Developing a Game Plan to Meet the CCRPI Challenge

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Winning the CCRPI War

One Battle at a Time

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Using the CCRPI to Drive Communication, Collaboration, and Change

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CCRPI ACADEMY
Creating Building Level CCRPI Champions

Understanding the CCRPI
- CONTENT/SKILLS
  - Importance of CCRPI
  - TKES/LKES Connections
  - Category Scoring
  - Indicator Scoring
  - Exceeding the Bar
  - Flag Points
  - Climate Stars
  - Changes for 2015
  - Basic Calculations
  - CCRPI Celebrations

Analyzing the CCRPI
- CONTENT/SKILLS
  - Analyzing CCRPI
  - Benchmarking
  - Charting Categories
  - Charting Indicators
  - Charting SGPs
  - Achievement Gap
  - Charting Lexiles
  - Charting Trends
  - Low Hanging Fruit
  - Root Causes

Improving the CCRPI
- CONTENT/SKILLS
  - Progress Monitoring
  - Surviving Milestones
  - Using Median SGPs
  - Greatest Areas of Need
  - Setting Targets
  - Selecting Strategies
  - Building SIPs
  - District Plans
  - Engaging Staff
  - Winning with the Public
Data Analysis:
A fact finding event

Not a fault finding event
**CURRENT NEWS**

- **High School Economics Nov. 19, 2015: Collaborative Teaching for HS Economics by GCEE**
- **GaDOE Gifted Fall Regional Meeting September 29, 1:00-4:00**
- **Georgia Studies 8th Grade Teacher Workshop Sept. 28 at the Georgia State Capitol**
- **Join Math Specialist, Terry Haney, for Rigor Redefined in High School Mathematics** - October 28-29, 2015, 9:00-3:00
http://ccrpi.gadoe.org/2014

<table>
<thead>
<tr>
<th>CCRPI Score</th>
<th>Achievement Points</th>
<th>Progress Points</th>
<th>Achievement Gap Points</th>
<th>Challenge Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>48.1</td>
<td>15.9</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2014 CCRPI Performance Categories

<table>
<thead>
<tr>
<th>CCRPI Score</th>
<th>Achievement</th>
<th>Progress</th>
<th>Achievement Gap</th>
<th>ED/EL/SWD Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Achievement Points (60 pts)</td>
<td>Progress Points (SGPs) (25 pts)</td>
<td>Achievement Gap (15 pts)</td>
<td>Challenge Points (10 pts)</td>
</tr>
<tr>
<td>Content Mastery (Tests) (24 pts)</td>
<td>Readiness (18 pts)</td>
<td>Graduation (18 pts)</td>
<td></td>
<td>ED/EL/SWD Performance (Flags)</td>
</tr>
</tbody>
</table>
# College and Career Ready Performance Index, High School, Grades 9 - 12

## CONTENT MASTERY

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>40% of 60 Points</td>
</tr>
</tbody>
</table>

### 1. Percent of students scoring at Meets or Exceeds on the Grade 12 English Language Arts/Grade 12 Literature End of Course Test (required participation rate ≥ 95%) |

### 2. Percent of students scoring at Meets or Exceeds on the Grade 12 Mathematics I End of Course Test (required participation rate ≥ 95%) |

### 3. Percent of students scoring at Meets or Exceeds on the Grade 12 Mathematics II End of Course Test (required participation rate ≥ 95%) |

### 4. Percent of students scoring at Meets or Exceeds on the Grade 12 Mathematics III End of Course Test (required participation rate ≥ 95%) |

### 5. Percent of students scoring at Meets or Exceeds on the Grade 12 Advanced Placement Calculus AB End of Course Test (required participation rate ≥ 95%) |

### 6. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate ≥ 95%) |

### 7. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate ≥ 95%) |

## POST HIGH SCHOOL READINESS

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>30% of 60 Points</td>
</tr>
</tbody>
</table>

### 9. Percent of graduates completing a CTE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study |

### 10. Percent of CTE Pathway Completers earning a national industry certification, a career-related certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2013-2014) |

