

CCRPI Progress/ Gap/SLDS

They work hand in hand

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CCRPI Points

Tests	20 points
Readiness	15 points
Graduation	<u>15 points</u>
	50 points
Student Progress -- 40 points	} 50 Points
Closing the GAP -- 10 points	
	100 Points
Challenge Points	<u>10 Points</u>
Total	110 Points

2015 CCRPI Performance Categories

Achievement Points (50 pts)			Progress Points (SGPs)	Achievement Gap	Challenge Points	
Content Mastery (Tests)	Post School Readiness	Graduation Predictor			ED/EL/SWD Performance (Flags)	Exceeding the Bar Indicators
20 pts	15 pts	15 pts	40 pts	10 pts	10 pts	

Background on Student Growth Percentiles

Students obtain growth percentiles, ranging from 1 to 99, which indicate how their current achievement compares with that of their statewide academic peers who had similar score histories.

http://www.youtube.com/watch?v=dyArv7184ZY&feature=player_embedded

11

785



31

802



50

815



65

822



72

831



94

850



Three Different SGPs

SGPs	SLDS	Median (Middle)
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SGPs	TEM & LEM	Mean (Average)
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SGPs	CCRPI	% 35 and Above
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SLDS: Median or Middle SGPs

Name	SGP
Marvin M.	26
Olive O.	29
Donald D.	31
Minnie M.	33
George J.	38
Charlie B.	40
Bugs B.	46
Scooby D.	49
Fred F.	51
Betty B.	53
Elmer F.	57

The list of students on the left are all in one class.

These 11 students are sorted in order from low to high SGP.

The median SGP is the middle value, where 50% of students have a lower SGP and 50% have a higher SGP.

