

Making Sense of CCRPI

2018 GACIS Winter Conference

December 3, 2018

Objectives

- Understanding the redesigned CCRPI
- Navigating the new online reports
- Digging into the data

A Little History

AYP

- No Child Left Behind (2002)
- Narrow focus on reading and math
- All students were expected to be proficient by 2014

CCRPI

- ESEA Flexibility Waiver (2012)
- Allowed states to design new accountability systems
- Georgia worked with stakeholders to design CCRPI – a comprehensive index with multiple measures

Redesigned CCRPI

- Every Student Succeeds Act (2015)
- Provided an opportunity to reflect on several years of CCRPI and revise it to expand upon its successes and address its shortcomings.
- Redesign was driven by statewide stakeholder feedback and a working committee of educators and other stakeholders

Redesigning the CCRPI

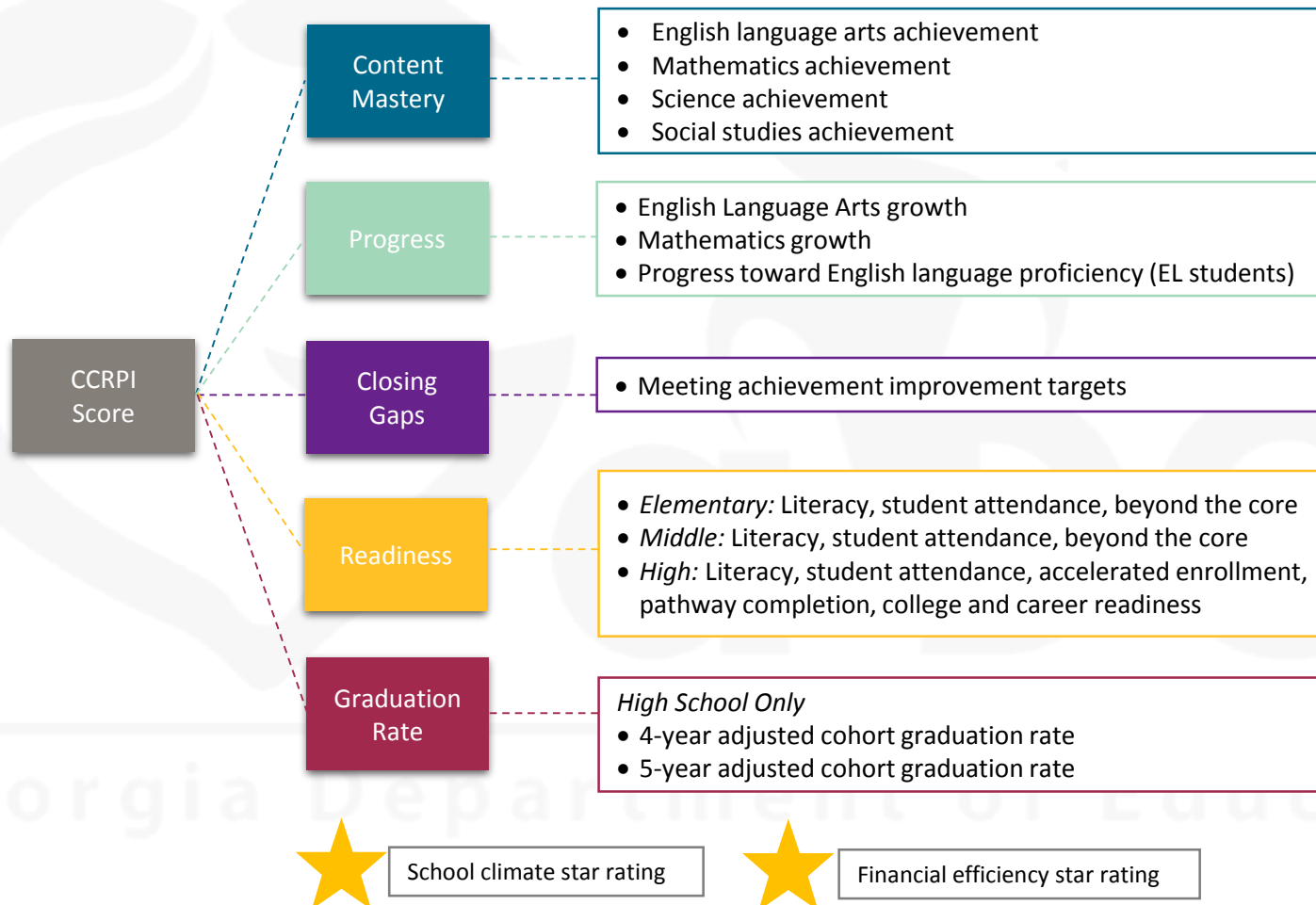
What we heard...

- 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, including opportunities to show growth and improvement
- Simplified scoring by reporting all indicators, components, and overall scores on a 0-100 point scale
- Developed a new online reporting system that is easier to comprehend and navigate
- Streamlined GaDOE processes to release results earlier

