Redesigned CCRPI

FY 2019 Data Collections Annual Conference

August 22, 2018
Presentation Topics

- Redesigned CCRPI
- Data Utilized for CCRPI
- Checking CCRPI Data for Accuracy
- Common Data Quality Issues
- Resources and Guidance
Redesigned CCRPI
Our Opportunity

• Georgians are expecting more from their education system

• ESSA was an opportunity for Georgia
  • to reflect on several years of CCRPI implementation and
  • to revise CCRPI to expand upon its successes and address its shortcomings.

• 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.
What We Heard…

• Simplify
• Focus on key opportunities and outcomes
• Avoid gaming and chasing points
• Minimize annual changes
• Focus on school improvement
• Update the online reporting system
• Provide more comparative information
• Release results earlier
What We Did...

- Reduced the number of indicators
- Focused the indicators on key opportunities and outcomes
  - Minimizes chasing points
  - Minimizes annual changes
  - Provides opportunities to show growth and improvement
- Simplified scoring
  - All indicators and components reported on a 0-100 point scale
- Started developing a new online reporting system
  - Easier to comprehend and navigate
  - Provides more comparative information
- Streamlined GaDOE processes to release results earlier
2018 CCRPI

• Will be released this fall
• Captures the 2017-2018 school year
• Utilizes a new CCRPI reporting system
  • Easier to comprehend
  • Provides more comparative information
  • Reports every indicator and component on a 0-100 point scale for every subgroup
  • Designed to draw people in and easily understand performance across subgroups
Overview

**DISTRICT INFORMATION**
- Number of Students Enrolled: 3303
- Title I Schools: 35%

**DISTRICT DEMOGRAPHICS**
- American Indian / Alaska Native: 898
- Asian / Pacific Islander: 867
- Black: 898
- Hispanic: 894
- Multi-Racial: 884
- White: 891
- Economically Disadvantaged: 873
- English Learners: 834
- Students with Disability: 865

**HOW DID THE DISTRICT PERFORM?**

**CONTENT MASTERY**
- Mathematics: 88.2
- Science: 88.8
- Social Studies: 85.9

**PROGRESS**
- English Language Arts: 95.6
- Mathematics: 85.8
- Progress Towards English Language Proficiency: 88.8

**CLOSING GAPS**
- Improvement Target Performance: 88.8

**READINESS**
- Literacy: 90.7
- Student Attendance: 92.1
- Beyond the Core: 72.8

**FINANCIAL EFFICIENCY**
- Per Pupil Expenditure: $8,744.77
Redesigned CCRPI

**Vision**
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.

**Purpose**
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.

- **Content Mastery**: Are students achieving at the level necessary to be prepared for the next grade, college, or career?
- **Progress**: How much growth are students demonstrating relative to academically-similar students?
- **Closing Gaps**: Are all students and all student subgroups making improvements in achievement rates?
- **Readiness**: Are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?
- **Graduation Rate**: Are students graduating from high school with a regular diploma in four or five years?

**School Climate Star Rating**

**Financial Efficiency Star Rating**
Redesigned CCRPI

- **Content Mastery**
  - English language arts achievement
  - Mathematics achievement
  - Science achievement
  - Social studies achievement

- **Progress**
  - English language arts growth
  - Mathematics growth
  - Progress toward English language proficiency (EL students)

- **Closing Gaps**
  - Meeting achievement improvement targets

- **Readiness**
  - **Elementary:** Literacy, student attendance, beyond the core
  - **Middle:** Literacy, student attendance, beyond the core
  - **High:** Literacy, student attendance, accelerated enrollment, pathway completion, college and career readiness

- **Graduation Rate**
  - **High School Only**
    - 4-year adjusted cohort graduation rate
    - 5-year adjusted cohort graduation rate
Data Utilized for CCRPI
Data Sources

• Assessment Data
• CCRPI Applications
• EOPA Collection
• FTE – 1
• FTE Survey
• Student Class (SC)
• Student Record (SR)
• TCSG and USG Data Files
## Data Sources

<table>
<thead>
<tr>
<th>Component</th>
<th>Assessment Data</th>
<th>CCRPI Applications</th>
<th>EOPA Collection</th>
<th>FTE -1 and/or FTE Survey</th>
<th>Student Record and/or Student Class</th>
<th>TCSG and/or USG Files</th>
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CCRPI Applications