in SLDS

Higher Achievement
Lower Growth

Higher Achievement
Higher Growth

% Meets & Exceeds

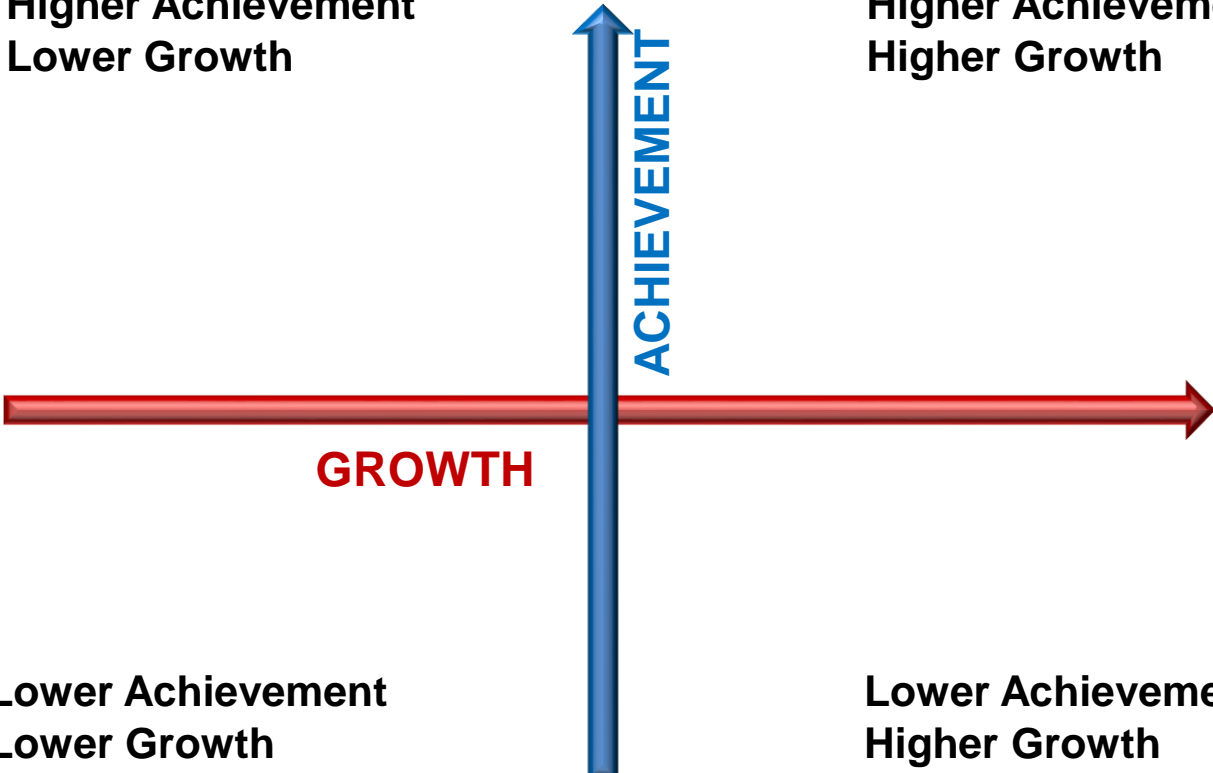
ACHIEVEMENT

GROWTH

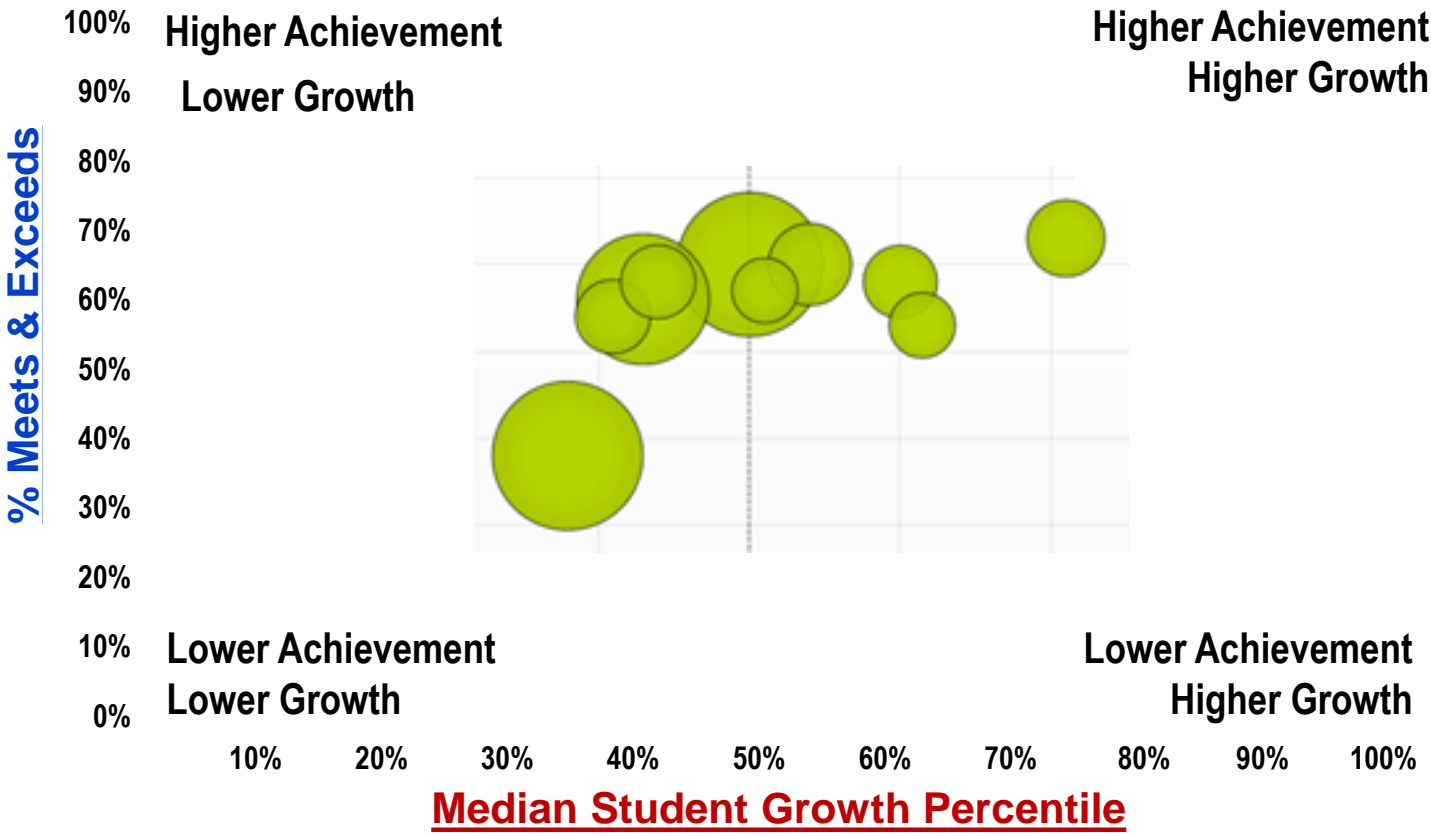
Lower Achievement
Lower Growth

Lower Achievement
Higher Growth

Median Student Growth Percentile

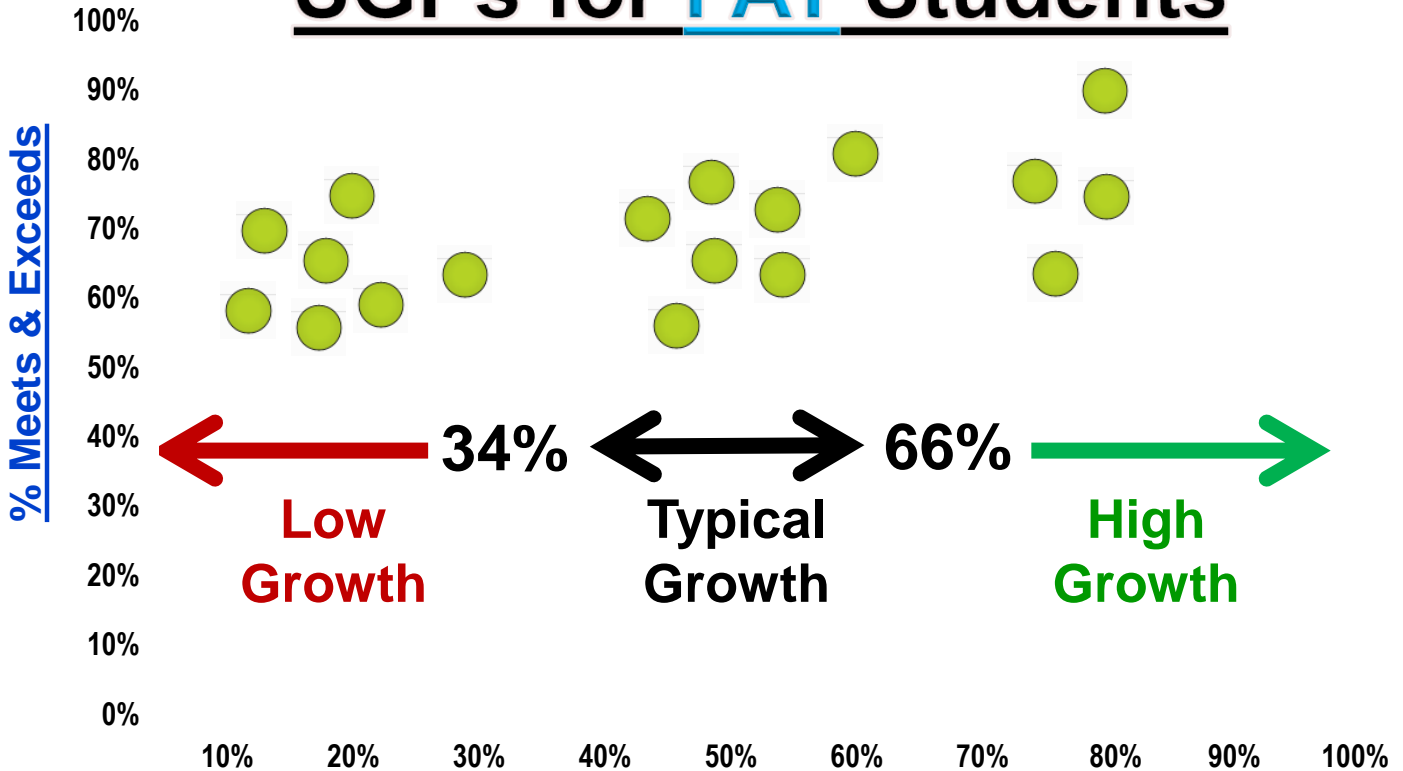


SGPs for Schools



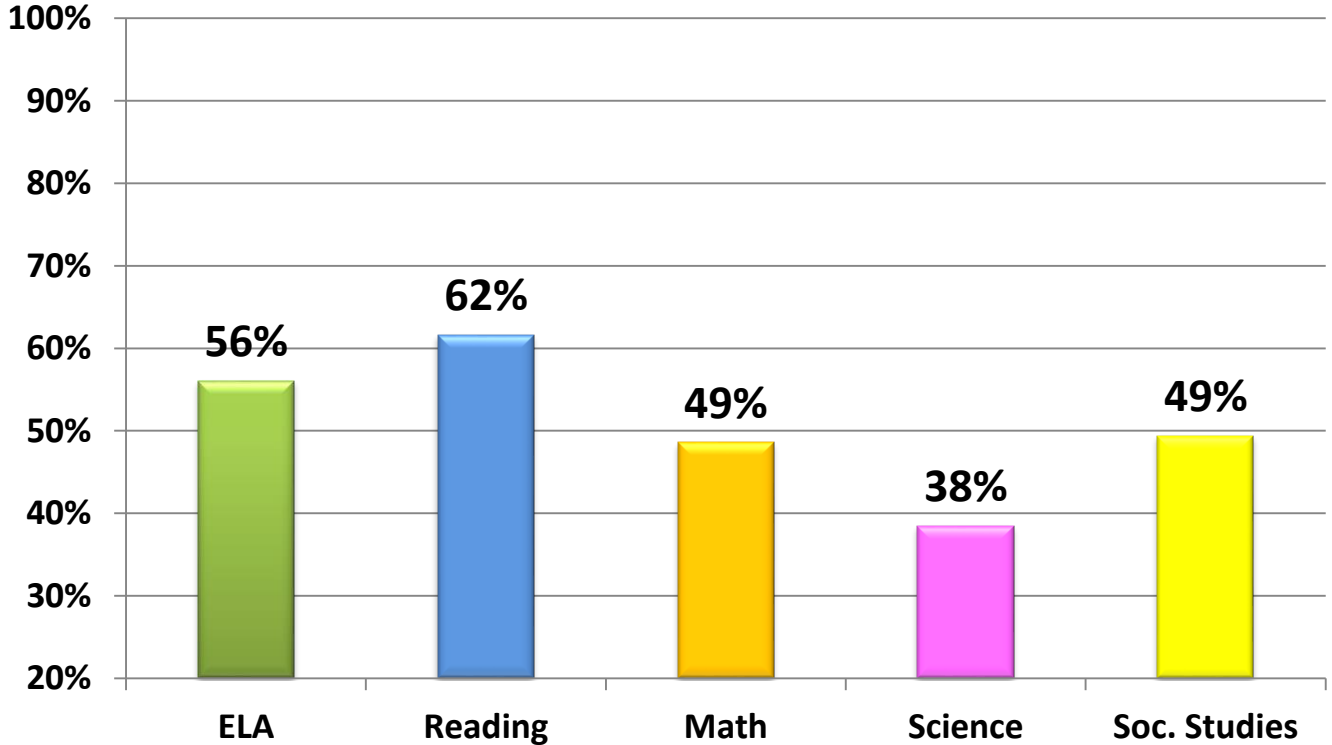
in CCRPI

SGPs for **FAY** Students



SGPs 35 or Higher By Content Area

File 11



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Achievement Gap



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Georgia's School Superinten
"Educating Georgia's Fut
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CCRPI Score Achievement Progress Achievement Gap ED/EL/SWD Performance Exceeding the Bar Performance Flags