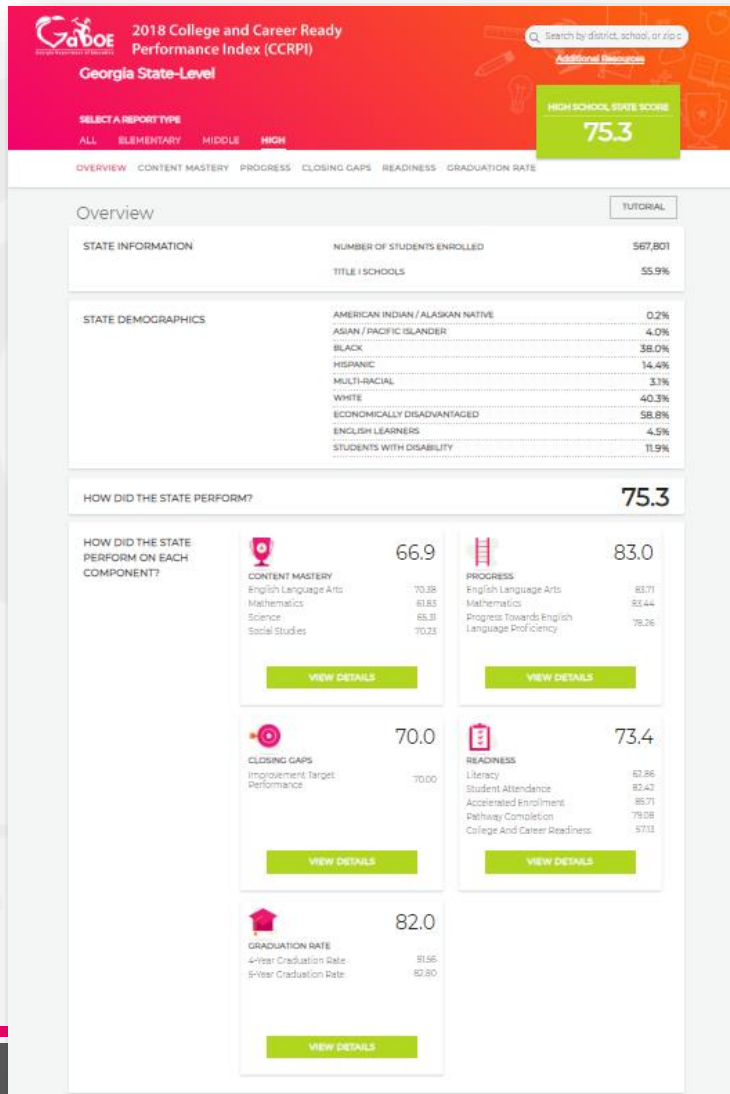
Redesigned CCRPI



CCRPI Highlights

- Focuses on the opportunities and outcomes expected of all students
 - Maximizes local flexibility to determine the programs and policies that best meet the needs of students
 - Removes pressure to "chase points" by adopting a particular program or policy because it earns extra points on CCRPI
- Includes multiple measures and values educating the whole child
 - Different ways of looking at student performance (Content Mastery, Progress, Closing Gaps)
 - Exposure to a well rounded curriculum (Beyond the Core)
 - Engagement/climate and skills for success (Student Attendance)
 - Relevance (Pathway Completion)
 - Accelerated enrollment opportunities (AP, IB, Dual Enrollment)
 - Postsecondary readiness (College and Career Readiness – multiple opportunities to demonstrate readiness)
- Individualized targets and rewards progress
 - Improvement targets are calculated individually for every school and district
 - Partial points for making progress and extra points for exceeding targets

New CCRPI Reports



- Simple and streamlined
- Easy to navigate
- Includes guiding questions and explanations to understand the calculations and help interpret the data
- Will include comparison to previous year's performance
- Can disaggregate all indicators by subgroup
- Engages users with the data – encouraging them to drill past the overall score

Content Mastery

Search

Report type

Components

Overall score

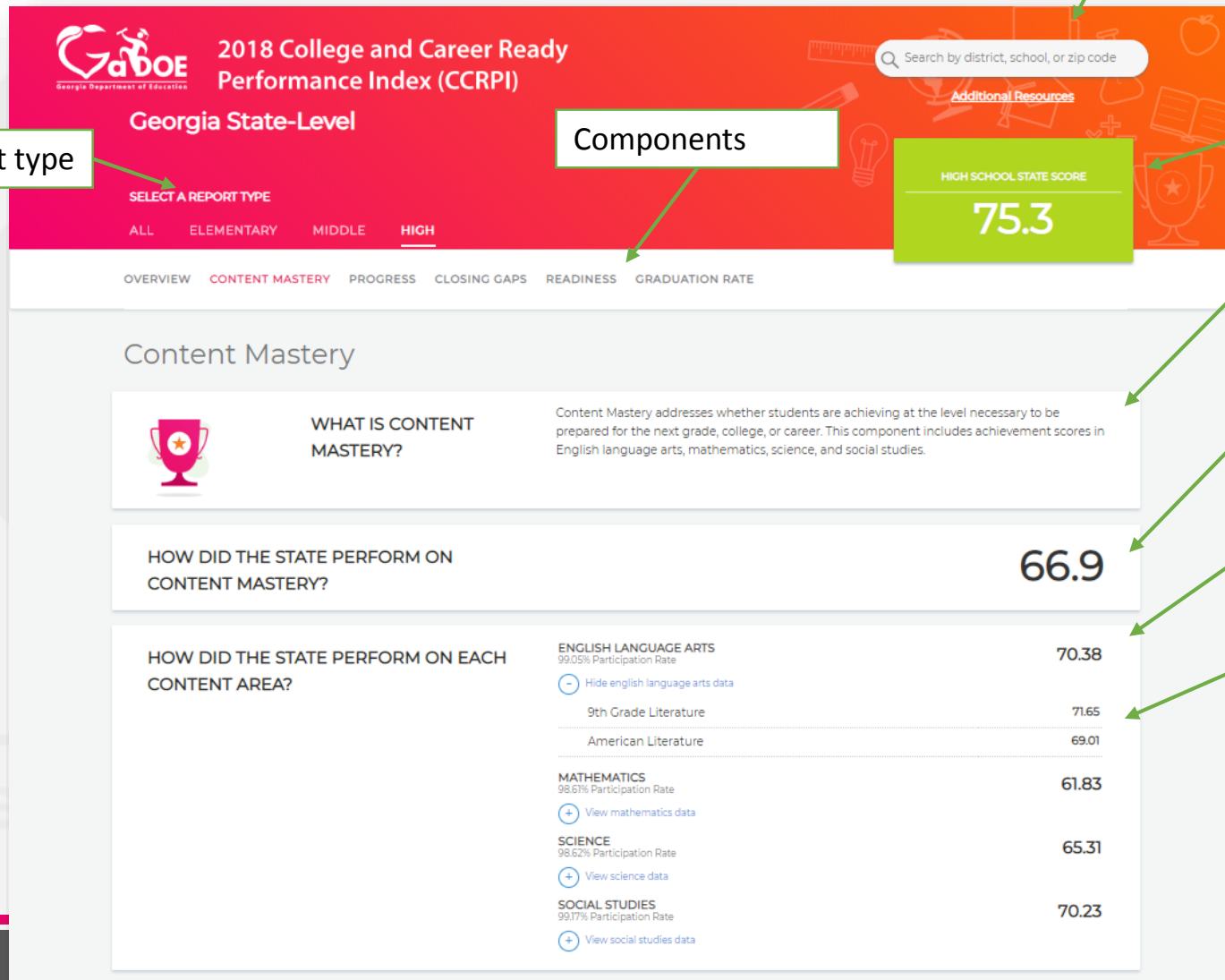
Guiding question and description

Component score

Indicator scores

Indicator disaggregations

Keep scrolling for additional data and subgroup performance



Progress

Progress



WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students. English Language Proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE STATE PERFORM ON PROGRESS?

83.0

HOW DID THE STATE PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	83.71
MATHEMATICS	83.44
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	78.26

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

PROGRESS LEVELS

SCORES

ENGLISH LANGUAGE ARTS





MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	28.51%	10.92%	25.21%	35.36%
AMERICAN INDIAN / ALASKAN NATIVE	23.00%	15.50%	26.88%	34.62%
ASIAN / PACIFIC ISLANDER	23.50%	9.92%	25.46%	41.12%
BLACK	30.52%	11.35%	25.28%	32.84%
HISPANIC	27.88%	10.87%	25.72%	35.53%
MULTI-RACIAL	28.68%	10.27%	24.71%	36.33%
WHITE	27.42%	10.68%	24.96%	36.94%
ECONOMICALLY DISADVANTAGED	29.77%	11.03%	25.33%	33.87%
ENGLISH LEARNERS	25.10%	11.05%	25.31%	38.55%
STUDENTS WITH DISABILITY	30.86%	11.48%	25.67%	31.98%

Closing Gaps

- Improvement targets are calculated individually for all schools and districts (all students and each subgroup of students)
 - $Improvement\ Target = (100 - baseline_{2017}) \times 0.03$
- Sets an expectation of improvement or maintenance of high achievement for all students and provides an opportunity for schools to demonstrate improvement
- Closing Gaps measures the extent to which all students and all subgroups met improvement targets
- Accelerated rates of improvement for ED, EL, and SWD subgroups is recognized with extra points when these groups meet a 6% improvement target

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

Closing Gaps

Closing Gaps



WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE STATE PERFORM ON CLOSING GAPS?