• Available in the secure MyGaDOE portal to those with CCRPI portal access

• Specific *open* and *close* dates communicated by the GaDOE Deputy Superintendent for Assessment and Accountability

• ALL issues with any of these applications MUST be resolved before the close of that application

• Applications CANNOT be re-opened after the close of the application window
EOPA Application
High School Only

End of Pathway Assessment

• Used for HS College and Career Readiness indicator

• High schools can verify the data on the *Pathway Completers District Summary and Signoff Report* in the EOPA application.
FTE -1 and FTE Survey

• Marking periods – start and end dates utilized
• If a school has Marking Period Dates that differ from the Marking Period Dates reported for the district, then report the school Marking Period Dates on the tab specified in the FTE Data Survey.
• NOTE: See the FTE Data Survey documentation for detailed instructions for reporting the MARKING PERIOD DATES for a school.
Data from Student Record Used for Most Indicators

- System Code
- School Code
- GTID
- Ethnicity/Race
- English Learner
- Date of Entry to US school
- Primary Language
- Primary Area (Special Education)
- Free or Reduced Price meal Eligibility (School or Student level)
- Grade Level
# Content Mastery

## Student Record*
- GAA Enrolled
- School Entry Date
- School Withdrawal Date

## Student Class
- Course Number
- Course Grade
- Course Teacher ID

*In addition to those listed on slide 17

## Assessments
- Georgia Milestones
- GAA

## Applications
- Assessment Matching
- Non-participation

## FTE
- Marking Period Start/End Dates
### Progress

#### English Language Arts/Mathematics

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### Progress Towards EL Proficiency

#### Assessment

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*In addition to those listed on slide 17*
Readiness

Literacy

Student Record*
  • School Entry Date
  • Withdrawal Date

Student Class
  • Course Number

Assessment
  • Georgia Milestones

Applications
  • Assessment Matching

FTE
  • Marking Period Start/End Dates

Attendance

Student Record*
  • Enrollment Record
  • Days Present
  • Total Days Absent (Excused + Unexcused)

*In addition to those listed on slide 17
# Readiness

## Accelerated Enrollment and Pathway Completion

**Student Record***
- Withdrawal Date

**Student Class**
- Course Number
- Course Credit

**USG and TCSG Data**
- TCC Completer

*In addition to those listed on slide 17

## College and Career Readiness

**Student Record***
- Withdrawal Date

**Student Class**
- Course Number
- Course Credit

**Assessment**
- National Assessments
- EOPA

**Applications**
- Assessment Matching
- EOPA (CTAE)

**USG and TCSG Data**
- Students not needing remediation
- TCC Completer
## Closing Gaps

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<td>Start/End Dates</td>
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*In addition to those listed on slide 17
Graduation Rate

Student Record*

- Date Entered Ninth Grade
- Diploma Type
- School Entry Code
- Withdrawal Code

*In addition to those listed on slide 17

Applications

- Cohort Withdrawal Update
- Summer Graduate Application
Data Element Quick Reference Guide

- Excel document that lists every indicator and displays data elements used
- Available on the [CCRPI Resources for Educators webpage](#)

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Checking CCRPI Data for Accuracy
Live Portal Data Feature

• Available in late April or early May of each year
• Located in the secure MyGaDOE portal in the CCRPI fly-out menu
• Available only to principals and district personnel with CCRPI portal rights
• Excellent opportunity to check key CCRPI-related data BEFORE the close of Student Class and Student Record
Live Portal Data Feature

• Allows district staff and principals to
  ✓ Ensure data submitted in Student Record and Student Class used for CCRPI are accurate
  ✓ Check SR and SC counts against expected values
  ✓ Check to ensure students are enrolled in correct EOC courses
  ✓ Check to ensure students are enrolled in and received grades in Beyond the Core courses

• Types of data available
  • Enrollment #s
  • Absences
  • Demographic data
  • Course information – EOC, BTC
Checking Reports

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<th>Go To the Reports Menu</th>
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<td>SE056b Primary Area by Age (by Primary Area)</td>
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2018 CCRPI Data Released in Phases

• CCRPI indicator data will be available in the portal in phases.
• Preview the data immediately.
• Look for emails from the Deputy Superintendent for Assessment and Accountability (Allison Timberlake) and the Director of Accountability (Paula Swartzberg)
Common Data Quality Issues
Common Questions and Issues

