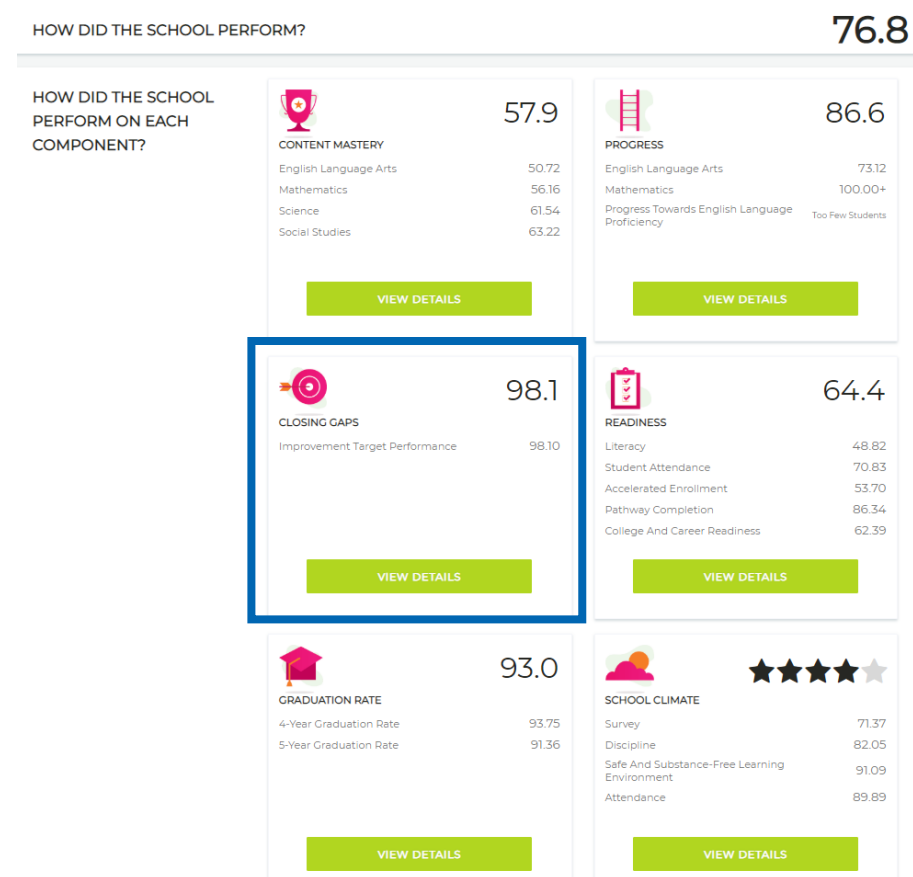


School B

Closing Gaps

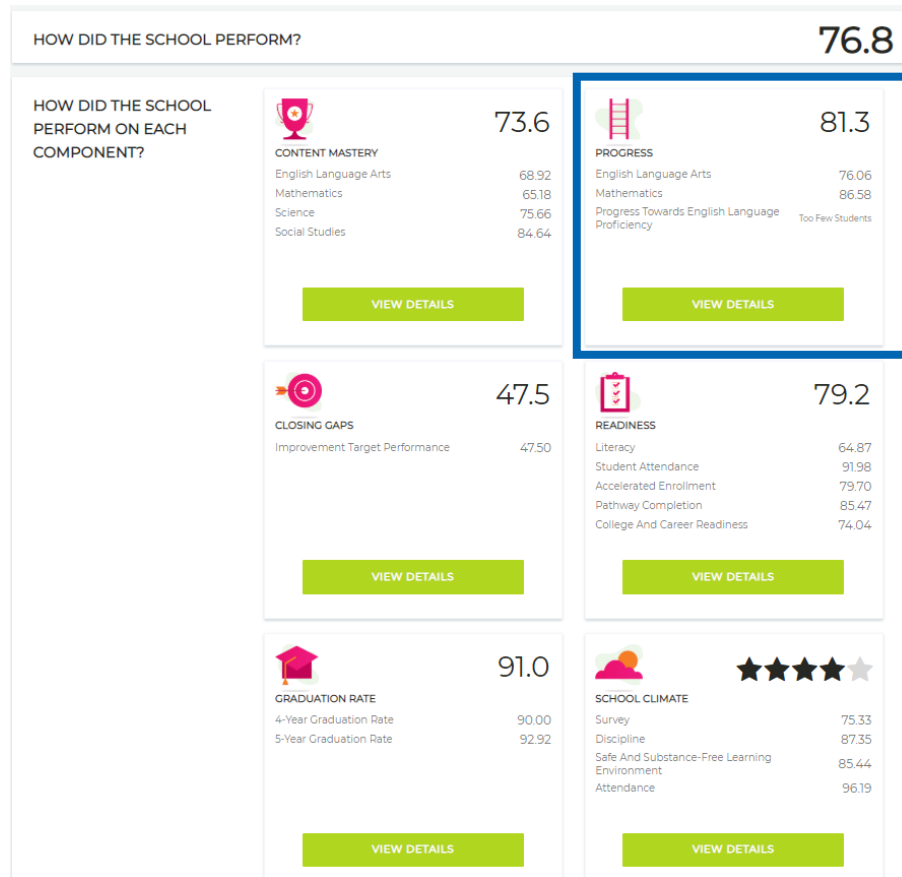


School A

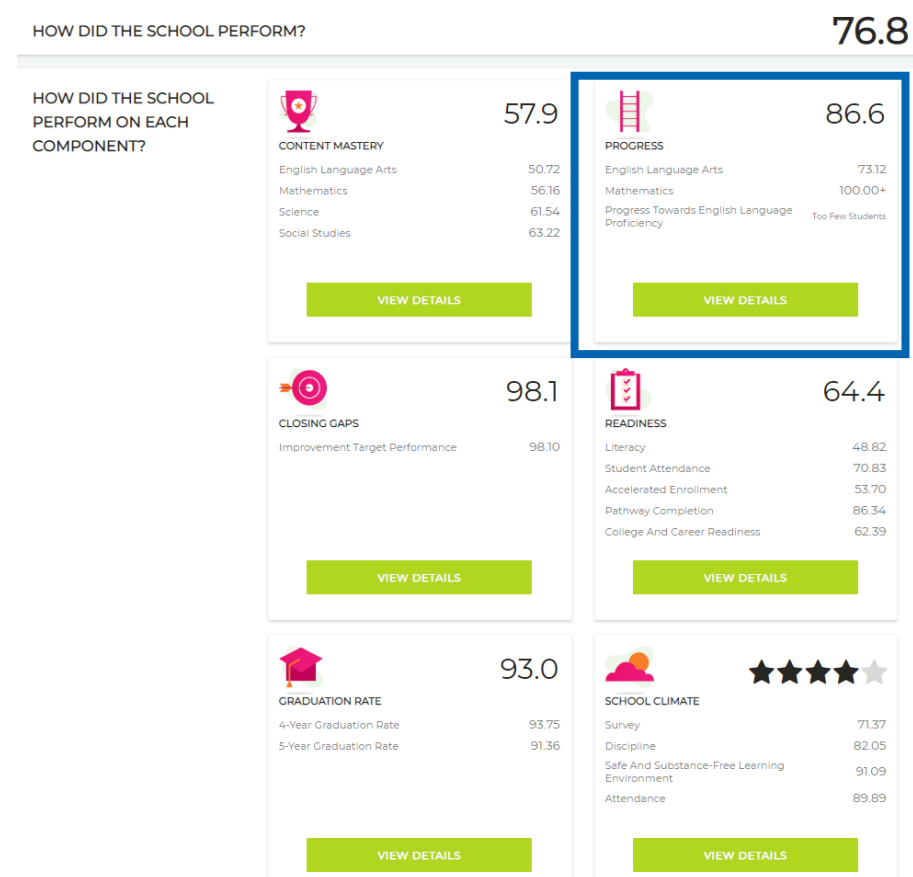


School B

Progress

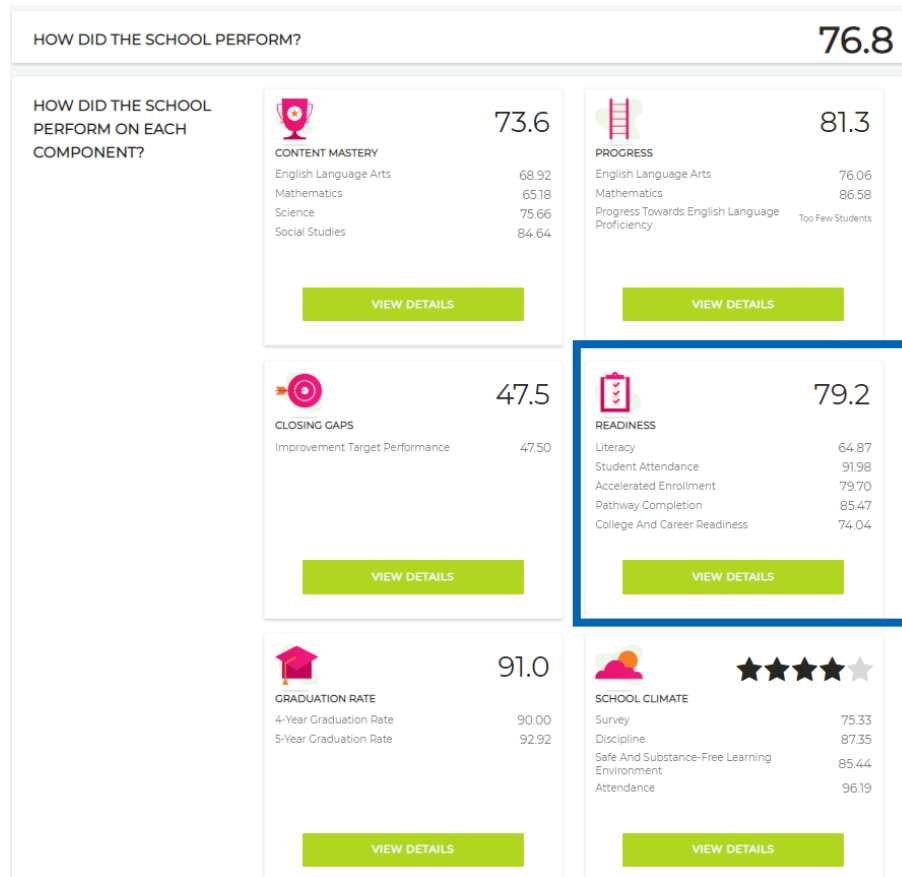


School A