70.0

HOW WELL DID STUDENT GROUPS IN THE STATE 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.

Readiness

HOW DID THE STATE PERFORM ON READINESS?

73.4

HOW DID THE STATE PERFORM ON EACH AREA OF READINESS?

LITERACY	62.86%
STUDENT ATTENDANCE	82.42%
ACCELERATED ENROLLMENT*	85.71%
+ View accelerated enrollment data	
PATHWAY COMPLETION	79.08%
+ View pathway completion data	
COLLEGE AND CAREER READINESS	57.13%
- Hide college and career readiness data	
Entering TCSG / USG without needing remediation	31.52%
Readiness score on the ACT, SAT, AP or IB	26.57%
End of pathway assessment (EOPA)	21.86%
Work-based learning	13.25%

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

LITERACY

STUDENT ATTENDANCE

ACCELERATED ENROLLMENT

PATHWAY COMPLETION

COLLEGE AND CAREER READINESS

	RATE
ALL STUDENTS	62.86%
AMERICAN INDIAN / ALASKAN NATIVE	61.96%
ASIAN / PACIFIC ISLANDER	80.43%
BLACK	49.11%
HISPANIC	56.23%
MULTI-RACIAL	70.13%
WHITE	75.30%
ECONOMICALLY DISADVANTAGED	51.55%
ENGLISH LEARNERS	24.45%
STUDENTS WITH DISABILITY	22.10%

Graduation Rate

Graduation Rate



WHAT IS GRADUATION RATE?

Graduation Rate measures whether students are graduating from high school with a regular diploma in four or five years. This component includes both the four- and five-year adjusted cohort graduation rates and is only applicable to high schools.

HOW DID THE STATE PERFORM ON GRADUATION RATE?

82.0

HOW DID THE STATE PERFORM ON 4- AND 5-YEAR GRADUATION RATES?

4-YEAR GRADUATION RATE
5-YEAR GRADUATION RATE




81.56
82.80











HOW DID STUDENT GROUPS IN THE STATE PERFORM?

4-YEAR GRADUATION RATE

5-YEAR GRADUATION RATE

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

	RATE	TARGET	FLAG
ALL STUDENTS	81.56%	81.14%	
AMERICAN INDIAN / ALASKAN NATIVE	76.77%	79.80%	
ASIAN / PACIFIC ISLANDER	90.27%	90.00%	
BLACK	79.39%	78.42%	
HISPANIC	74.63%	74.43%	
MULTI-RACIAL	82.02%	82.04%	
WHITE	84.88%	84.51%	
ECONOMICALLY DISADVANTAGED	77.14%	77.07%	
ENGLISH LEARNERS	57.88%	60.18%	
STUDENTS WITH DISABILITY	61.11%	60.09%	

Key Take-Aways

- The redesigned CCRPI is based on two years of stakeholder feedback and the work of the ESSA Accountability Working Committee.
- 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!

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

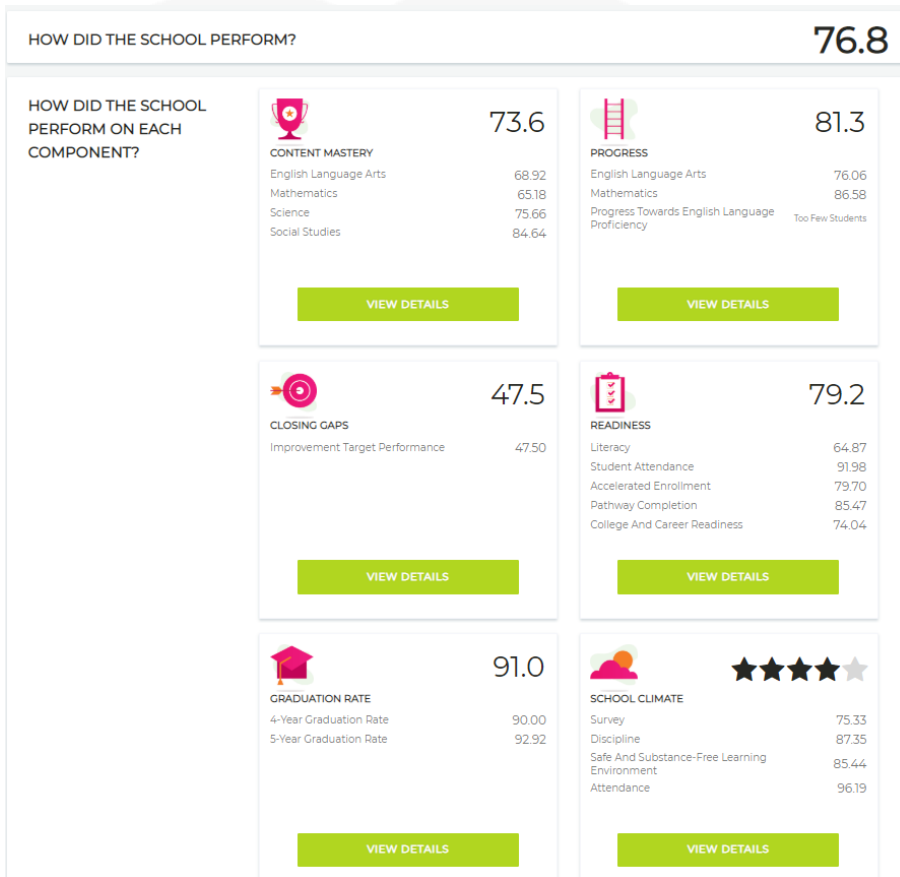
What do you think that means in terms of performance?

Georgia Department of Education

What do you notice?



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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School A

What do you notice?



