

# CCRPI Survey of School and District Leaders

**Richard Woods**  
Georgia's School Superintendent

**2015 College and Career Ready Performance Index (CCRPI)**

District: All Systems - ALL | Title I Schools: No  
 School: All Schools - ALL | Grades: PK, KK, 01, 02, 03

Choose a Report Type:  State  Elementary School  Middle School

CCRPI Score | Achievement | Progress | Achievement Gap | ED/EL/SWD Performance | Exceeding the Bar  
 Performance Flags | Financial Efficiency | School Climate

**CCRPI Score**

CCRPI Score: 75.8  
 Sum of Achievement, Progress, Achievement Gap, and Challenge Points

Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points	
32.8	34.3	6.7	2	0	NA
			2		

**Legend:**  
 Achievement: Utilizes All Indicators  
 Progress: Utilizes Student Growth Percentiles (SGPs)  
 Achievement Gap: Utilizes Lowest Quartile Scale Scores  
 Challenge Points: ED/EL/SWD Performance Points + Exceeding the Bar Points (not to exceed 10 points)  
 N: No  
 Y: Yes  
 0: 0% of students met the indicator criteria  
 NA: Indicator is not applicable OR data are not available  
 Too Few: Information is not reported on student groups with fewer than 15

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## Introduction

The College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (AYP). Georgia's Elementary and Secondary Education Act (ESEA) Waiver provided the opportunity to implement a new system that included multiple measures, provided a more holistic picture of school performance, and addressed several of the shortcomings of the Adequate Yearly Progress (AYP) process.

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), the long overdue reauthorization of ESEA. While ESSA's new accountability provisions represent a substantial departure from No Child Left Behind's AYP, they are more closely aligned with the CCRPI index system already in place in Georgia.

With ESSA, Georgia has an opportunity to reflect on four years of CCRPI implementation, identify key components that should continue to be implemented, and refine components that need improvement. Beginning in July 2016, an Accountability Working Committee comprising Georgia educators – superintendents, district administrators, school leaders, a RESA director, a teacher, and GaDOE and GOSA staff members – will begin meeting to develop the state plan for Georgia's accountability system under ESSA.

To inform this process, the GaDOE surveyed school and district leaders to collect their feedback on CCRPI. This report provides analyses of that feedback as well as quotes from survey respondents. The feedback contained in this report is a critical component of ensuring Georgia has a school accountability system that provides a clear message of school performance and provides schools and their communities with data they can use to improve student opportunities and outcomes.



We are on the right track. We are having honest communication about the state of our schools. I look forward to improving this tool and continuing to use CCRPI in the future.

*- Elementary School Leader*



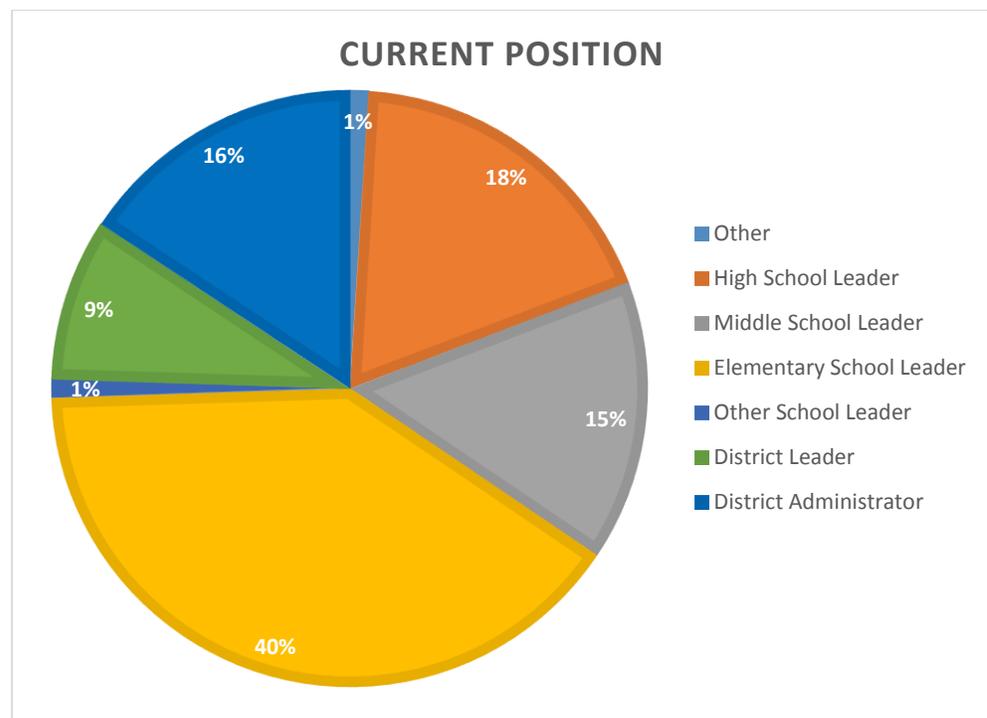
We have been pleased with the majority of the indicators and categories of CCRPI. Progress and Achievement Gap are very valuable in ensuring ALL students are making progress and not being left behind...The high achieving students were not always challenged to grow and students not meeting the passing cut score fell too far behind. Progress and Achievement Gap are making a difference for the students in Georgia. We are on the right track!