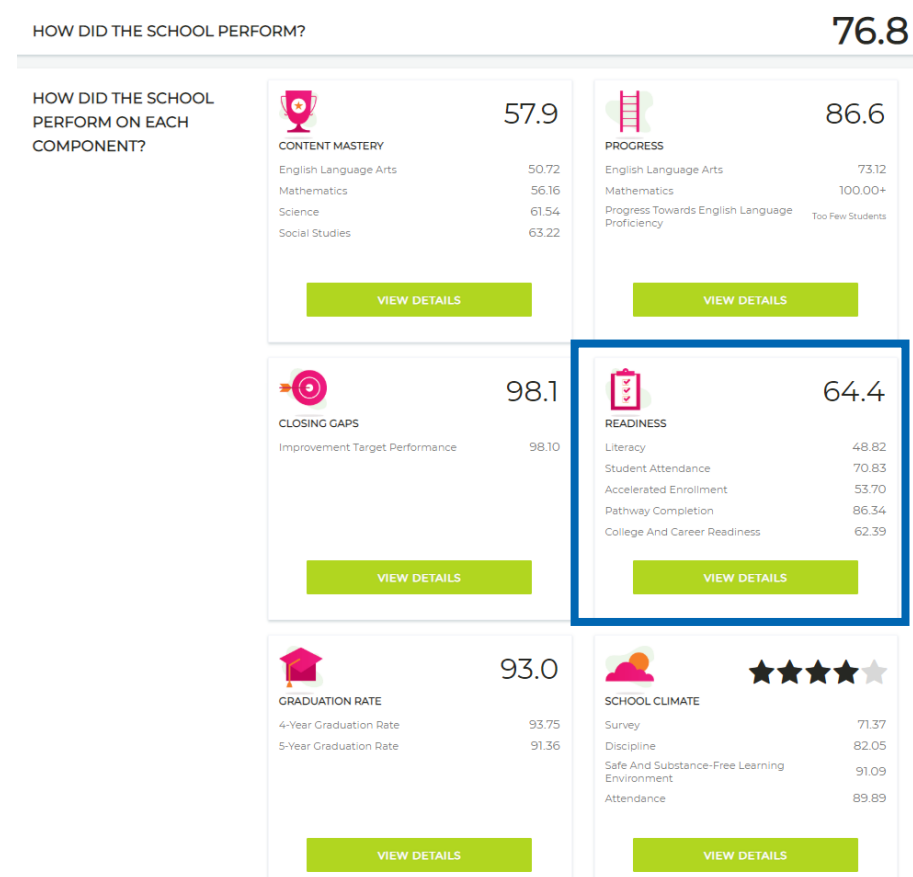


School B

Readiness

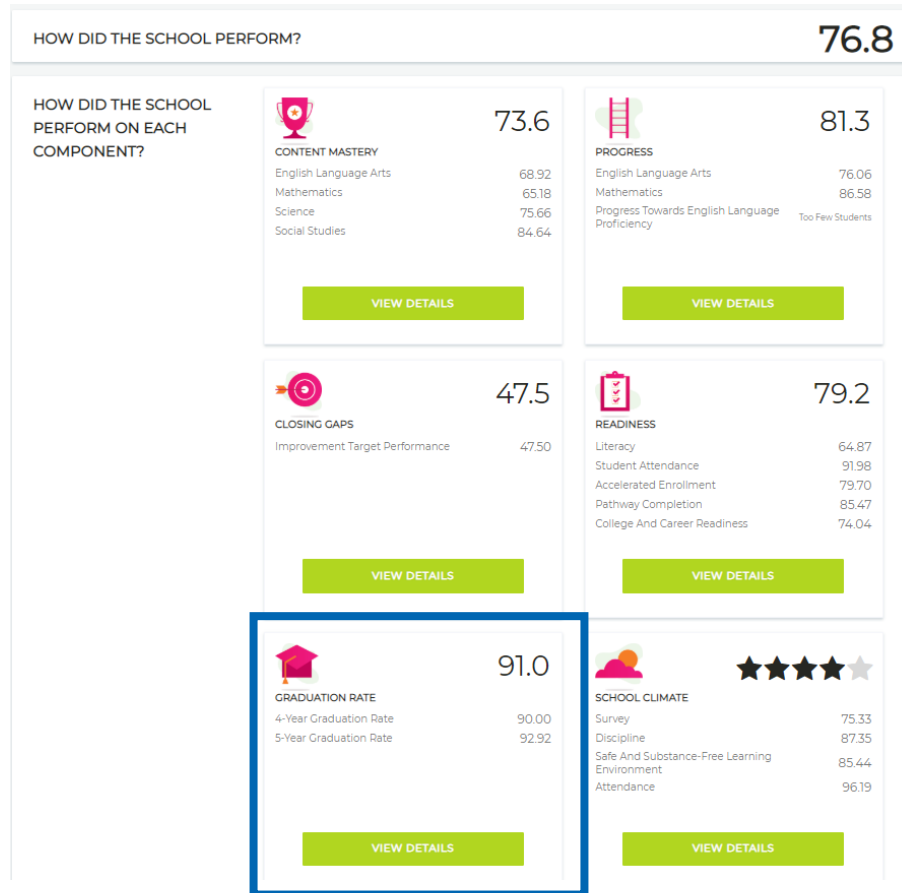


School A

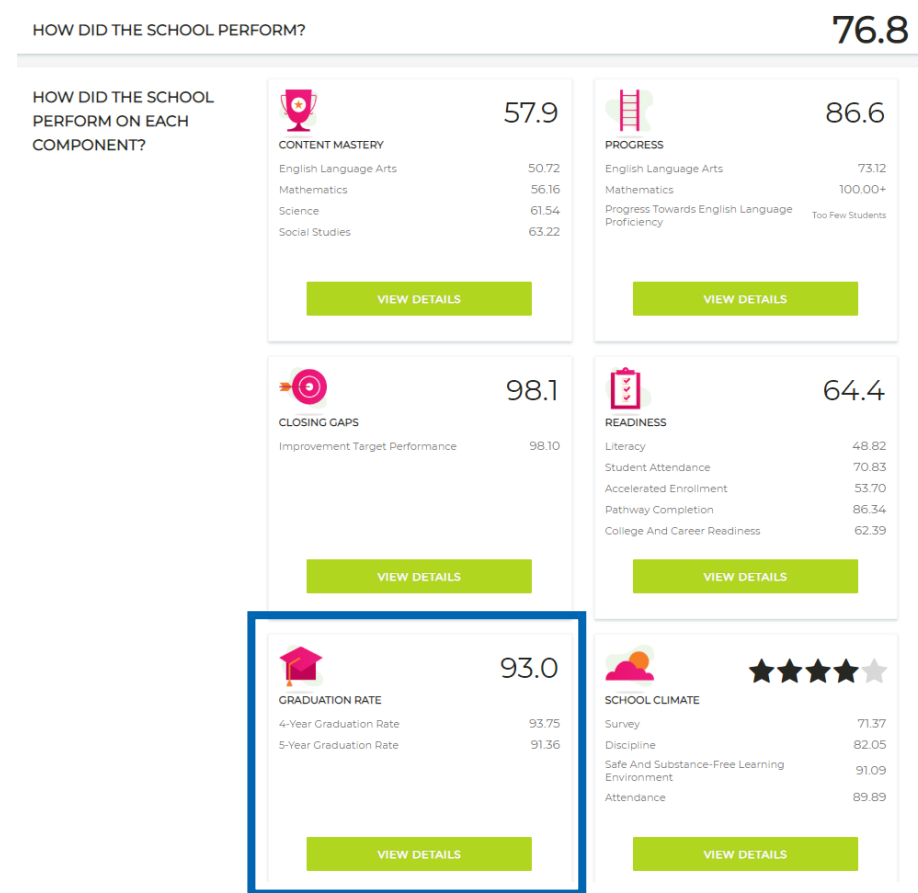


School B

Graduation Rate



School A



School B

What's in a number?