David Woods,
Superintendent
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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	75.66
Social Studies	84.64

73.6

[VIEW DETAILS](#)



PROGRESS

English Language Arts	76.06
Mathematics	86.58
Progress Towards English Language Proficiency	Too Few Students

81.3

[VIEW DETAILS](#)



CONTENT MASTERY

73.6

English Language Arts	68.92
Mathematics	65.18
Science	75.66
Social Studies	84.64

[VIEW DETAILS](#)



CLOSING GAPS

Improvement Target

47.5



79.2

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.82% Participation Rate	19.01%	33.21%	38.72%	9.06%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	25.86%	37.93%	32.76%	3.45%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.79% Participation Rate	18.37%	32.99%	38.41%	10.23%
ECONOMICALLY DISADVANTAGED 99.64% Participation Rate	26.12%	39.18%	30.97%	3.73%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 100.00% Participation Rate	62.50%	26.25%	8.75%	2.50%

SCIENCE

99.49% Participation Rate



[Hide science data](#)

Physical Science

Biology

75.66

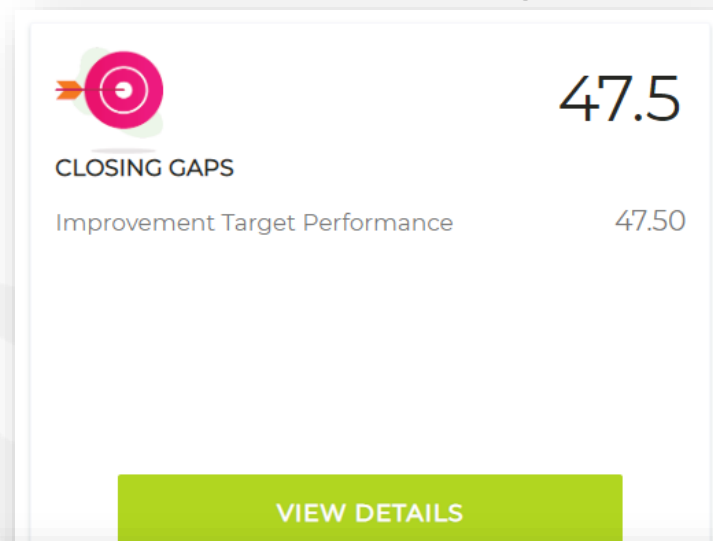
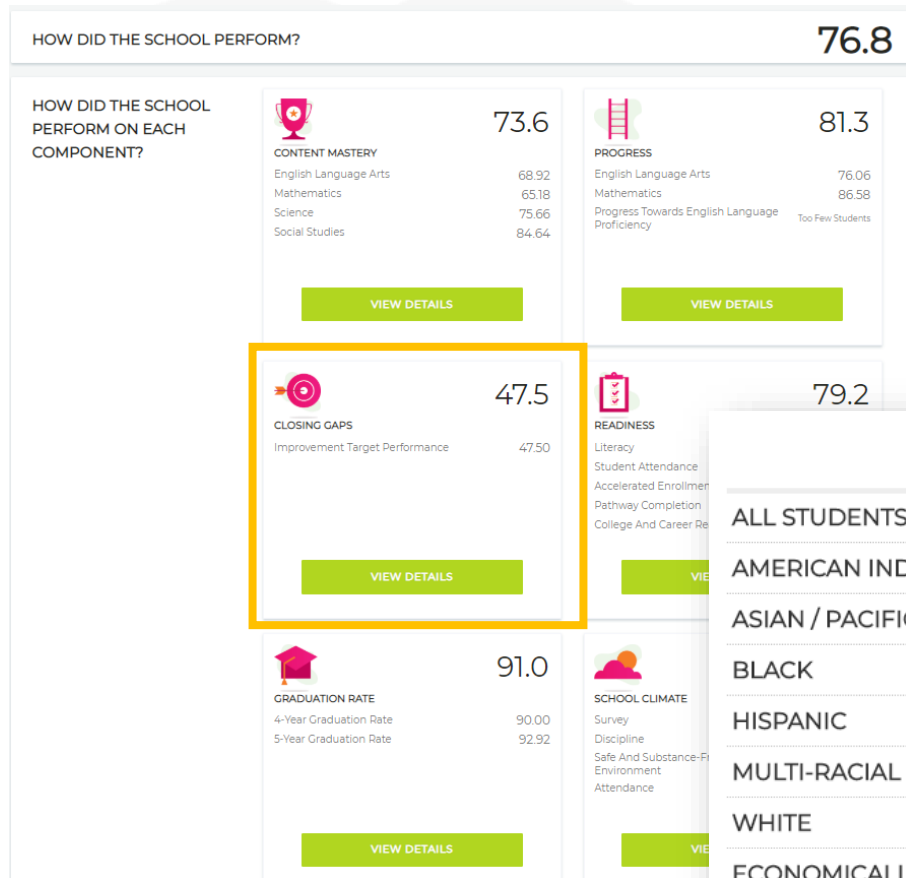
66.67

88.60

What do you notice?



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Superintendent
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	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				

School A

What do you notice?

HOW DID THE SCHOOL PERFORM?

76.8

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?



CONTENT MASTERY

English Language Arts
Mathematics
Science
Social Studies

73.6

68.92
65.18
75.66
84.64



PROGRESS

English Language Arts
Mathematics
Progress Towards English Language Proficiency

81.3

76.06
86.58
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%



READINESS

79.2

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	

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rintendent
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What do you notice?




Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"


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HOW DID THE SCHOOL PERFORM?


HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

	CONTENT MASTERY	73.6
	English Language Arts	68.92
	Mathematics	65.18
	Science	75.66
	Social Studies	84.64

[VIEW DETAILS](#)

	CLOSING GAPS	47.5
	Improvement Target Performance	47.50

[VIEW DETAILS](#)

	GRADUATION RATE	91.0
	4-Year Graduation Rate	90.00
	5-Year Graduation Rate	92.92

[VIEW DETAILS](#)

SURVEY

[+ View survey data](#)

DISCIPLINE

[+ View discipline data](#)

SAFE AND SUBSTANCE-FREE LEARNING ENVIRONMENT

[+ View safe and substance-free learning environment data](#)


ATTENDANCE

[+ View attendance data](#)

ADDITIONAL CONSIDERATIONS

[+ View additional considerations data](#)

[VIEW DETAILS](#)

	SCHOOL CLIMATE	★★★★★
	Survey	75.33
	Discipline	87.35
	Safe And Substance-Free Learning Environment	85.44
	Attendance	96.19

[VIEW DETAILS](#)

School A

SURVEY

[- Hide survey data](#)