*- District Administrator*

## Participation

The CCRPI Survey of School and District Leaders was administered online from May 25 – June 10, 2016, yielding 1,910 valid responses from school and district leaders.

Figure 1 provides the breakdown of survey participants: 18% high school leaders (Principal, Assistant Principal, etc.); 15% middle school leaders (Principal, Assistant Principal, etc.); 40% elementary school leaders (Principal, Assistant Principal, etc.); 9% district leaders (Superintendent, Assistant Superintendent, etc.); and 16% district administrators (Director, etc.). 1% selected “Other” and indicated they were school leaders from other grade configurations (e.g., primary, K-12, etc.) and an additional 1% selected “Other” and indicated they had other roles (such as academic coach, support services administrator, family engagement, etc.) but it was not clear whether those were at the school or district level.



I believe CCRPI was originally intended to give schools and districts feedback for improvement; however, it has now turned into a very unfairly scored grading system. Schools/systems do not come in “one-size-fits-all” demographics and should not be treated as such. Also, it is too complicated to explain to the public. All that is seen in the public eye is a “score” – not the details associated with the score.

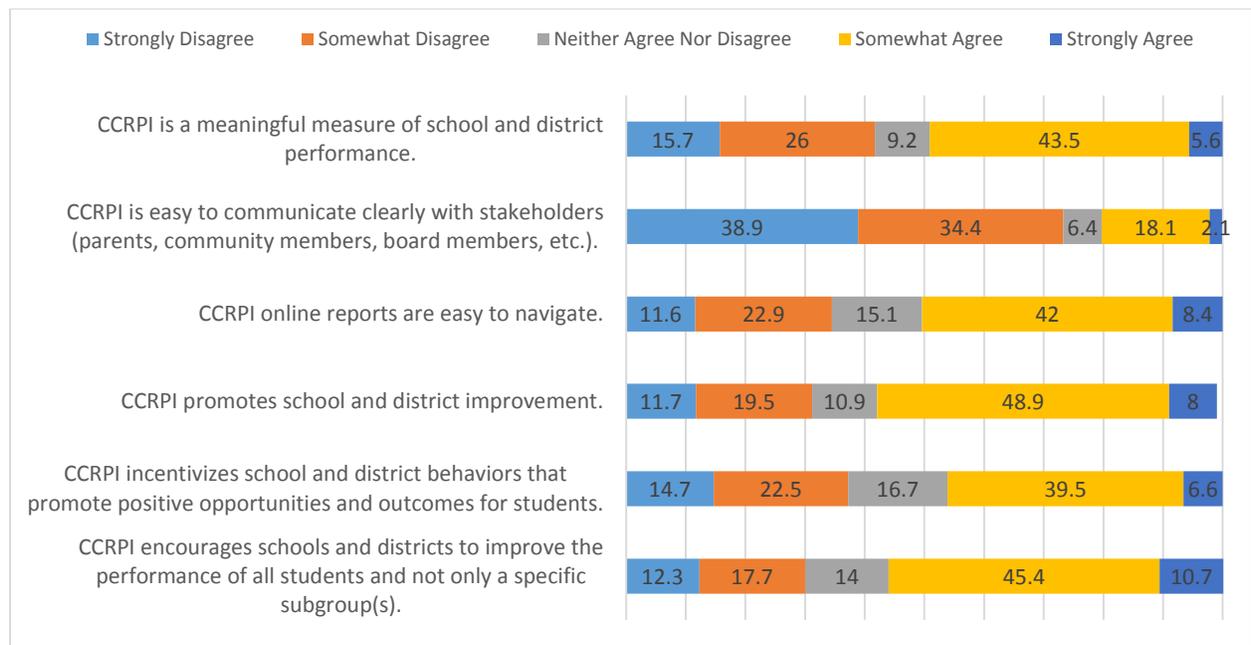
- District Administrator

## Please indicate the extent to which you agree or disagree with the following statements about CCRPI (part 1).

The responses are mixed. 56.9% of respondents somewhat or strongly agree that CCRPI promotes school and district improvement, while 65.1% agree CCRPI encourages schools and districts to improve the achievement of all students and not only a specific subgroup. While this represents a majority of respondents, many others did not agree with these statements (31.2% and 30%, respectively).

One-half of respondents (50.4%) agree that CCRPI online reports are easy to read. Slightly fewer respondents (49.1%) agree that CCRPI is a meaningful measure of school and district performance. Only 46.1% agree that CCRPI incentivizes behaviors that promote positive opportunities and outcomes for students. Significantly fewer – 20.2% – agree the CCRPI is easy to communicate with stakeholders.