### 11. Percent of graduates entering TCSS/GUS not requiring remediation scoring at least 19 out of 36 on the composite ACT; or scoring at least 955 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring a 4 or higher on two or more IB exams |

### 12. Percent of graduates earning high school credit(s) for College, Advanced Placement courses, or International Baccalaureate courses |

### 13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test |

### 14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT |

### 15. Percent of EOCT assessments scoring at the Exceeds level |

### 16. Student Attendance Rate (%) |

### 17. 4-Year Cohort Graduation Rate (%) |

### 18. 5-Year Extended Cohort Graduation Rate (%) |
### 2015 CCRPI Performance Categories

<table>
<thead>
<tr>
<th>Achievement Points (60 pts)</th>
<th>Progress Points (SGPs) (25 pts)</th>
<th>Achievement Gap (15 pts)</th>
<th>Challenge Points (10 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery (Tests) (24 pts)</td>
<td>Post School Readiness (18 pts)</td>
<td>Graduation Predictor (18 pts)</td>
<td>ED/EL/SWD Performance (Flags)</td>
</tr>
<tr>
<td>20 pts</td>
<td>15 pts</td>
<td>15 pts</td>
<td>10 pts</td>
</tr>
<tr>
<td>50 pts</td>
<td>40 pts</td>
<td>10 pts</td>
<td>10 pts</td>
</tr>
</tbody>
</table>

**A 90 Second Overview**

What actions, strategies, practices, initiatives, programs, or interventions are we using to impact each category?
Milestones
TKES & TEM
LKES & LEM
IE² & Charter
New Curriculum
School Accountability
CHANGE
The Old Accountability World Order

- Only Reading, ELA and Math mattered.
- We also tracked Grad Rate and Student Attendance.
- Sub-groups ruled and 40 students equaled a subgroup.
- We could identify “bubble students” and apply more time, resources, and staff and win the Accountability War.
- No Child Left Behind became “No Bubble Child Left Behind.”
The New Accountability World Order

- Science and Social Studies now count.
- Schools have dozens of indicators.
- Sub-groups have shrunk to 15 students and may earn you some bonus flag points.
- The Climate Stars now shine brightly.
- SGPs now rule schools, teachers, and leaders.
- Quartile positions now have a special importance.
Accountability Metrics have become:

- More complicated
- Less transparent
- More changeable
- Less explainable
- More mathematical
- Less “game-able”
Connecting Teacher, Leader, and School Accountability

Priority
Focus
Reward

IE²
Charter

TKES

LKES

CCRPI

Certification?
# Teacher Effectiveness Measure Table

<table>
<thead>
<tr>
<th>Overall SGP Rating</th>
<th>Overall TAAPS Rating</th>
<th>Ineffective</th>
<th>Needs Development</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV (66-99)</td>
<td>I (0-6)</td>
<td>Ineffective</td>
<td>Needs Development</td>
<td>Proficient</td>
<td>Exemplary</td>
</tr>
<tr>
<td>III (41-65)</td>
<td>II (7-16)</td>
<td>Ineffective</td>
<td>Needs Development</td>
<td>Proficient</td>
<td>Exemplary</td>
</tr>
<tr>
<td>II (30-40)</td>
<td>III (17-26)</td>
<td>Needs Development</td>
<td>Needs Development</td>
<td>Proficient</td>
<td>Exemplary</td>
</tr>
</tbody>
</table>
Analyzing CCRPI Category Performance

- **EOGs**: 20.9 vs. 21.2
- **Readiness**: 15.27 vs. 10.58
- **Grad Predictor**: 12.15 vs. 7.83
- **Progress (SGPs)**: 16.7 vs. 11.9
- **Gap**: 7 vs. 5.1
- **Challenge**: 2.6 vs. 1.5
Drilling into the CCRPI Indicators