Student

Teacher / Staff / Administrator

Parent

75.33

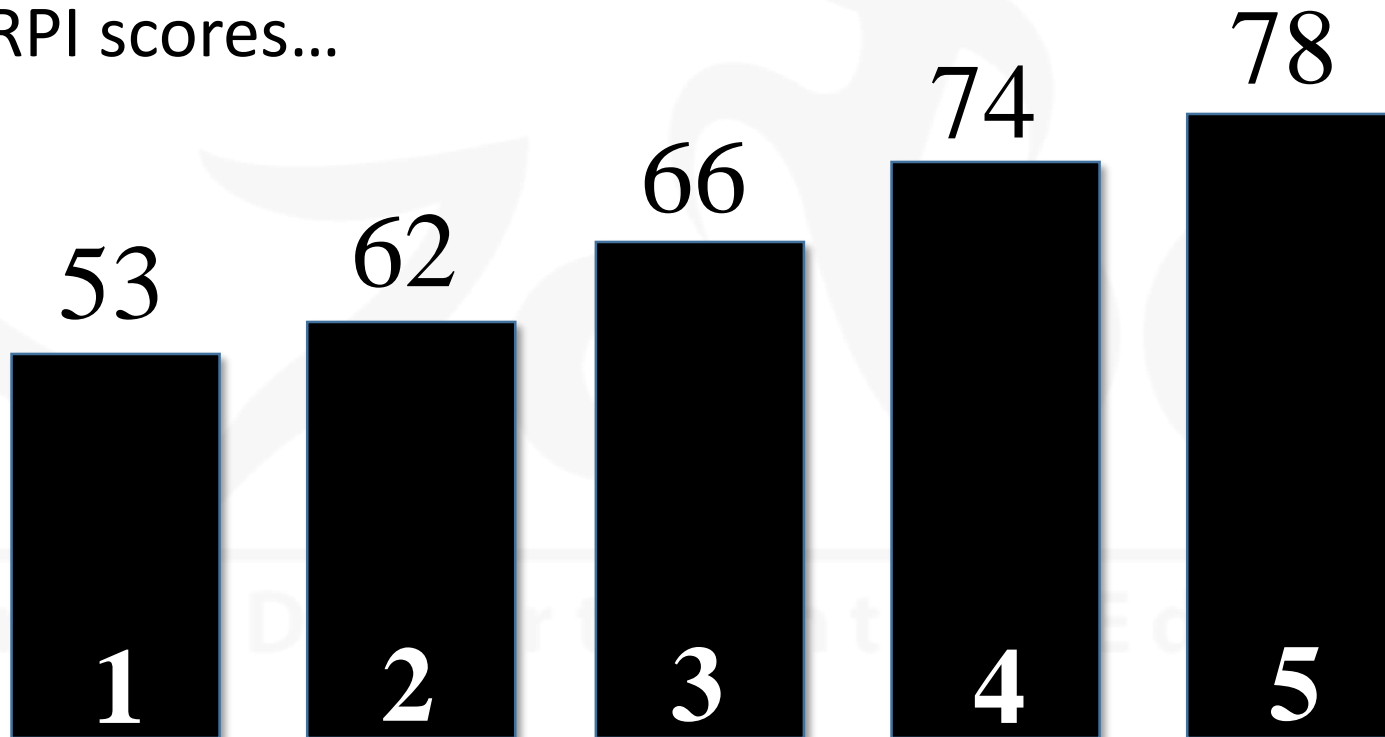
65.87

84.40

75.71

Speaking of school climate...

Correlation \neq causation *but* schools with a positive climate do tend to have higher CCRPI scores...



What's in a number?

Back to a —

76.8

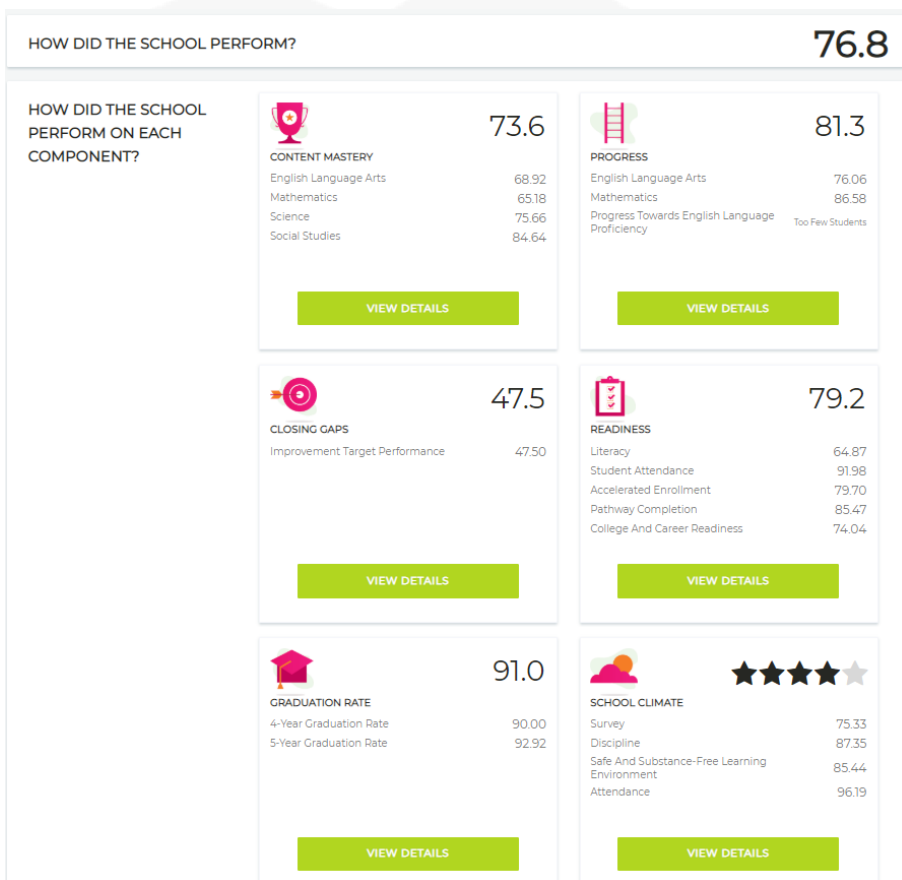
What else could it mean in terms of performance?

Georgia Department of Education

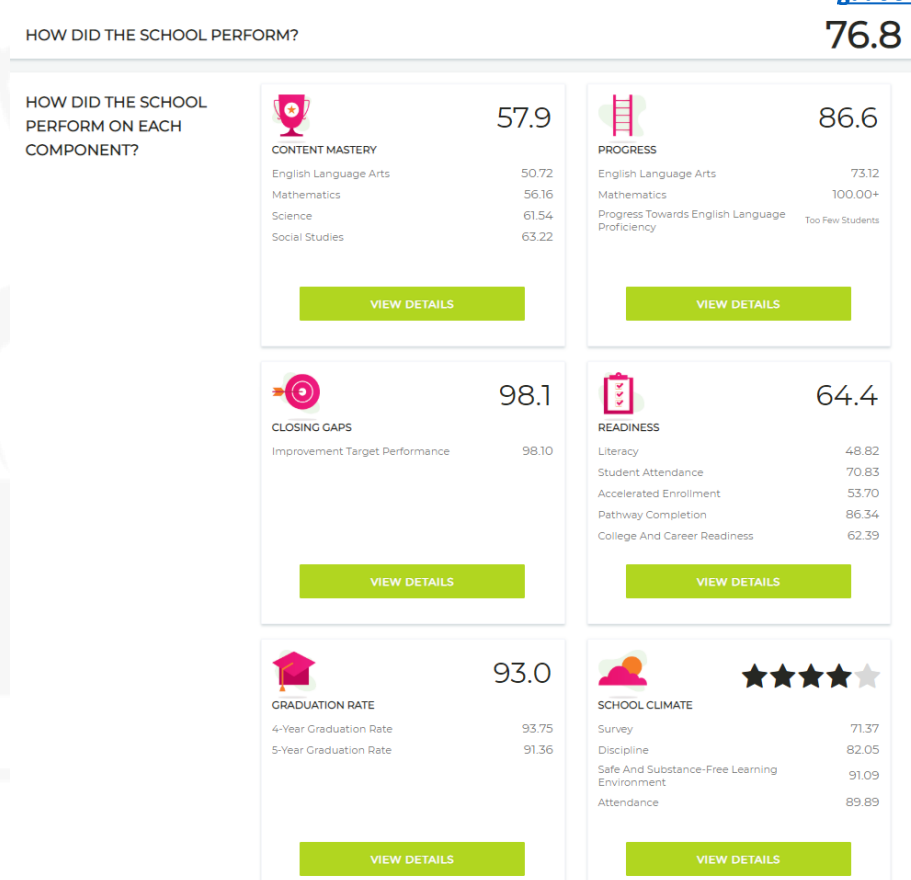
It could mean different things...