Financial Efficiency School Climate Data Details

ACHIEVEMENT GAP

Middle School Content Area Assessments	Gap Size	Gap Progress	Higher of Gap Size/Gap Progress	Points Possible
EOG: English Language Arts	1	1	1	3
EOG: Mathematics	1	2	2	3
EOG: Science	1	2	2	3
EOG: Social Studies	1	2	2	3
Total			7	12
Percent of Higher of Gap Size/Gap Progress			.58333	
Weighted Performance			(.58333)*10	
Achievement Gap Points Earned			5.8	

Achievement Gap



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

CCRPT Score Achievement Progress **Achievement Gap** ED/EL/SWD Performance Exceeding the Bar Performance Flags
Financial Efficiency School Climate Data Details

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State's mean performance of FAY students
(reference group)




THE GAP IN SCALE SCORES



School's lowest quartile of FAY students
(focal group)

ACHIEVEMENT GAP SIZE


GAP SIZE	SCORE
BIG GAP  SMALL GAP	0
	1
	2
	3

Big Gap = Fewer Points

Small Gap = More Points

ACHIEVEMENT GAP CHANGE

Progress

GAP CHANGE	SCORE
SMALL + CHANGE	0
	1
	2
	3
BIG + CHANGE	

Big Positive Change = More Points

Small or Negative Change = Fewer Points

Example – MS Math



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"Educating Georgia's Future"

Student	Grade	Scale Score	Z Score	Scale Score Prior	Z Score Prior	SGP
Sarah	6	439	-1.49	760	-2.23	63
Pe...				50	0.07	53
Car...				59	2.86	6
Noah	7	515	-0.01	818	-0.42	88
Kenneth					-0.58	92
Matthew					-0.98	28
Jordan					-0.94	65
Tyra	7	531	0.29	831	-0.02	67
Roberto						
Lydia						
Parrish	7	539	0.44	831		
Landon	8	494	-0.41	831		

Gap progress is based on prior scores – in other words, who were the lowest 25% of achievers when they started the school year?