- Lots of things!
- We must dig into the numbers to deepen our understanding.
- We must ask questions.
 - The numbers provide information – they do not provide the root causes or tell us what action to take.



Do not forget – while our focus today is on numbers, we cannot forget that every number represents a Georgia learner!

Key Take-Aways

- 2018 CCRPI scores cannot be compared to previous years; however, some data points (such as performance on state assessments and graduation rates) can be compared.
- Look beyond the overall score and consider the whole story. The redesigned CCRPI paints a richer picture of performance by considering achievement; growth; subgroup improvement; readiness for the next grade, course, or college or career; and graduation rate.
- The new reporting system makes it easier for stakeholders to access scores and dig into the underlying data.
- The redesigned CCRPI is about understanding performance and working together to promote improvement. Every school will have successes to celebrate and areas for improvement!

Understanding and Using Data in CCRPI Components

Understanding and Using Data in CCRPI Components

- While the data set is from last school year, it is relevant data to frame conversations this school year.
- CCRPI puts a spotlight on strengths and areas of improvement.
- Dig into the data to see trends and get insight.
- Pair CCRPI with other knowns to guide decision-making.
- This is the time of year to begin thinking about resources, professional development, and teacher needs for next year.

Content Mastery

A Quick Overview

Content Mastery Achievement Levels

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

All Students is used to calculate the Content Mastery indicator score for ELA.

The higher the Proficient and Distinguished percentages, the higher the Content Mastery score.

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

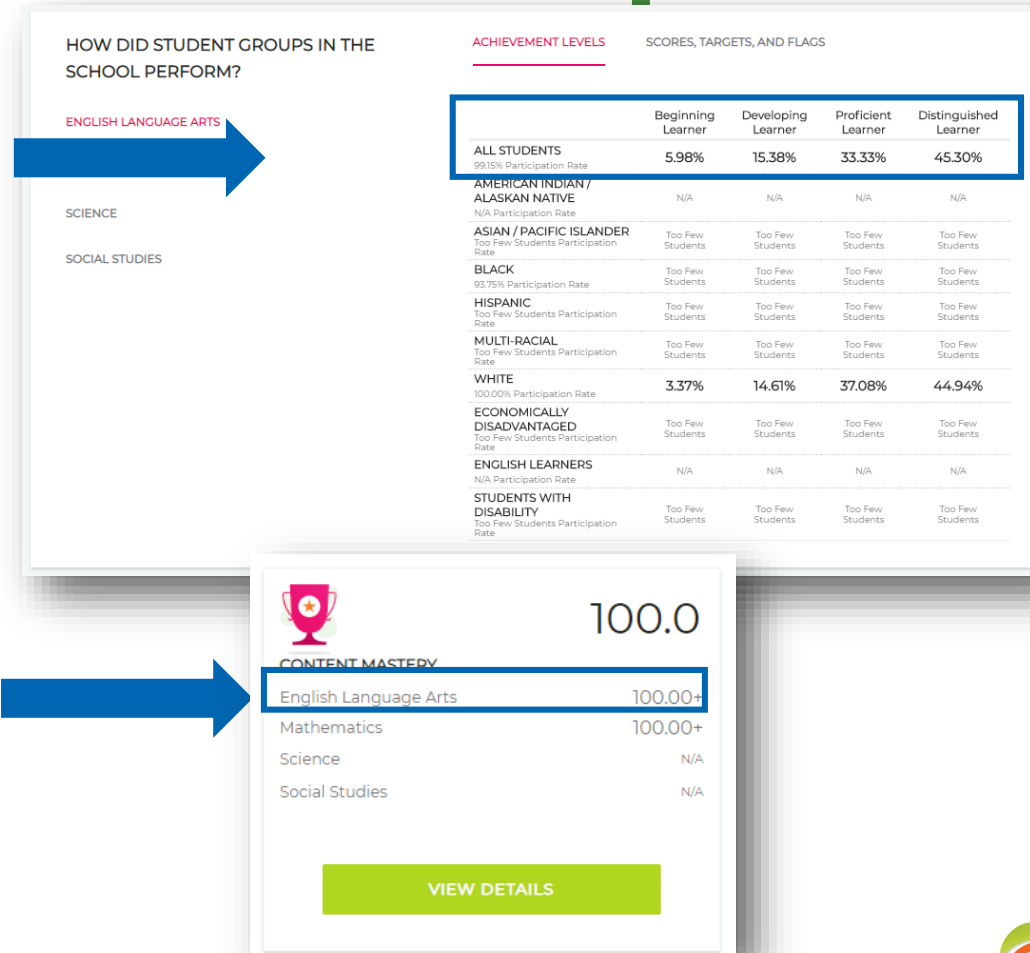
	x 0.0	x 0.5	x 1.0	x 1.5
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 100.00% Participation Rate	3.86%	20.33%	52.82%	23.00%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	2.44%	19.51%	39.02%	39.02%
BLACK 100.00% Participation Rate	19.23%	34.62%	46.15%	0.00%
HISPANIC 100.00% Participation Rate	8.06%	22.58%	61.29%	8.06%
MULTI-RACIAL 100.00% Participation Rate	5.88%	11.76%	58.82%	23.53%
WHITE 100.00% Participation Rate	2.65%	19.70%	53.03%	24.62%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	11.00%	37.00%	41.00%	11.00%
ENGLISH LEARNERS 100.00% Participation Rate	17.65%	41.18%	35.29%	5.88%
STUDENTS WITH DISABILITY 100.00% Participation Rate	23.64%	38.18%	36.36%	1.82%



Content Mastery High Achievement Example

78.63% of the students scored either Proficient or Distinguished on the ELA assessment.

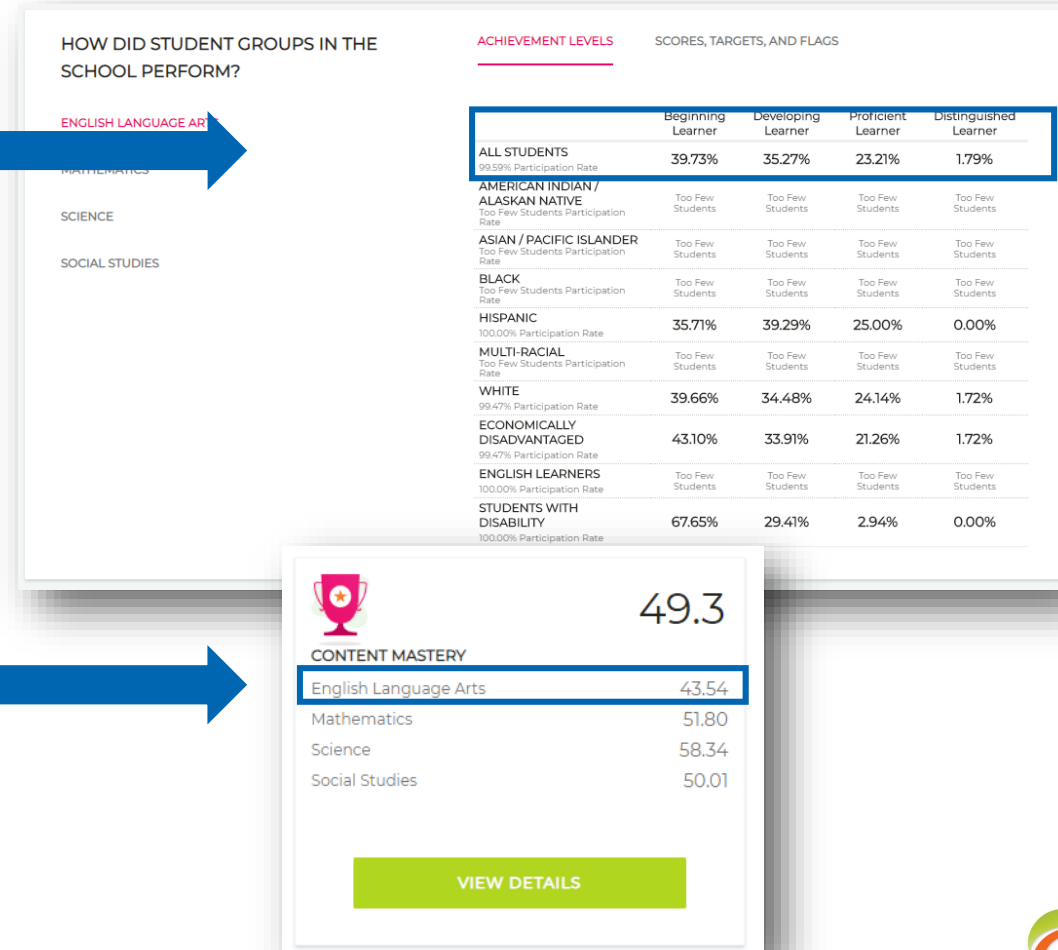
The high achievement is reflected in the Content Mastery score.