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School A

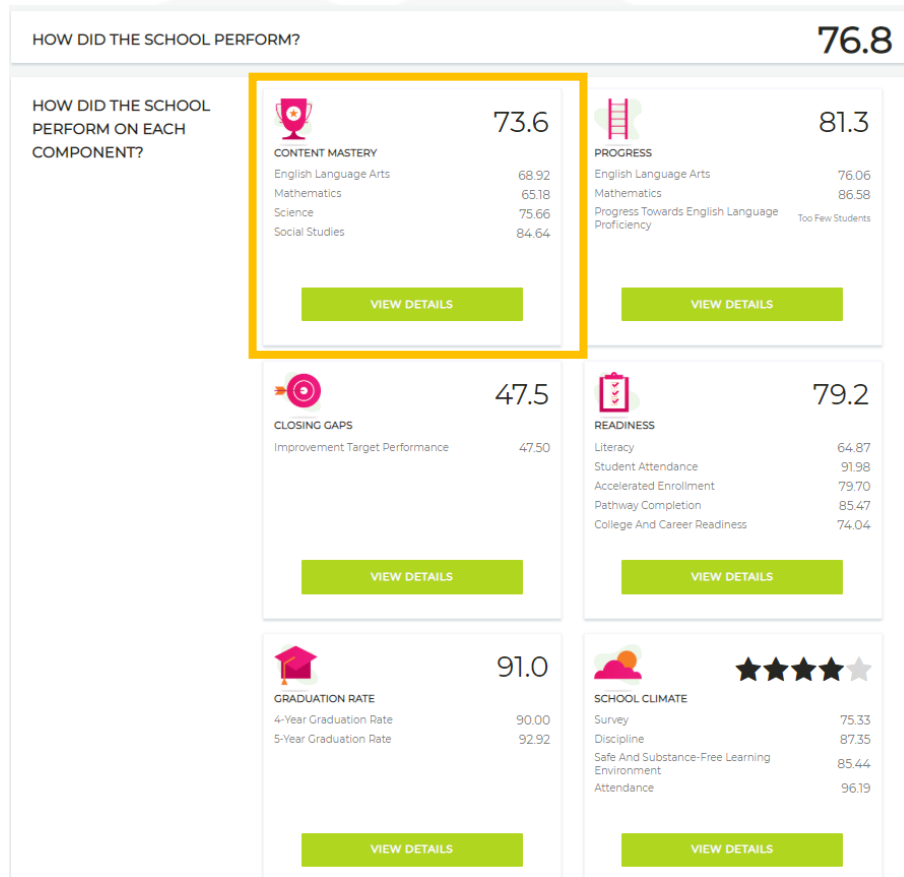


School B

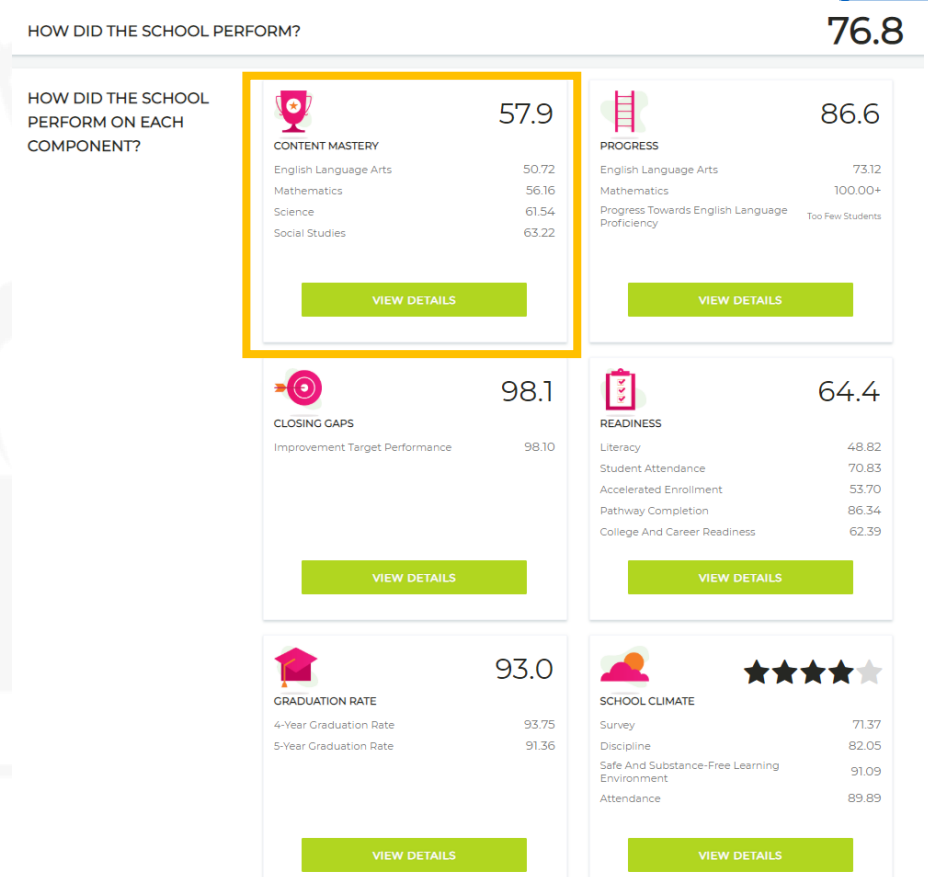
Content Mastery



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School A

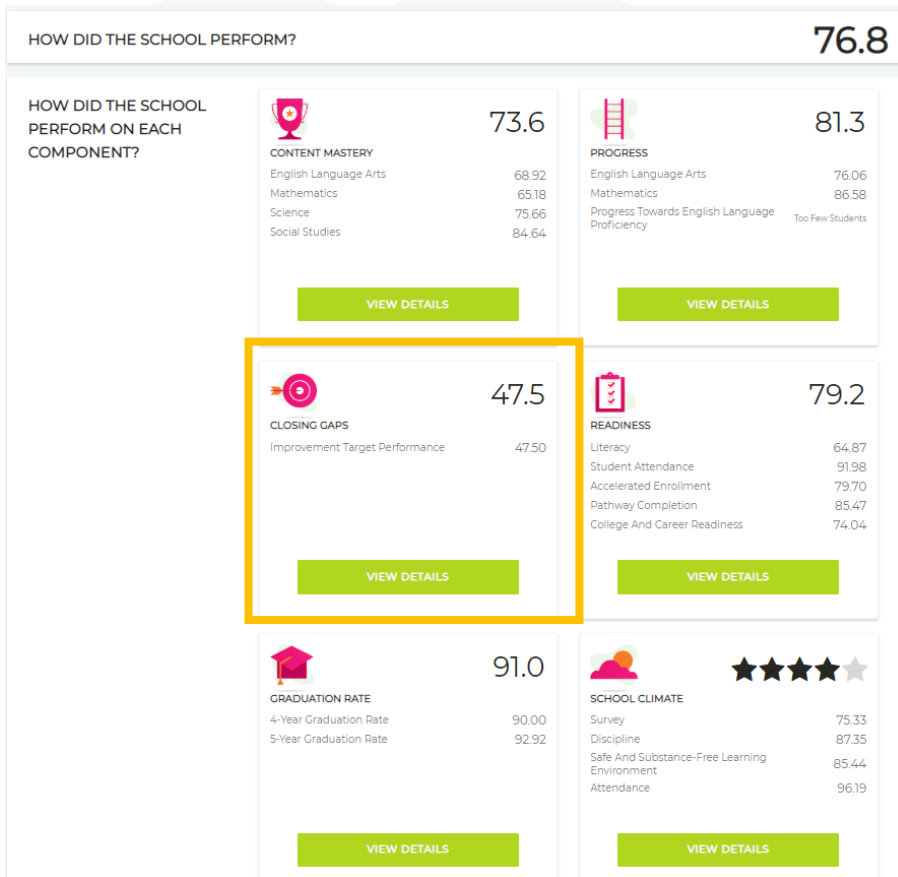


School B

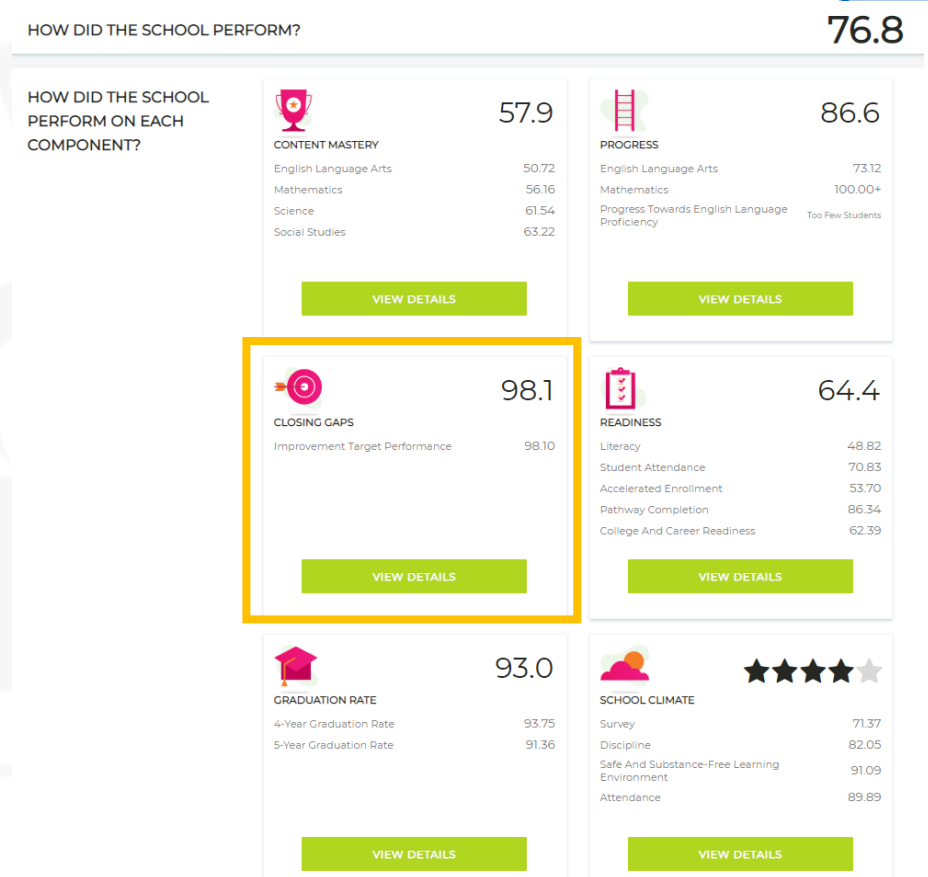
Closing Gaps



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School A



School B

Progress

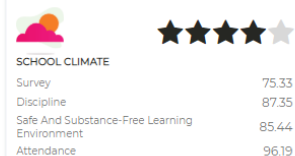
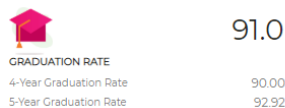
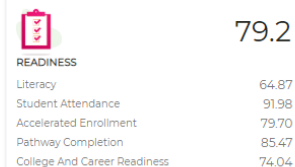