- **GA ES AVG.**
- **Piedmont ES**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>GA ES AVG.</th>
<th>Piedmont ES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ELA</td>
<td>9.1</td>
<td>8.9</td>
</tr>
<tr>
<td>2 Reading</td>
<td>9.4</td>
<td>9.2</td>
</tr>
<tr>
<td>3 Math</td>
<td>8.5</td>
<td>7.4</td>
</tr>
<tr>
<td>4 Science</td>
<td>8.1</td>
<td>6.1</td>
</tr>
<tr>
<td>5 Soc. Studies</td>
<td>8.3</td>
<td>5.1</td>
</tr>
</tbody>
</table>
Analyzing Lexile Performance

- 3rd Grade (650L): State Avg 60%, Piedmont Schools 53%
- 5th Grade (850L): State Avg 64%, Piedmont Schools 68%
- 8th Grade (1050L): State Avg 79%, Piedmont Schools 60%
- 11th Grade (1275L): State Avg 46%, Piedmont Schools 29%

8 District Lexiles 2014
<table>
<thead>
<tr>
<th>Milestones EOGs</th>
<th>Weighting</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>32.3</td>
<td>3.2</td>
</tr>
<tr>
<td>Math</td>
<td>39.4</td>
<td>3.9</td>
</tr>
<tr>
<td>Science</td>
<td>41.4</td>
<td>4.1</td>
</tr>
<tr>
<td>Social Studies</td>
<td>46.2</td>
<td>4.6</td>
</tr>
</tbody>
</table>

**Sum of Points Earned**: 15.9

**Points Possible**: 40

**Category Performance %**: 0.39825

**2015 Content Mastery Points Possible**: 20

**2015 Content Mastery Points Earned**: 7.965
## Elementary and Middle Projection School

<table>
<thead>
<tr>
<th>Milestones EOGs</th>
<th>% Begin.</th>
<th>% Devel.</th>
<th>% Prof.</th>
<th>% Disting.</th>
<th>Weighting</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>16</td>
<td>34</td>
<td>35</td>
<td>15</td>
<td>75</td>
<td>7.5</td>
</tr>
<tr>
<td>Math</td>
<td>30</td>
<td>40</td>
<td>25</td>
<td>5</td>
<td>53</td>
<td>5.3</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
<td>50</td>
<td>23</td>
<td>7</td>
<td>59</td>
<td>5.9</td>
</tr>
<tr>
<td>Social Studies</td>
<td>31</td>
<td>39</td>
<td>26</td>
<td>4</td>
<td>52</td>
<td>5.2</td>
</tr>
</tbody>
</table>

These are "All Students" --

<table>
<thead>
<tr>
<th>Sum of Points Earned</th>
<th>23.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points Possible</td>
<td>40</td>
</tr>
<tr>
<td>Category Performance</td>
<td>0.5925</td>
</tr>
</tbody>
</table>

**Insert raw % into yellow cells**

<table>
<thead>
<tr>
<th>2015 Content Mastery Points Possible</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Content Mastery Points Earned</td>
<td>11.85</td>
</tr>
</tbody>
</table>
Drilling for the **WHO** and the **WHAT**

**WHO?**
Student Groups

**WHAT?**
Content Domains
## Domain Performance
### Fourth Grade Social Studies

<table>
<thead>
<tr>
<th>Domains</th>
<th>% of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>50%</td>
</tr>
<tr>
<td>Geography</td>
<td>15%</td>
</tr>
<tr>
<td>Government/Civics</td>
<td>20%</td>
</tr>
<tr>
<td>Economics</td>
<td>15%</td>
</tr>
</tbody>
</table>
## U. S. History Domain Performance

<table>
<thead>
<tr>
<th>Domains</th>
<th>% of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonization through the Constitution</td>
<td>20%</td>
</tr>
<tr>
<td>New Republic through Reconstruction</td>
<td>20%</td>
</tr>
<tr>
<td>Industrialization, Reform, and Imperialism</td>
<td>15%</td>
</tr>
<tr>
<td>Establishment as a World Power</td>
<td>20%</td>
</tr>
<tr>
<td>Modern Era</td>
<td>25%</td>
</tr>
</tbody>
</table>
Students obtain growth percentiles, ranging from 1 to 99, which indicate how their current achievement compares with that of their \textit{statewide academic peers} who had similar score histories.
## Three Different SGPs