Content Mastery Low Achievement Example

Only 25% of the students scored either Proficient or Distinguished on the ELA assessment.

The low achievement is reflected in the Content Mastery score.



Content Mastery Scores, Targets, and Flags

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

★

Subgroup met 6% improvement target*

🚩

Subgroup met improvement target

🟡

Subgroup made progress, but did not meet improvement target

🚩

Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

←

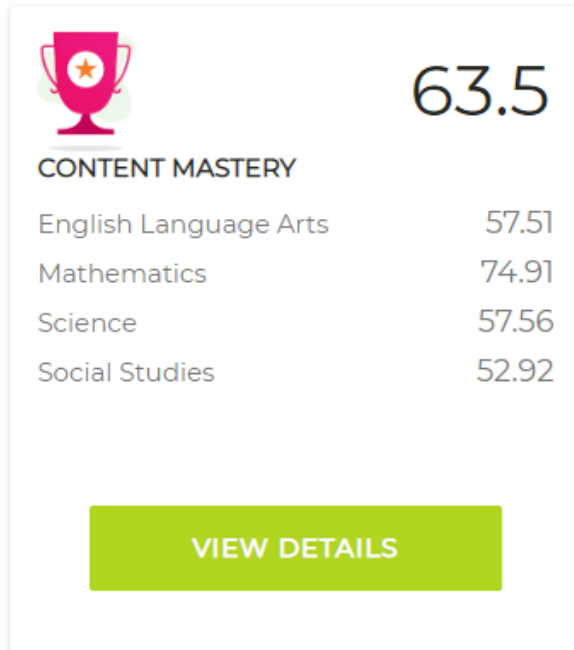
	SCORE	TARGET	FLAG
ALL STUDENTS	97.49	90.00	🚩
100.00% Participation Rate			
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
N/A Participation Rate			
ASIAN / PACIFIC ISLANDER	100.00+	90.00	🚩
100.00% Participation Rate			
BLACK	63.46	77.26	🚩
100.00% Participation Rate			
HISPANIC	84.67	74.82	🚩
100.00% Participation Rate			
MULTI-RACIAL	100.00	Too Few Students	
100.00% Participation Rate			
WHITE	99.81	90.00	🚩
100.00% Participation Rate			
ECONOMICALLY DISADVANTAGED	76.00	71.42	★🚩
100.00% Participation Rate			
ENGLISH LEARNERS	64.70	Too Few Students	
100.00% Participation Rate			
STUDENTS WITH DISABILITY	58.18	61.04	🚩
100.00% Participation Rate			

Content Mastery

What is the data set telling us?

Case Study

Content Mastery Overview



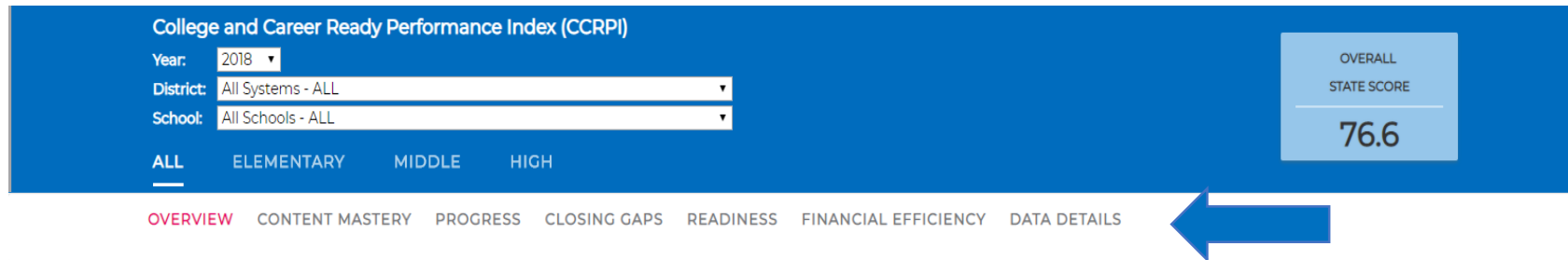
When looking at the overview, we see

- Mathematics achievement score is higher than ELA, science, and social studies.
- ELA is significantly lower than math.

We wonder

- Are 3rd grade – 5th grade departmentalized?
- What has been the professional development emphasis?
- Is this the only year with such a difference between mathematics and ELA?
- How did each grade level perform?

Digging Deeper Using Data Files



- GaDOE portal for those with CCRPI portal access
- Principal should have portal access
- District staff with superintendent approval have portal access


GaDOE Portal

Data Details

To download a data file, select a file type then click Download File.

Select Data File ▼

DOWNLOAD FILE



Student level data – governed by FERPA!

GaDOE Portal

Data Details

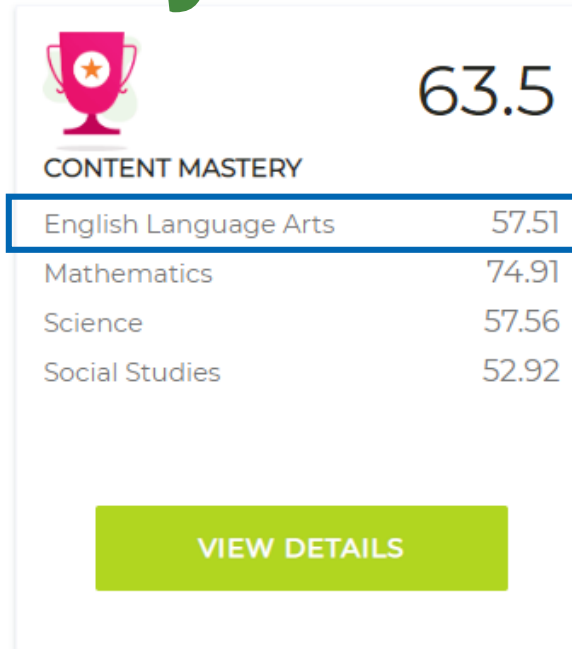
To download a data file, select a file type then click Download File.

Select Data File ▼

DOWNLOAD FILE

- Accelerated Enrollment (High)
- Attendance
- Beyond the Core (Elementary and Middle)
- College and Career Readiness (High)
- **Content Mastery** (Achievement, Closing Gaps, and Progress)
- ELP ACCESS Progress
- Graduation Rate (High)
- Pathway Completion (High)

Content Mastery Overview



OVERVIEW CONTENT MASTERY PROGRESS CLOSING GAPS READINESS SCHOOL CLIMATE FINANCIAL EFFICIENCY DATA DETAILS

Data Details

To download a data file, select a file type then click Download File.

Content Mastery

DOWNLOAD FILE

Filter on:

- FAY participants
- Assessment subject
- Assessment grade level
- Assessment achievement

Digging into the Data

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3 rd	18.09%	37.23%	32.98%	11.70%	44.68%
4 th	26.00%	49.00%	20.00%	5.00%	25.00%
5 th	30.23%	40.70%	25.58%	3.49%	29.07%
Total	24.64%	42.50%	26.07%	6.79%	32.86%
2018 CCRPI Achievement Score = 57.51					

When looking at ELA achievement by grade levels, we see

- 3rd grade has the lowest percentage of Beginning Learners.
- 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- 5th grade has the highest percentage of Beginning Learners.
- A lot of students are Developing Learners.

Digging into the Data

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3 rd	18.09%	37.23%	32.98%	11.70%	44.68%
4 th	26.00%	49.00%	20.00%	5.00%	25.00%
5 th	30.23%	40.70%	25.58%	3.49%	29.07%
Total	24.64%	42.50%	26.07%	6.79%	32.86%
					2018 CCRPI Achievement Score = 57.51

We wonder

- How does this compare to last year?
- What data did 3rd grade teachers have regarding the incoming 3rd graders?

Can we look back?