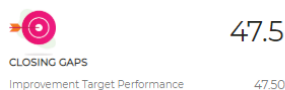
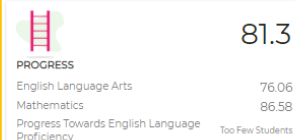
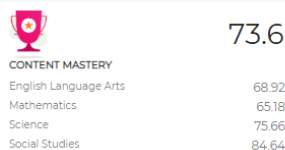


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HOW DID THE SCHOOL PERFORM?

76.8

HOW DID THE SCHOOL
PERFORM ON EACH
COMPONENT?

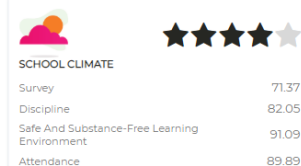
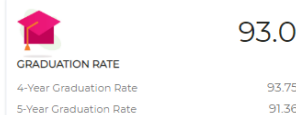
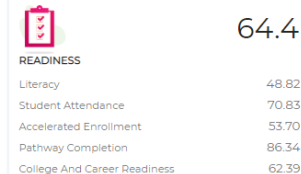
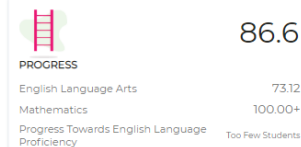
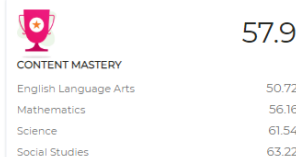


School A

HOW DID THE SCHOOL PERFORM?

76.8

HOW DID THE SCHOOL
PERFORM ON EACH
COMPONENT?