Then we find the meanGP for this group – in other words, how much progress did the lowest 25% (based on prior scores) make this year?

$$\frac{63 + 28 + 65}{3} = 52$$

Gap Progress

Score

meanGP < 35

0

35 ≤ meanGP < 50

1

50 ≤ meanGP ≤ 65

2

meanGP > 65

3



15 COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI)

District:

Title I School: No

School: **Elementary School**

Grades: PK, KK, 01, 02, 03, 04, 05

Choose a Report Type:

 School Score Elementary School[CCRPI Score](#) [Achievement](#) [Progress](#) [Achievement Gap](#) [ED/EL/SWD Performance](#) [Exceeding the Bar](#) [Performance Flags](#)[Financial Efficiency](#) [School Climate](#) [Data Details](#)

PROGRESS

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
English Language Arts	156	212
Mathematics	156	211
Science	150	213
Social Studies	147	213
Total	609	849
Percent Meeting Typical/High Growth		.71731
Benchmark		76.6%
Adjusted Percent Meeting Typical/High Growth		.93644
Weighted Performance		(.93644)*40
Progress Points Earned		37.458

Sample Elementary

CCRPI Comparison 2013-2014 2014 – 2015

Note – only Progress and Gap is applies to apples comparison



		2014	2015						
	CCRPI	52.3	48.4						
	Achievement	29.8/60	16.2/50						
	Progress	14.5/25	28.4/40						
	Gap	8/15	3.3/10						
					Progress/ Gap	2014	2015		
1	ELA	66.7	24.5		ELA	63/3	62/1		
2	Math	55.6	37.6		Math	44/1	62/3		
3	Science	45.8	25.5		Science	74/2	53/1		
4	<u>Soc Stu</u>	52.1	23.9		<u>Soc Stu</u>	51/2	41/0		
						53	54.4		
5	EL Move	NA	NA						
6	SWD *	97.8	62.7						
7	Lexile 3 rd	32.7	29.2						
8	Lexile 5 th	20.8	33.3						
9	Career <u>Awar</u>	85	98.3						
10	Attend >6*	95.5	77						
11	Grad <u>Profi</u> +	12.9	10						



Additional Dashboard ▾

▾ Admin Group: ▾

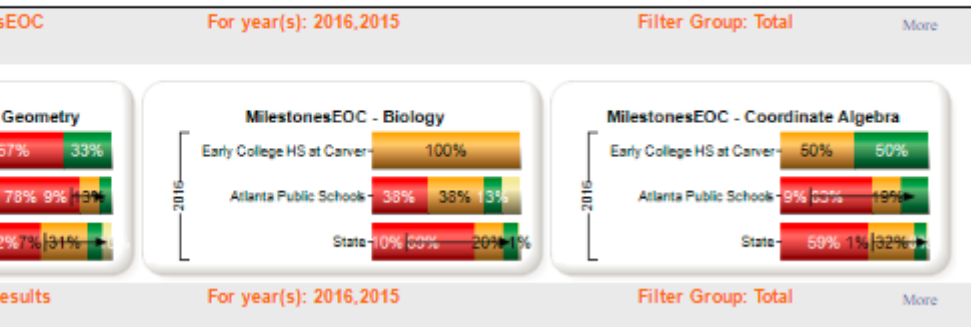
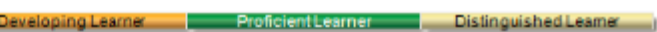
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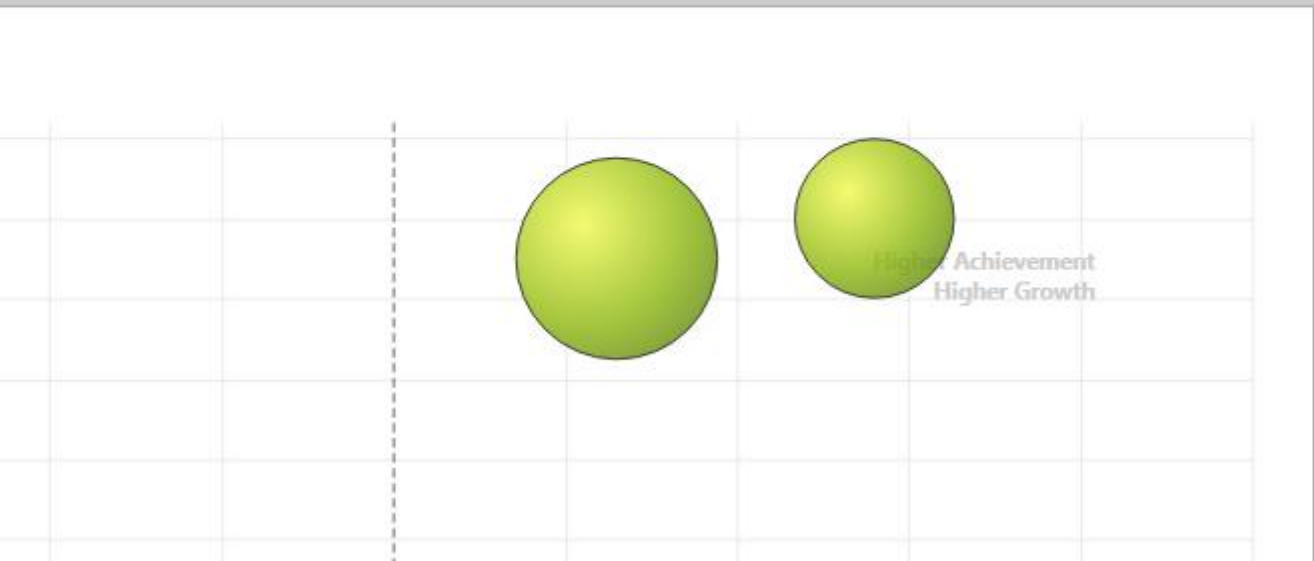