The image shows a web application interface for CCRPI Reports. On the left is a sidebar menu with the following items: CCRPI, CCRPI Reports, CSI, TSI, Distinguished and Reward Schools, CCRPI Reports Archive, Non-Participation, Assessment Matching, Summer Graduates, School Code History, GAA 1%, Needs Improvement, Second Indicator Selection, Cohort Withdrawal Update, Live Data, CRCT-M Proficient to Non-Proficient, and CCRPI Data Collection. The main area is titled 'CCRPI Reports Archive Portal View'. It features a year selector set to '2017' and the title 'COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)'. Below this are fields for 'District' and 'School', both with dropdown arrows. To the right of these are 'Title School' (set to 'No') and 'Grades' (set to 'PK, KK, 01, 02, 03, 04, 05'). A 'Choose a Report Type' section has two radio buttons: 'School Score' and 'Elementary School' (which is selected). Below this is a row of tabs: 'CCRPI Score', 'Achievement', 'Progress', 'Achievement Gap', 'ED/EL/SWD Performance', 'Exceeding the Bar', 'Performance Flags', and 'Financial Efficiency'. Underneath these is another row of tabs: 'School Climate', 'Data Details', and 'Multi Year Summary'. At the bottom, there is a text prompt: 'To download a Student Data File: Please select the File Type, then click Download File.' followed by a 'File Type' dropdown menu set to 'English Language Arts' and a 'Download File' button.

We can look at achievement data from prior years to see if there are trends in the achievement. Though CCRPI scores from 2017 and 2018 should not be compared, we can compare the EOC/EOG scores.

Filter on:

- FAY participants
- Assessment subject
- Assessment grade level
- Assessment achievement

Looking Back a Year

2017 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3 rd	14.43%	46.39%	30.93%	8.25%	39.18%
4 th	32.14%	42.86%	17.86%	7.14%	25.00%
5 th	40.00%	30.00%	26.00%	4.00%	30.00%
Total	28.83%	39.50%	25.27%	6.41%	31.68%
2017 CCRPI Achievement Score = 54.64					

When looking at ELA data from 2017, we see

- Like 2018, 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- Like 2018, 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- Like 2018, 5th grade has the highest percentage of Beginning Learners.
- Like 2018, many students are Developing Learners.
- Overall achievement was higher in 2018 (57.51) than in 2017 (54.64).

Looking Back a Year

2017 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3 rd	14.43%	46.39%	30.93%	8.25%	39.18%
4 th	32.14%	42.86%	17.86%	7.14%	25.00%
5 th	40.00%	30.00%	26.00%	4.00%	30.00%
Total	28.83%	39.50%	25.27%	6.41%	31.68%
2017 CCRPI Achievement Score = 54.64					

We wonder

- What strategies are used in 3rd grade to have higher achievement both years?
- What would we learn if we followed the students from one year to another?

Following the Students

2017 ELA	% of students with a PRO or DIS on the EOG	2018 ELA	% of students with a PRO or DIS on the EOG
3 rd	39.18%	3 rd	44.68%
4 th	25.00%	4 th	25.00%
5 th	30.00%	5 th	29.07%



When looking at the cohort of students as they move through the grade levels, we see

- Students who were 3rd graders in 2017 and 4th graders in 2018 decreased in achievement.
- Students who were 4th graders in 2017 and 5th graders in 2018 increased slightly in achievement.

Following the Students

2017 ELA	% of students with a PRO or DIS on the EOG	2018 ELA	% of students with a PRO or DIS on the EOG
3 rd	39.18%	3 rd	44.68%
4 th	25.00%	4 th	25.00%
5 th	30.00%	5 th	29.07%



We wonder

- Why is there a 4th grade drop in achievement?
- Are students who need interventions being identified and are interventions effective?
- Are students who need a challenge being identified?
- Is small group instruction differentiated for different learners?

Looking at the Grade Level

2017 ELA	% of students with a PRO or DIS on the EOG		2018 ELA	% of students with a PRO or DIS on the EOG
3 rd	39.18%	➡	3 rd	44.68%
4 th	25.00%	➡	4 th	25.00%
5 th	30.00%	➡	5 th	29.07%

When comparing individual grade levels over time, we see

- 3rd grade saw an increase in performance, while 4th and 5th did not.
- 4th grade performance is stagnant and the lowest.

Looking at the Grade Level

2017 ELA	% of students with a PRO or DIS on the EOG		2018 ELA	% of students with a PRO or DIS on the EOG
3 rd	39.18%	→	3 rd	44.68%
4 th	25.00%	→	4 th	25.00%
5 th	30.00%	→	5 th	29.07%

We wonder

- How can the declining trend in 4th and 5th be reversed?
- Has there been an increase in effective ELA instruction (perhaps due to specific professional development) in K-2 that is having a positive impact on 3rd grade? If so, how will 3-5 teachers respond so that the increase in achievement continues?
- How do the grade level teams plan instruction?
- Are mathematics scores similar?

ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2017	2018	% of students with a PRO or DIS on the Mathematics EOG	2017	2018
3 rd	39.18%	44.68%	3 rd	67.01%	67.74%
4 th	25.00%	25.00%	4 th	52.38%	43.00%
5 th	30.00%	29.07%	5 th	24.00%	34.89%

When comparing ELA and mathematics achievement scores, we see

- Except for 2017 5th grade scores, mathematics achievement is stronger than ELA in all grades in both years.
- 3rd grade mathematics scores are consistently the strongest.
- Students who were 3rd graders in 2017 and 4th graders in 2018 saw a big drop in mathematics scores.
- Students who were 4th graders in 2017 and 5th graders in 2018 saw a big drop in mathematics scores.
- 4th grade saw no increases in both subjects from 2017 to 2018.

ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2017	2018	% of students with a PRO or DIS on the Mathematics EOG	2017	2018
3 rd	39.18%	44.68%	3 rd	67.01%	67.74%
4 th	25.00%	25.00%	4 th	52.38%	43.00%
5 th	30.00%	29.07%	5 th	24.00%	34.89%

We wonder

- Why are 3rd grade teachers more effective with mathematics instruction than ELA?
- Why is 3rd grade more effective in both subjects compared to 4th and 5th grade?
- What would 4th grade discipline data show? What would 3rd grade discipline data show?
- How can more students move from Developing to Proficient and/or Distinguished?

Other data digs

- For EOCs, filter by EOC.
- Filter by subgroups within a grade level or EOC.
- Compare classroom assessment grades to state assessments for large discrepancies: are the formative assessments rigorous?
- Look at lesson plans and conduct observations to triangulate with the CCRPI data.

Other data digs

- Look at specific students still in your building who were not Proficient.
 - How are they performing this school year?
 - Are they getting appropriate supports?
 - Are students who were close to the next achievement level receiving the appropriate level of challenge?
- Drill down to the teacher level to see if instruction is effective in every classroom.

Agenda

Looking Ahead to Part 2

- Purpose of Workshop ✓
- Redesigned CCRPI Public Report ✓
- What's in a Number? ✓
- Understanding Data in CCRPI Components
 - Part 1 – Content Mastery ✓
 - Part 2 – Closing Gaps and Progress
- Beyond the Numbers
- CCRPI Resources

CCRPI Data Literacy

What's in a Number? – Part 2
Winter Instructional Leadership Conference
February 25-27, 2019

Closing Gaps

A Quick Overview

Connecting Content Mastery and Closing Gaps

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

ACHIEVEMENT LEVELS

SCORES, TARGETS, AND FLAGS

x 0.0 x 0.5

	Beginning Learner	Developing Learner
ALL STUDENTS	3.86%	20.33%
AMERICAN INDIAN / ALASKAN NATIVE	N/A	N/A
ASIAN / PACIFIC ISLANDER	2.44%	19.51%
BLACK	19.23%	34.62%
HISPANIC		

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met 6% improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	SCORE	TARGET	FLAG
ALL STUDENTS	97.49	90.00	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	100.00+	90.00	
BLACK	63.46	77.26	
HISPANIC	84.67	74.82	
MULTI-RACIAL	100.00	Too Few Students	
WHITE	99.81	90.00	
ECONOMICALLY DISADVANTAGED	76.00	71.42	
ENGLISH LEARNERS	64.70	Too Few Students	
STUDENTS WITH DISABILITY	58.18	61.04	

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met 6% improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

ACHIEVEMENT LEVELS





SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS	97.49	90.00	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	100.00+	90.00	
BLACK	63.46	77.26	
HISPANIC	84.67	74.82	
MULTI-RACIAL	100.00	Too Few Students	
WHITE	99.81	90.00	
ECONOMICALLY DISADVANTAGED	76.00	71.42	
ENGLISH LEARNERS	64.70	Too Few Students	
STUDENTS WITH DISABILITY	58.18	61.04	

and compared to the target scores to determine Closing Gaps flags.

Closing Gaps

- Closing Gaps measures the extent to which all students and all subgroups of students are meeting annual achievement improvement targets.
- For each achievement improvement target, 1 point is earned when the target is met (green flag); 0.5 points are earned when improvement 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.

Subgroup Performance:	Improvement Flag:	Closing Gaps Points:
Met the 6% target *Available for ED, EL, SWD subgroups		1.5
Met the 3% target		1.0
Improved but did not meet the 3% target		0.5
Did not improve		0

Improvement Targets

- Each year, schools are expected to meet the improvement target based on the prior year's performance.
 - The improvement target is an expected gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue to focus on improvement.
- Improvement targets were calculated using 2017 data as the baseline.
- *Achievement improvement targets* are used to generate flags which are used for Closing Gaps.
- Note that *English Learner Progress Towards English Language Proficiency* targets and *Graduation Rate* targets are used for reporting and informational purposes only and not for Closing Gaps.