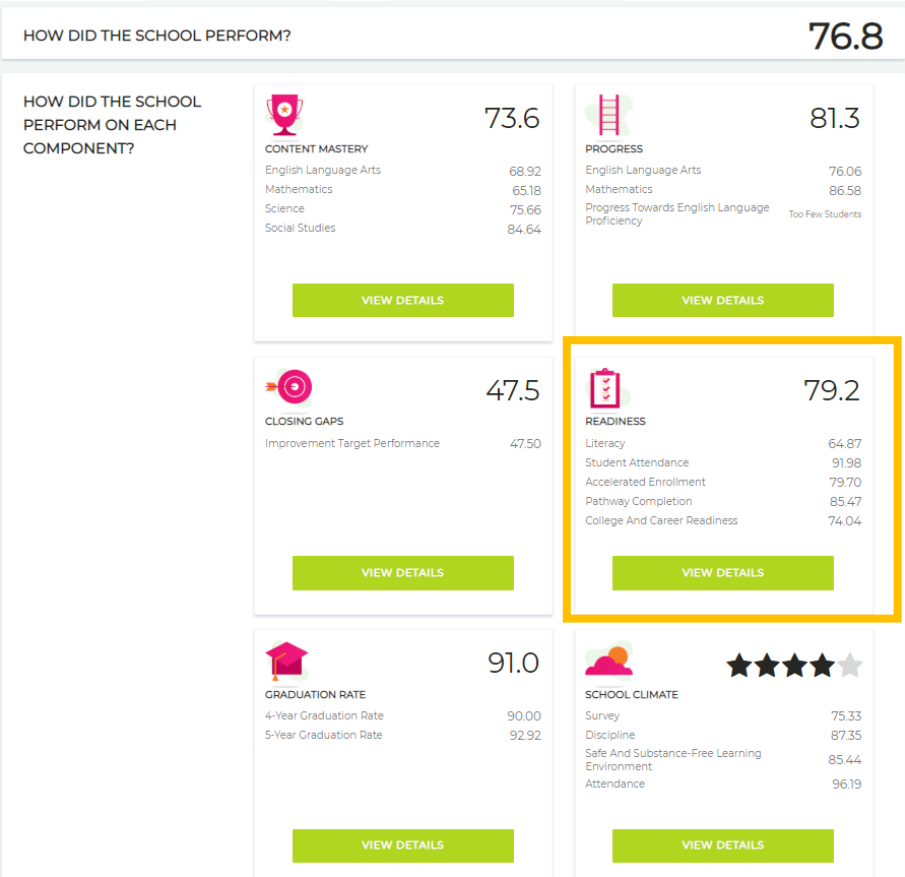


School B

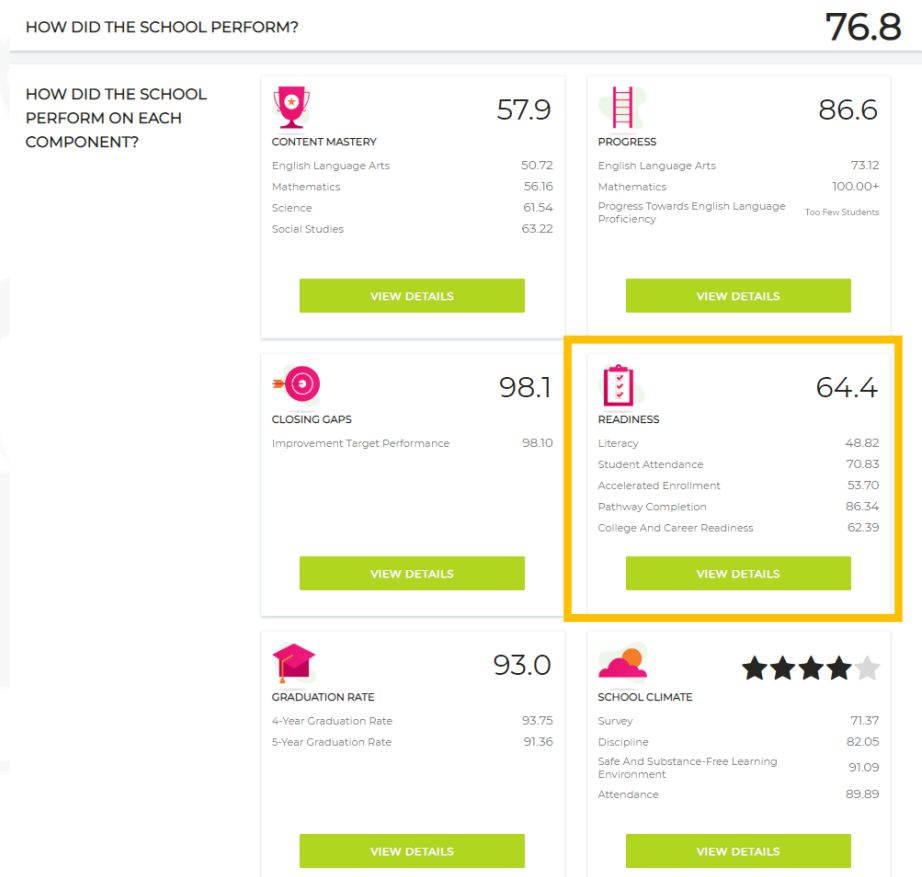
Readiness



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School A



School B

Graduation Rate



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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	75.66
Social Studies	84.64

73.6

[VIEW DETAILS](#)



PROGRESS

English Language Arts	76.06
Mathematics	86.58
Progress Towards English Language Proficiency	Too Few Students

81.3

[VIEW DETAILS](#)



CLOSING GAPS

Improvement Target Performance	47.50
--------------------------------	-------

47.5

[VIEW DETAILS](#)



READINESS

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

79.2

[VIEW DETAILS](#)



GRADUATION RATE

4-Year Graduation Rate	90.00
5-Year Graduation Rate	92.92

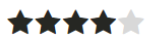
91.0

[VIEW DETAILS](#)



SCHOOL CLIMATE

Survey	75.33
Discipline	87.35
Safe And Substance-Free Learning Environment	85.44
Attendance	96.19



[VIEW DETAILS](#)

School A

HOW DID THE SCHOOL PERFORM?

76.8

HOW DID THE SCHOOL
PERFORM ON EACH
COMPONENT?



CONTENT MASTERY

English Language Arts	50.72
Mathematics	56.16
Science	61.54
Social Studies	63.22

57.9

[VIEW DETAILS](#)



PROGRESS

English Language Arts	73.12
Mathematics	100.00+
Progress Towards English Language Proficiency	Too Few Students

86.6

[VIEW DETAILS](#)



CLOSING GAPS

Improvement Target Performance	98.10
--------------------------------	-------

98.1

[VIEW DETAILS](#)



READINESS

Literacy	48.82
Student Attendance	70.83
Accelerated Enrollment	53.70
Pathway Completion	86.34
College And Career Readiness	62.39

64.4

[VIEW DETAILS](#)



GRADUATION RATE

4-Year Graduation Rate	93.75
5-Year Graduation Rate	91.36

93.0

[VIEW DETAILS](#)



SCHOOL CLIMATE

Survey	71.37
Discipline	82.05
Safe And Substance-Free Learning Environment	91.09
Attendance	89.89



[VIEW DETAILS](#)

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 was on numbers, we cannot forget that every number represents a Georgia learner!

Resources

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

Thank You!



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
ga DOE.org

Assessment

testing.ga DOE.org

Accountability

accountability.ga DOE.org

Growth Model

gsgm.ga DOE.org

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