Results for: Atlanta Public Schools - Early College High School at Carver Friday, July 8, 2016



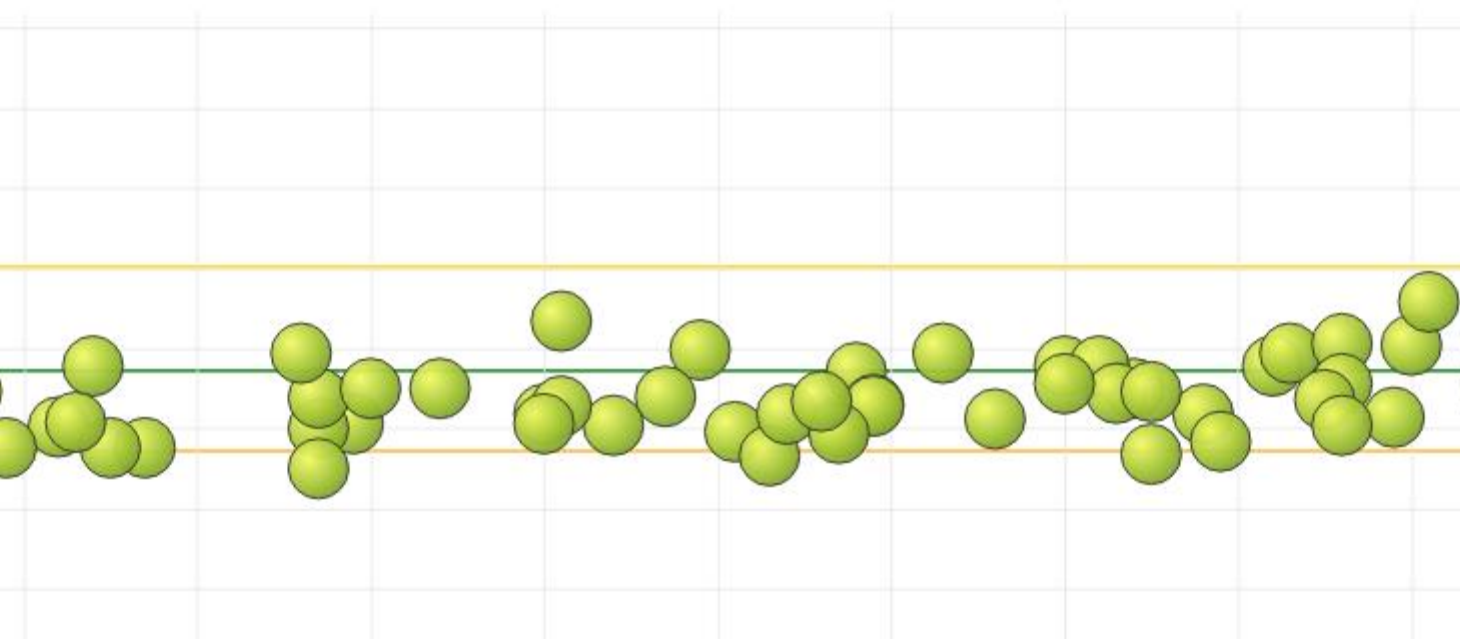
Subject:
 American Literature and Composition