Improvement Targets

- GaDOE provided CCRPI improvement targets for all students and all subgroups of students.

$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) * 0.03$$

- These CCRPI improvement targets are the amount of change expected from the prior to current year.
- Targets will be reset every 5 years. The next reset will use the 2022 data as the baseline.

Now You Try It!

Now You Try It!

Let's suppose the Hispanic subgroup at school ABC had a 2017 ELA achievement score of 56.60.

To calculate the improvement target,

$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) * 0.03$$

$$\text{School ABC's Hispanic subgroup improvement target} = (100 - 56.60) * 0.03$$

$$= 1.30$$

Now You Try It!

School ABC's Hispanic Subgroup Improvement Target = **1.30**

We know the subgroup's 2017 ELA achievement score was 56.60.

What is the 2018 target score for the Hispanic subgroup at school ABC to have a green flag?

$$56.60 + 1.30 = 57.90$$

Now You Try It!

School ABC's Hispanic Subgroup Improvement Target = **1.30**

Suppose the subgroup exceeds the 2018 target score and the ELA achievement score is 60.32.

What is the 2019 target score for the Hispanic subgroup at school ABC to have a green flag?

$$60.32 + 1.30 = 61.62$$

Now You Try It!

School ABC's Hispanic Subgroup Improvement Target = **1.30**

Suppose the subgroup did not meet the 2018 target score and the ELA achievement score in 2018 is 47.94.

What is the 2019 target score for the Hispanic subgroup at school ABC to have a green flag?

$$47.94 + 1.30 = 49.24$$

Now You Try It!

School ABC's Hispanic Subgroup Improvement Target = **1.30**

Suppose the subgroup exceeded the 2018 target score and the ELA achievement score is 94.01.

What is the 2019 Target Score for the Hispanic subgroup at school ABC to have a green flag?

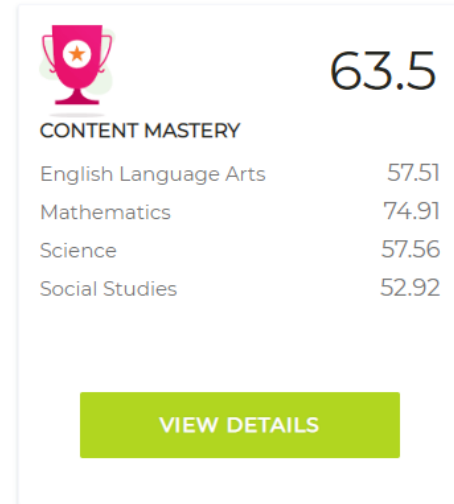
Maintain 90 or above

Closing Gaps

What can the flags show?

Case Study

Overview

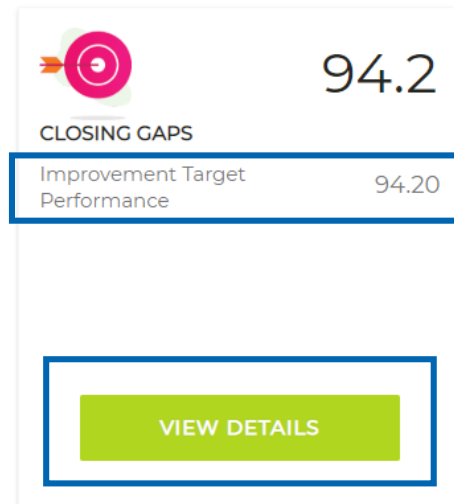


When looking at the overview, we see

- While achievement has areas of improvement, this school is closing gaps.

We wonder

- How did subgroups do in each subject?



Summary of Flags

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	English Language Arts	Mathematics	Science	Social Studies
ALL STUDENTS				
AMERICAN INDIAN / ALASKAN NATIVE				
ASIAN / PACIFIC ISLANDER				
BLACK				
HISPANIC				
MULTI-RACIAL				
WHITE				
ECONOMICALLY DISADVANTAGED				
ENGLISH LEARNERS				
STUDENTS WITH DISABILITY				

LEGEND

- Subgroup met 6% improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

We see

- A lot of green flags!
- 5 red flags, mostly involving the Hispanic and White subgroups

We wonder

- What were the scores compared to the target scores?

Flags by Subject

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	57.51	55.99	🚩
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	42.68	35.51	🚩
HISPANIC	42.55	47.01	🚩
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	69.57	73.10	🚩
ECONOMICALLY DISADVANTAGED	57.51	55.99	🌟
ENGLISH LEARNERS	52.68	50.70	🌟
STUDENTS WITH DISABILITY	27.03	23.64	🌟

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	74.91	73.07	🚩
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	59.15	50.97	🚩
HISPANIC	71.28	73.96	🚩
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	82.58	87.36	🚩
ECONOMICALLY DISADVANTAGED	74.91	73.07	🌟
ENGLISH LEARNERS	83.03	76.15	🌟
STUDENTS WITH DISABILITY	44.60	39.11	🌟

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	57.56	51.00	🚩
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	38.46	26.33	🚩
HISPANIC	44.74	54.20	🚩
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	72.38	65.36	🚩
ECONOMICALLY DISADVANTAGED	57.56	51.00	🌟
ENGLISH LEARNERS	50.00	56.60	🚩
STUDENTS WITH DISABILITY	Too Few Students	24.09	

We wonder

How many of these students were 3rd and 4th graders (elementary) or 6th and 7th graders (middle) in 2018? They will be included in the 2019 data.

Suggestion: Look in the Content Mastery data file and **filter** by subgroup and grade level.

Progress

A Quick Overview

Progress Levels: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS

SCORES

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	29.23%	10.95%	24.98%	34.83%
AMERICAN INDIAN / ALASKAN NATIVE	29.32%	11.81%	24.89%	33.97%
ASIAN / PACIFIC ISLANDER	19.40%	8.96%	25.35%	46.29%
BLACK	33.34%	11.63%	24.81%	30.22%
HISPANIC	27.09%	10.86%	25.38%	36.68%
MULTI-RACIAL	29.07%	11.19%	24.30%	35.44%
WHITE	27.41%	10.55%	24.99%	37.04%
ECONOMICALLY DISADVANTAGED	30.81%	11.26%	24.85%	33.09%
ENGLISH LEARNERS	25.67%	10.45%	25.35%	38.53%
STUDENTS WITH DISABILITY	32.96%	11.78%	24.68%	30.58%

ELA and Mathematics SGPs

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

The 'All Students' row is used to calculate the Progress indicator score for ELA and Mathematics.

Progress Levels: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

PROGRESS LEVELS

SCORES

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SCORE
ALL STUDENTS	82.71
AMERICAN INDIAN / ALASKAN NATIVE	81.76
ASIAN / PACIFIC ISLANDER	99.27
BLACK	75.96
HISPANIC	85.83
MULTI-RACIAL	83.06
WHITE	85.83
ECONOMICALLY DISADVANTAGED	80.12
ENGLISH LEARNERS	88.38
STUDENTS WITH DISABILITY	76.44

Are there subgroups underperforming when compared to others?

Progress Levels: ELP

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS


SCORES, TARGETS, AND FLAGS

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ALL STUDENTS	19.19%	8.35%	19.61%	52.85%
AMERICAN INDIAN / ALASKAN NATIVE	16.28%	9.88%	16.86%	56.98%
ASIAN / PACIFIC ISLANDER	15.00%	7.37%	17.11%	60.52%
BLACK	16.62%	9.69%	18.34%	55.35%
HISPANIC	19.94%	8.47%	20.09%	51.50%
MULTI-RACIAL	20.47%	8.84%	16.74%	53.95%
WHITE	16.61%	6.77%	17.43%	59.20%
ECONOMICALLY DISADVANTAGED	19.44%	8.65%	19.94%	51.96%
ENGLISH LEARNERS	19.19%	8.35%	19.61%	52.85%
STUDENTS WITH DISABILITY	25.22%	14.81%	22.59%	37.38%




EL Progress toward 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

Progress Levels: ELP

HOW DID STUDENT GROUPS IN THE STATE PERFORM?		SCORES, TARGETS, AND FLAGS		
ENGLISH LANGUAGE ARTS	PROGRESS LEVELS	SCORE	TARGET	FLAG
	ALL STUDENTS	100.00+		
MATHEMATICS	AMERICAN INDIAN / ALASKAN NATIVE	100.00+		
	ASIAN / PACIFIC ISLANDER	100.00+		
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY		BLACK	100.00+	
		HISPANIC	100.00+	
		MULTI-RACIAL	100.00+	
		WHITE	100.00+	
		ECONOMICALLY DISADVANTAGED	100.00+	
		ENGLISH LEARNERS	100.00+	90.00 
		STUDENTS WITH DISABILITY	86.07	