- GAA
- Attendance
- Beyond the Core
- Incompletses
- Course Codes
- Dual Enrollment
- Credit in Lieu of Enrollment
- WBL and TCC
- Date Entered 9th Grade
GAA

• Mark students as GAA every year
• Used to determine participation on assessments in elementary, middle, and high schools
• GAA is given at high school level in 11th grade, but counts as the required assessment for the following EOC courses, no matter the grade taken:
  • American Literature
  • Analytic Geometry
  • Biology
  • US History
Attendance

• To determine if a student is absent less than 10% of enrolled days, the following calculation is applied at the student level:

\[
\frac{Days\ Absent}{Days\ Absent + Days\ Present} \times 100
\]

• If this absence rate is less than 10%, the student meets the indicator criterion.

• A student enrolled less than a total of 30 days is removed from the calculation unless the student meets the 10% criterion. In that case, the student is included in the calculation.
Attendance

Rate calculation:

\[
\text{Percentage Attendance} = \left( \frac{\text{Count of students in grades K–5 with an enrollment record absent less than 10\% of enrolled days}}{\text{Count of students in grades K–5 with an enrollment record}} \right) \times 100
\]

- Middle school calculation utilizes grades 6-8 using the same formula
- High school calculation utilizes grades 9-12 using the same formula

Note: Attendance for CCRPI is NOT the same as the attendance metric for TKES!
Beyond the Core

- Students Active Year End
- Kindergarten students included at elementary school
- Enrolled in an eligible course
- Passing grade – alpha or numeric (≥ 70)
- Pass at least one marking period
- Count only once in numerator
- Does NOT use Content Completer
- Incompletes that remain in Student Class count as the grade
Incompletes

• Incompletes that remain in Student Class will count as the grade with no credit for the course

• Beyond the Core indicator
  • An Incomplete does NOT count as a passing grade

• Accelerated Enrollment, Pathway Completion, and College and Career Readiness indicators
  • An Incomplete does NOT count as a passing grade and does not award credit
Course Codes

• Course codes are critical to
  • Participation Rate
  • Content Mastery
  • Readiness
  • Closing Gaps

• EOC course codes signal that an EOC is required
  • Especially important at middle school level

• EOC course codes signal which EOC is required
Dual Enrollment

• Dual Enrollment course codes are designated by using a 4 in the fifth digit after the decimal – XX.XXXX4.

• SBOE Rule 160-3-1-.07 Testing Programs – Student Assessment exempts certain Dual Enrollment students from the Georgia Milestones End of Course (EOC) assessment.

• To ensure high schools are not negatively impacted, the college-issued course grade will be used in the CCRPI for the eligible EOC-related Dual Enrollment courses. Courses eligible for this flexibility include American Literature, Physical Science, US History, and Economics.

• All students, regardless of the location of enrollment, must participate in the following EOC measures to fulfill federal accountability requirements: 9th Grade Literature, Algebra I/Coordinate Algebra, Geometry/Analytic Geometry, and Biology.
Credit in Lieu of Enrollment

• Credit in Lieu of Course is derived from the course number for any course with a 3 in the fifth digit after the decimal, as in XX.XXXX3.
WBL and TCC

• For the high school College and Career Readiness indicator, completion of a WBL program must be tied to another course in the pathway (WBL courses are coded using XX.7).

• TCSG provides GaDOE with a file of all high school students earning one or more TCCs
  • Count as CTAE pathway completers
  • Count as passing an EOPA
Date Entered 9\textsuperscript{th} Grade

- Critical entry that determines the graduation cohort for a student
- Errors affect other schools and districts also
- Changes made in Student Record in later years do NOT change the earliest \textit{Date Entered 9\textsuperscript{th} Grade} provided in Student Record
- For CCRPI purposes, the earliest \textit{Date Entered 9\textsuperscript{th} Grade} anywhere in the state is used
- Cohort changes for CCRPI can only be made while the Cohort Withdrawal Application is open by working with the accountability team and providing documentation certified by the superintendent
Resources and Guidance
Resources and Guidance

- District Point of Contact (POC)
- Webinars
  - CCRPI webinars
  - Application webinars
  - *Ensuring Accurate Data* webinars with Data Collections
  - Accountability *Lunch and Learns* for POCs
- User Guides
- Resources for Educators
- Accountability Specialist List
Accountability Team

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