Grade:
 All



Teacher
Hold CTRL key
[Redacted]
[Redacted]

Higher Achievement
Higher Growth



MilestonesEOC - Analytic Geometry Results

Composite

For Edmonds, Yakez

Administration Results						
School Year	Grade Level	Administration	Strand	Measure	Value	
2014 - 2015	09	Spring	Expressions, Equations, and Functions	Mastery Category	2	Monitor Learning
			Geometry	Mastery Category	3	Accelerate Learning
			Number and Quantity	Mastery Category	3	Accelerate Learning
			Statistics and Probability	Mastery Category	2	Monitor Learning
			Total Score	Achievement Level	3	Proficient Learner
				Conditional SEM (High)	602	
				Conditional SEM (Low)	566	
				Grade Conversion	89	
				Scale Score	584	

OTT, ALEXANDRA C

Subject:

United States History

Grade:

All

Perspective:

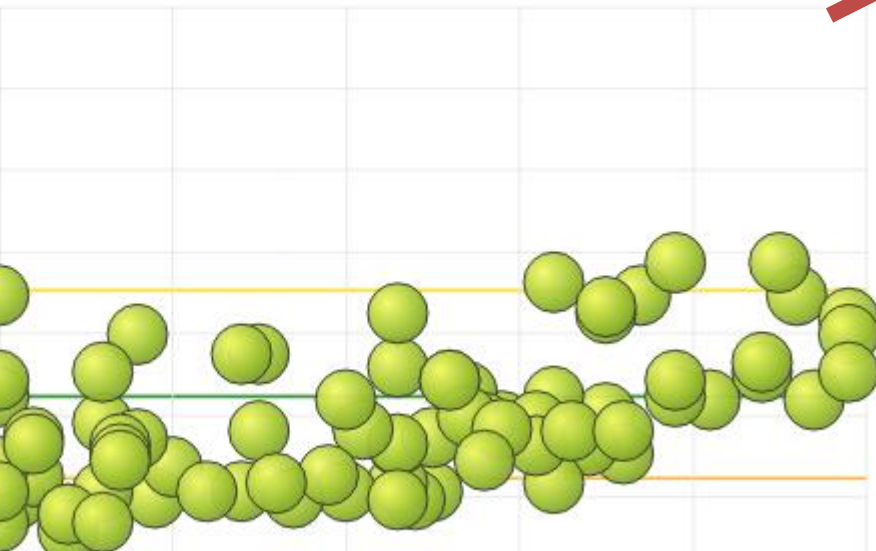
By Student

Search

Students

Hold CTRL key to multiselect

- Anderson, Michelle (SPRING)
- Anderson, Trenton (SPRING)
- Benton, Kenisha (SPRING)
- Bester, Joseph (SPRING)
- Bolston, Erykah (SPRING)
- Brown, Jaquan (SPRING)
- Bunkley, Lexxis (SPRING)
- Burke, Cyrus (SPRING)
- Caldwell, Shantanese (SPRING)
- Carter, Namir (SPRING)
- Catlin, Shyleah (SPRING)
- Cloud, Sherika (SPRING)
- Connell, Christian (SPRING)
- Cooper, Ashley (SPRING)
- Cornell, Jaimon (SPRING)



Don't practice for basketball with a football!

- **Where are we making Progress by Milestone**
- **Where are we closing the Gap by Milestone**
- **Which teacher has consistently made the greatest Progress**
- **Which teacher has consistently made the least Progress**
- **What are our school's weakest domains for Progress**
- **Which teachers show the greatest gains by Domain**

Tools for School Comparison

Bobby Smith, Coastal Plains RESA tools

<https://www.dropbox.com/sh/qftli82p29he1li/AACQUHLhS9uTyfj-7CTDH8tga?dl=0>

Progress for each school by Milestone

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GSGM-Data-Files.aspx>

Link to 2017 Changes

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Indicators%20and%20Targets/2017%20Summary%20of%20Changes.pdf>



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Implications for Our Work

- ✓ **Scoring on the CCRPI is heavily influenced by good practices for teaching and learning.**
- ✓ **Work on those good practices rather than adding programs or chasing half points here and there.**



Mark SIP Actions with CCRPI Indicators

SMART Goal: Increase graduation rates for subgroups by designated percentages shown in Appendix A.