<table>
<thead>
<tr>
<th>SGPs</th>
<th>SLDS</th>
<th>Median (Middle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGPs</td>
<td>TEM &amp; LEM</td>
<td>Mean (Average)</td>
</tr>
<tr>
<td>SGPs</td>
<td>CCRPI</td>
<td>% 35 and Above</td>
</tr>
</tbody>
</table>

[http://gastudentgrowth.gadoe.org](http://gastudentgrowth.gadoe.org)
Levels of Growth for Students

<table>
<thead>
<tr>
<th>SGP Ranges</th>
<th>Type of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-34</td>
<td>Low Growth</td>
</tr>
<tr>
<td>35-65</td>
<td>Typical Growth</td>
</tr>
<tr>
<td>66-99</td>
<td>High Growth</td>
</tr>
</tbody>
</table>
SGPs 35 or Higher
By Content Area

- ELA: 56%
- Reading: 62%
- Math: 49%
- Science: 38%
- Soc. Studies: 49%
CCRPI Reports in Portal
Achievement GAP

Two ways to earn points on a 0-1-2-3 rubric:

- **Size** of the Gap between lowest quartile and the state average.
- **Change** in the Achievement Gap from the previous year.

Schools receive the higher of the two scores.
Second Order Changes for Students

- New Curriculum
- More Rigorous Assessments
- More than Multiple Choice
- Stronger Focus on Writing Skills
- Stronger Focus on Critical Reading Skills
- Testing on Computers
- Four New Achievement Levels Reported
- New Scoring Scales
Power Strategies

- Attack weak domains in Science/SS.
- Use pacing guides.
- Improve instructional resources.
- Analyze local assessments.
- Familiarize students with the format.
- Use GaDOE/RESA Resources.
- Encourage healthy competition.
- Be positive with students.
Challenge and Support ALL Quartiles with high quality instruction.
## Building CCRPI Metrics into School and District Plans

### SIP Goal 3: Increase the % of Grade 5 Students scoring Proficient or Higher on the GA Milestones

<table>
<thead>
<tr>
<th>Tests (All Students)</th>
<th>2015 Baseline</th>
<th>Target 2016</th>
<th>Target 2017</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>20%</td>
<td>22%</td>
<td>27%</td>
<td>32%</td>
<td>38%</td>
<td>45%</td>
</tr>
<tr>
<td>Actual Scores</td>
<td>---</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20%</td>
<td>22%</td>
<td>27%</td>
<td>32%</td>
<td>38%</td>
<td>45%</td>
</tr>
<tr>
<td>Actual Scores</td>
<td>---</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Science</td>
<td>15%</td>
<td>17%</td>
<td>23%</td>
<td>33%</td>
<td>39%</td>
<td>46%</td>
</tr>
<tr>
<td>Actual Scores</td>
<td>---</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Social Studies</td>
<td>12%</td>
<td>14%</td>
<td>20%</td>
<td>27%</td>
<td>33%</td>
<td>42%</td>
</tr>
<tr>
<td>Actual Scores</td>
<td>---</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>
The Impact of a Single Teacher

Lexile Levels

Proficient Distinguished Percentages

Content Mastery

Achievement GAP

Student Growth Percentiles
Responsibilities of CCRPI Academy Attendees

Who are your Accountability Scouts?

Who checks the Accountability website weekly?

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx
College and Career Readiness Performance Index
2015  C C R P I

- 3-Year Average for Focus Schools
- Scores of Weakest Students: 10 pts
- Pass Rates on State Tests: 20 pts
- Miscellaneous Indicators: 15 pts
- Grad Rates or Readiness for Next School: 15 pts

- Climate Stars: 1 to 5 Stars based on:
  - Surveys of Students, Staff, Parents
  - Discipline Data
  - School-Wide Attendance
  - Safe and Substance Free School

- Challenge Points: Up to 10 additional points added for:
  - Flags for Performance of SWD, EL, or Econ. Disadvantage Students
  - Exceeding the Bar Indicators for staff/student/school performance

Coastal Plains
RESA
2015