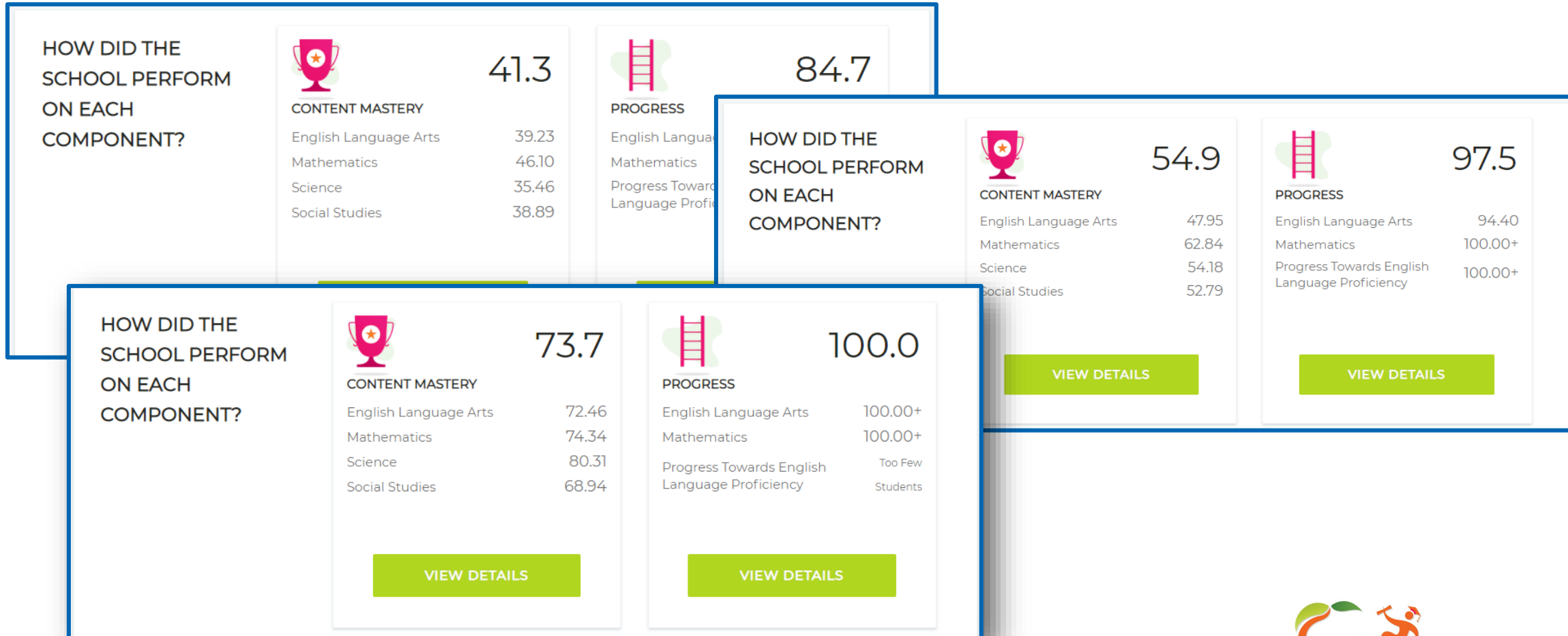
LEGEND

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

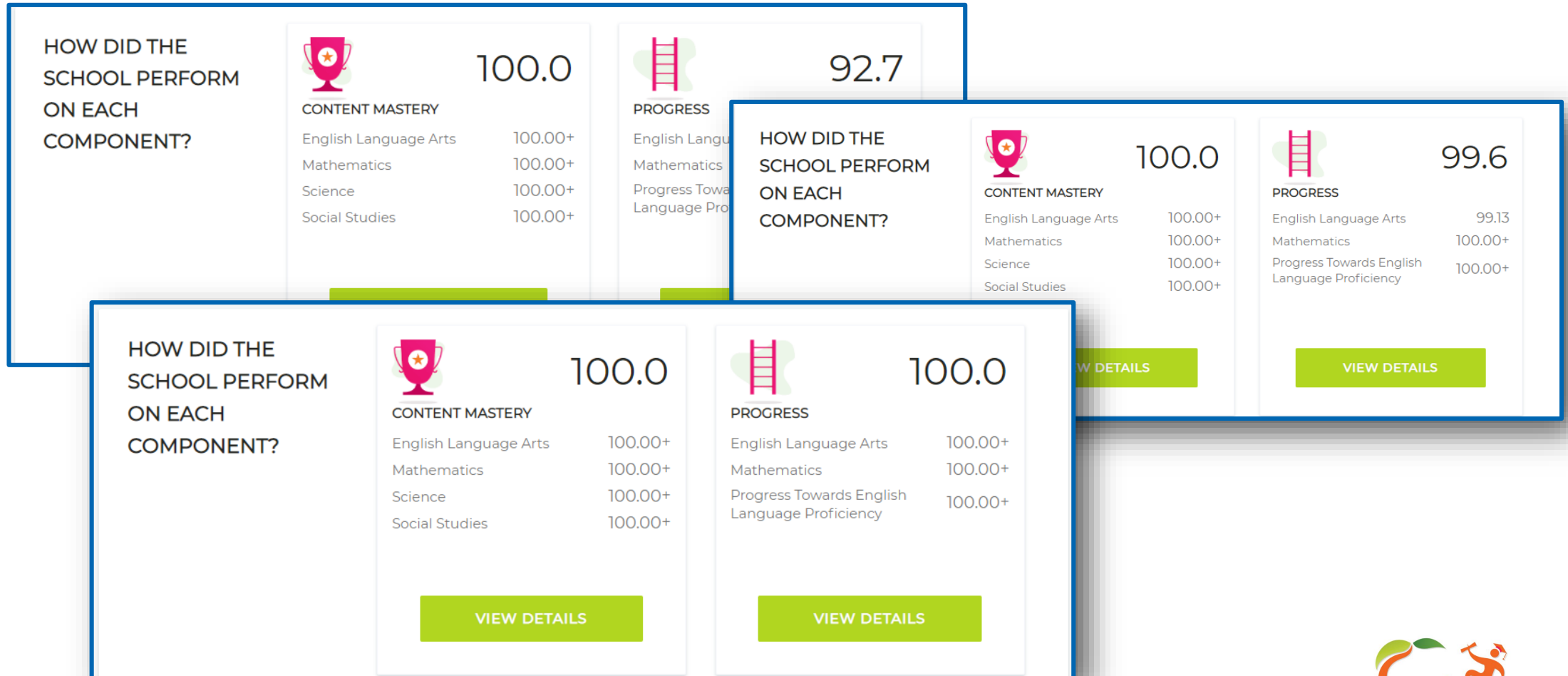
Progress

Can all students grow?

Yes! Schools with low Content Mastery can have high Progress.



Yes! Schools with high Content Mastery can have high Progress.



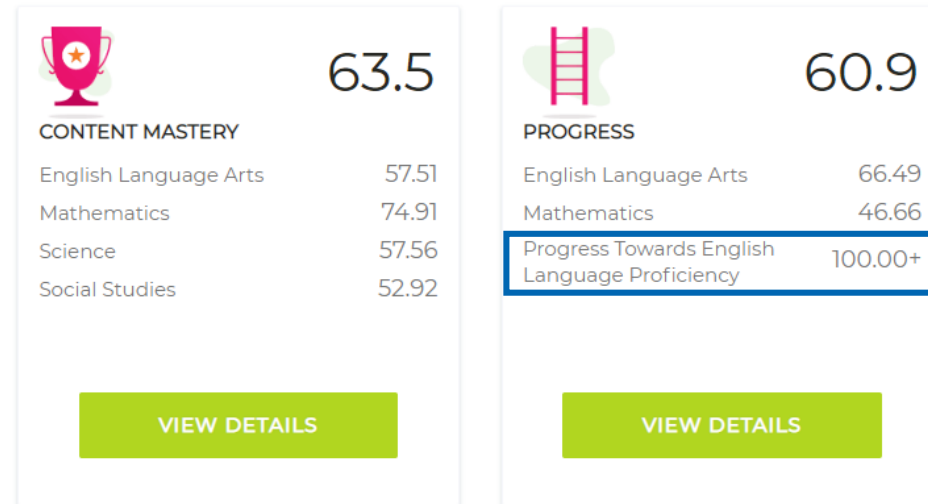
Who is not growing?

Generally speaking,

- If your low achievers are not growing, look at the interventions in place, expectations for all students, quality of instruction, differentiation, questioning techniques, etc.
- If your high achievers are not growing, look at the level of differentiation and opportunities for enrichment, level of rigor (DOK, Bloom's Taxonomy) in classwork and questioning.

