

March 24, 2016

Ford School Council Minutes

In Attendance:

Jami Frost
Ashley Miller
John Hudson
Sherrill Hayes
Shannon Herndon
Tracy Zoblisein
Annette Craddock
Mary Garrett

New Business:

Ehsan Kattoula, PhD, Executive Director of Accountability for Cobb County School System provided a presentation on the College and Career Ready Performance Index (CCRPI) and Georgia Milestone test.

The CCRPI looks at three different areas: achievement, progress and achievement gap. The two essential areas the CCRPI addresses are to describe the characteristics of the students and to examine the growth of students at that school.

Achievement for CCRPI is determined by content mastery in reading, English/language arts (ELA), math, science and social studies. The state expects a certain reading level for each grade. The Georgia Milestone tests are used to evaluate achievement. The Performance on Indicator reported on the CCRPI is the percentage of students who passed the Milestones.

The Georgia Milestones are the same test across the states. The assessment of the Milestones is based on Georgia state standards. This test looks at the strengths and weaknesses of each child. The results lead to focused learning because strengths and weaknesses are identified. An advantage of the Milestones is that the domains don't change so results per student can be compared between years including middle and high school years.

ELA section of the Milestones has interpreting (multiple choice) and composing (short narrative) areas. The math section includes traditional multiple choice questions and questions with a written component. This is a challenging area for students who are good in math but lack the ELA skills. Math results are not broken down into math multiple choice and math written scores.

The Georgia Milestone has domain performance which identifies students who need help. There are four achievement levels for the test: 4-Distinguished Learner, 3-Proficient Learner, 2-Developing Learner, 1-Beginning Learner. In contrast, the CRCT was pass or fail. The Performance on Indicator on the CCRPI is determined by the number of students who score at the level 2, 3, or 4 on the Milestone.

It is important for parents to remember that the test is a capture of one moment in time for the child. Life plays a big part in testing. Parents will get a copy of the Individual Student Report (ISR) which shows the strength and weaknesses of the child by breaking down the domain category. This report also shows the Lexile score (reading score) along with some book recommendations for that score. Ideally you want a student to gain 150 points on their reading level each year.

Student attendance rate is evaluated on the CCRPI as well. This number is now based on children missing less than 6 days per school year. The percentage is reported as the District Average. Physician notes do not count.

Student Growth Percentile (SGP) is reflected on the CCRPI. This describes the growth relative to academic peers across the state. Economically disadvantaged students or students with disabilities are not taken into account. Achievement looks at how well students are meeting or exceeding the state expectations (student performance) whereas growth takes the students individual starting point into consideration (student progression). It's important to note that the SGP only looks within the state of Georgia whereas the PSAT/SAT look for national comparisons. The peer group each year is based on the individual subject score.

There are three student growth levels: Low (1-34)-underperformed or left behind by academic peers, Typical (35-65)-maintained or improved compared to academic peers, High (65-99)-ahead of academic peers.

A student can be classified as a high growth student but never meet the standard. A student can also exceed the expectations one year and meet the expectation the next and therefore be classified as low growth. Example: A child scored 862 (missed 3 questions) in math in the 6th grade and in 7th grade that same child scored an 852 (missed 4 questions); that child would be classified as low growth. This is a plague of the high achieving school. Teacher's evaluation is based on student growth.