Actions, Strategies, Interventions

1. Implement extra learning time for struggling seniors

(CCRPI 17-18)

- a) Zero Block -- Before school tutoring**
- b) Fifth Block -- After school tutoring**
- c) SOS Program (Save Our Seniors) – Tutoring during lunch**

2. Implement differentiation/UDL (TK #4)

CCRPI Improvement Strategies

- 1. Improve CCRPI understanding of school and district leaders.**
- 2. Develop a communication plan.**
- 3. Push understanding to the teacher level.**
- 4. Improve portal proficiency of administrators.**
- 5. Improve teacher and leader proficiency with SLDS.**
- 6. Understand the math behind the numbers.**
- 7. Appoint Webinar/Accountability Scouts.**

CCRPI Improvement Strategies

- 9. Teach Science and Social Studies.**
- 10. Find the “low hanging” fruit.**
- 11. Monitor and improve RTI, FLP, ILT (Lowest quartile gap).**
- 12. Improve co-teaching practices.**
- 13. Recognize that the big problems are district problems (grad rate, literacy, math, etc.)**
- 14. Use the spreadsheet tools to drill into CCRPI category and indicator performance.**

CCRPI Improvement Strategies

- 16. Re-examine adult expectations for all quartiles of students.**
- 17. Know your GaDOE Accountability Specialist.**
- 18. Understand Focus and Priority criteria (entering and exiting criteria).**
- 19. Brainstorm problems with School Standards of Excellence.**
- 20. Self assess with School Standards of Excellence.**
- 21. Increase descriptive feedback to teachers.**
- 22. Increase descriptive feedback to students.**

CCRPI Improvement Strategies

- 24. Drill into domain performance in all content areas on CRCTs/EOCTs.**
- 25. Use the modified 80/20 principle.**
- 26. Examine lessons, units, and assessments of the weakest domains.**
- 27. Drill into subgroup performance.**
- 28. Know your flag targets.**
- 29. Understand the “stars.”**
- 30. Use regression analysis when possible.**

CCRPI Improvement Strategies

- 31. Develop leading indicators such as “passing four core classes” in all grades.**
- 32. View CRCT performance with new performance levels.**
- 33. Harvest formative data from CCRPI.**
- 34. Use CCRPI data to determine the effectiveness of professional learning.**
- 35. Implement great school and district planning practices.**
- 36. Crosswalk the strategies in all plans, including SIP, with CCRPI indicators.**

CCRPI Improvement Strategies

- 37. Be upfront with teachers regarding the upcoming evaluations.**
- 38. Align the intended, taught, and tested curricula.**
- 39. Increase staff understanding of SGPs.**
- 40. Create healthy competition between content areas (with SGPs 35 and higher).**
- 41. Avoid layering on extra work.**

Senate Bill 364 –Intended Consequences

- ❖ **Senate Bill 364** reduces the amount of testing tied to teacher performance and reduces the weight of test results in teacher evaluations.
- ❖ Reduces to 24 the number of state tests that a student must take. The legislation eliminates science and social studies Georgia Milestones tests in third, fourth, sixth and seventh grades. That's down from 32 mandated tests but still above the 17 required under the federal ESSA
- ❖ Student growth, or Progress Score is based on **90% attendance** not 65% enrollment

Senate Bill 364 –Unintended Consequences

If Science and Social Studies are not tested in grades 3, 4, 6, and 7:

- ❖ Elementary schools Progress and Achievement CCRPI Scores will be impacted due to the lack of scores from previous year to provide benchmarks. These areas often reflected the most significant growth from previous years.
- ❖ Elementary school leaders may desire to focus on Reading and math which will negatively impact science and social studies achievement in the grades that do test for ES/MS/HS. (return to AYP-like teaching)

If Student Growth requires 90% attendance not 65% enrollment:

- ❖ **School leaders and teachers may choose to focus only on students who meet the attendance threshold, which is a much less inclusive measurement.**

Senate Bill 364 – Thoughts

- ❖ Teachers may not feel or be held accountable for untested content areas at their grade levels.
- ❖ Just as Lexiles do not begin in grade 3, science and social studies content does not spontaneously appear in grades 5 and 8.
- ❖ What if the pendulum swings back again. If we go back to old ways, we will be right back where we were in 2014.
- ❖ Schools, leaders, and teachers will have to keep the big picture in mind when it comes to scheduling, staffing, planning, and monitoring.

Tools Provided:

- This PowerPoint
- Office of Accountability – Progress/ Gap PowerPoint
- Bobby's Tools

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