Case Study

Overview



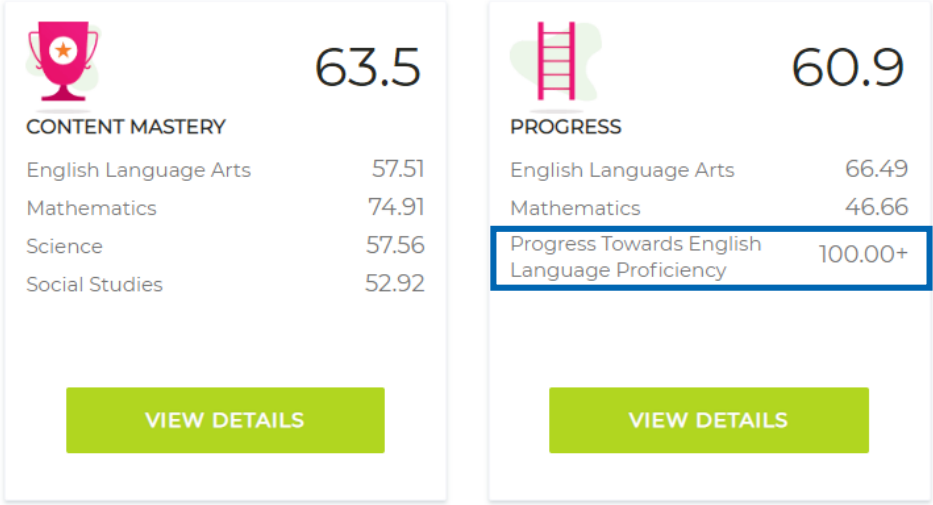
When looking at the overview, we see

- Progress Towards English Language Proficiency is great!
- ELA Progress is higher than mathematics.
- While mathematics is strongest in Content Mastery, it is weakest in Progress.

We wonder

- Why is mathematics Progress so low?
- How did the subgroups perform?

Overview



HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?	PROGRESS LEVELS		SCORES
ENGLISH LANGUAGE ARTS			
MATHEMATICS			
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY			
	ALL STUDENTS		46.66
	AMERICAN INDIAN / ALASKAN NATIVE		N/A
	ASIAN / PACIFIC ISLANDER		Too Few Students
	BLACK		33.97
	HISPANIC		58.83
	MULTI-RACIAL		Too Few Students
	WHITE		42.08
	ECONOMICALLY DISADVANTAGED		46.66
	ENGLISH LEARNERS		77.50
	STUDENTS WITH DISABILITY		58.34

Progress scores are higher for Hispanic, English Learners, and the Students with Disability subgroups. The Black subgroup had the lowest growth.

Progress by Achievement

2018 Mathematics SGP Growth Level	Level 1 1-29	Level 2 30-40	Level 3 41-65	Level 4 66-99	Level 3 or 4
BEG Learners	71.43%	19.05%	4.76%	4.76%	9.52%
DEV Learners	65.17%	12.36%	16.85%	5.62%	22.47%
PRO Learners	48.15%	7.41%	12.96%	31.48%	44.44%
DIS Learners	20.00%	0.00%	20.00%	60.00%	80.07%

Looking at growth levels by achievement levels, we see

- At this school, Distinguished Learners are more likely to have a high SGP.
- At this school, Beginning Learners are more likely to have a low SGP.
- The majority of the students are not growing.

Progress by Achievement

2018 Mathematics SGP Growth Level	Level 1 1-29	Level 2 30-40	Level 3 41-65	Level 4 66-99	Level 3 or 4
BEG Learners	71.43%	19.05%	4.76%	4.76%	9.52%
DEV Learners	65.17%	12.36%	16.85%	5.62%	22.47%
PRO Learners	48.15%	7.41%	12.96%	31.48%	44.44%
DIS Learners	20.00%	0.00%	20.00%	60.00%	80.07%

We wonder

- How do teachers differentiate?
- What type of questioning is used in the classroom?
- Is there an expectation ceiling for students?
- Is the Progress data similar for ELA?

Other Data Digs

- Drill down to the grade level.
- Drill down to the teacher level.
- How much differentiation is observed in lesson plans and in observations?
- When observing teachers, how rigorous are the questions? Which students are called on to answer?
- Are pre-assessments used? Is it assumed no one knows a skill when starting a new unit?

Beyond the Numbers

- Have new resources been added? Is there an impact?
- Have resources been removed? Is there an impact?
- Have time and money been used on specific professional development? Is the impact positive? Is more time needed? Is more support needed?
- Have teams changed? Is there an impact?
- Were there some one-offs (i.e. extended absence of a teacher)?
- Are there gaps in the quality of instruction, learning expectations, etc. between K-2 and 3-5, or between subjects (i.e. Biology and Physical Science)?
- Are there reliable resources to monitor achievement in K-2?
- How can students move to the next achievement level?
- What other data sources do we have to determine our needs?

Beyond the Numbers

- Avoid immediate reactions; be thoughtful.
- Use the rest of the year to address the outstanding questions through formative data reviews and classroom observations.
- Engage your administrative team and/or leadership team in the data dig rather than working in isolation; get their insights.
- Have teachers and teams work through protocols to study the data.
- Model digging and reflecting so teachers learn to apply protocols to formative data in their classroom or within their teams.
- Be more curious than certain.

Resources

Target Resources

Accountability

CCRPI Reports

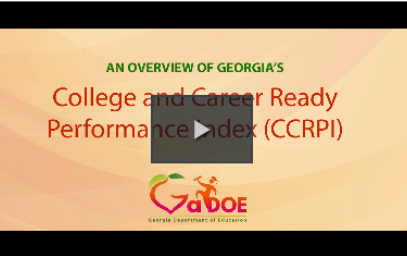
CCRPI Resources for Educators

Accountability Archives

Accountability

The Accountability Division serves to provide all stakeholders with important information on the performance and progress of Georgia schools, districts, and the state. The division also improves communication between all Georgia public schools and stakeholders regarding federal and state education accountability initiatives. The division is also responsible for ensuring the state meets the accountability requirements of the Every Student Succeeds Act (ESSA). Finally, the division publishes the College and Career Ready Performance Index (CCRPI) reports. Each school system has a dedicated Accountability Specialist to serve as a liaison between the Local Education Agency (LEA) and the State Education Agency (SEA) to provide support for all areas of accountability including, but not limited to, interpretation of the reports.

College and Career Ready Performance Index (CCRPI)



The College and Career Ready Performance Index – CCRPI – is Georgia's annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students.

The CCRPI includes five main components each scored on a scale of 0 to 100: Achievement, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). These components, encompassing multiple indicators, are combined for a total CCRPI score on a scale of 0 to 100. The CCRPI also reports other information, such as the performance of student subgroups, school climate, and financial efficiency status.

Note: The 2018 CCRPI uses an updated calculation approved as part of Georgia's state plan for the Every Student Succeeds Act (ESSA). 2018 scores are NOT comparable to any prior year. Any comparison, or statement that school or district's scores have "risen" or "dropped," is incorrect.

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UPDATED Accountability Specialist List 08.01.2018

General Resources

- CCRPI Overview
- A Family's Guide to Georgia's CCRPI - color
- A Family's Guide to Georgia's CCRPI - black & white
- A Family's Guide to Georgia's CCRPI in Spanish

ESSA

- Georgia's State ESSA Plan
- Georgia's State ESSA Plan Approval Letter
- Georgia Middle School Assessment Waiver
- Georgia's Middle School Assessment Waiver Approval Letter
- Georgia 1% Alternate Assessment Waiver
- Georgia's 1% Alternate Assessment Waiver Approval Letter

Targets

- CCRPI Improvement Targets and Closing Gaps
- CCRPI Achievement Improvement Targets 03.28.18
- CCRPI English Language Proficiency Improvement Targets 03.28.18
- CCRPI Graduation Rate Improvement Targets 03.28.18

Targets were determined in 2018, using 2017 data as a baseline. Information about the target calculations and the targets themselves can be found on the Accountability webpage.

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

2019 Target Resources

To access the files, click on [CCRPI Resources for Educators](#).

The three resource files:

- [*Achievement Targets Resource 2019*](#)
- [*English Language Proficiency Targets Resource 2019*](#)
- [*Graduation Rate Targets Resource 2019*](#)

CCRPI Resources

- [CCRPI Overview](#) (video)
- [Navigating the CCRPI Report Tutorial](#) (video)
- [Family Guide to CCRPI](#) ([Spanish version](#))
- [Principal Guide to CCRPI](#)
- [Redesigned CCRPI Overview](#)
- [CCRPI Side-by-Side Comparison](#)
- [CCRPI Report User Feedback Survey](#)
- Online reports and data files – www.gadoe.org/CCRPI
- Additional information, resources, and accountability team contact information – accountability.gadoe.org

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GaDOE Customer Service Survey:
<http://gadoe.org/surveys/AsAc-H8PBVZM>

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**EDUCATING
GEORGIA'S FUTURE**