Across all statements, many respondents neither agree nor disagree (ranging from 6.4% to 16.7%), indicating that there is not a clear message about the goals of the system.



N = 1910

It is very difficult to articulate to parents and teachers how the score is derived. It is also difficult to purposefully plan for school improvement because of the many components to the score...Teachers and students feel the stress of accountability!

- Elementary School Leader

August 16, 2016

## Please indicate the extent to which you agree or disagree with the following statements about CCRPI (part 2).

The responses send a clear message that CCRPI is too complex:

- 80.7% of respondents agree that CCRPI scoring is too complex
- 70.5% agree that it is a challenge to provide the data necessary for CCRPI
- 67.5% agree that CCRPI includes too many indicators

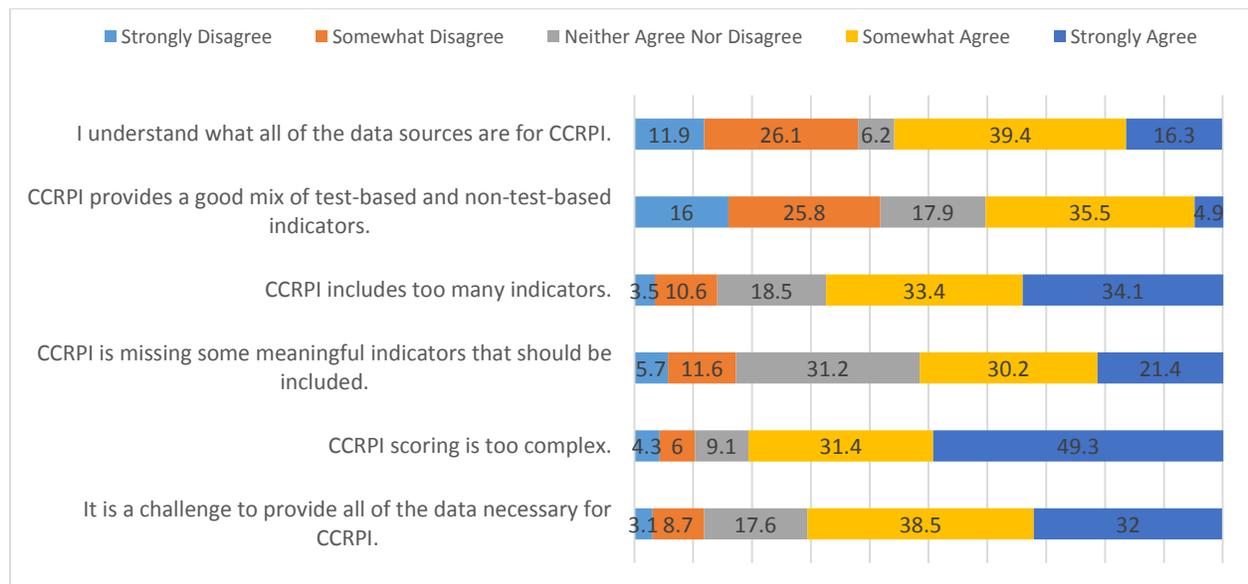
These responses are in agreement with responses on the previous question indicating that CCRPI is difficult to communicate. Only 55.7% agree that they understand the data sources for CCRPI. It is highly problematic that so many school and district leaders do not understand the data sources for their accountability system.



CCRPI is not a true indicator of a school's effectiveness. It forces schools to focus on earning points instead of what is really important...schools should have the freedom to make the best decision for all involved.

- High School Leader

While 40.4% agree that CCRPI provides a good mix of test- and non-test based indicators, 41.8% disagree and 17.9% neither agree nor disagree. Finally, 51.6% agree that CCRPI is missing meaningful indicators.



N = 1910

## Please indicate whether or not each of the following CCRPI components are important for accountability, communicating school and district performance, and informing school improvement.

Overwhelmingly, respondents believe that content mastery is important for accountability (90%), communication (84%), and school improvement (92%). Following content mastery, the highest affirmative responses were for progress/SGPs (78%, 69%, 81%, respectively), ED/EL/SWD performance (69%, 61%, 76%, respectively), and graduation rates/predictor for graduation (68%, 66%, 69%, respectively).

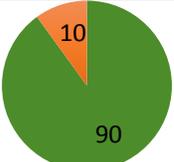
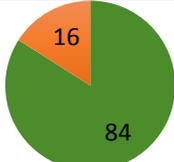
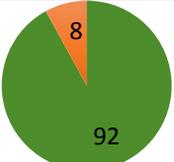
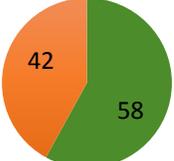
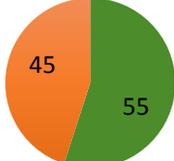
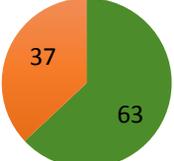
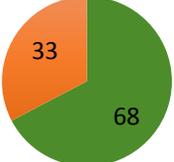
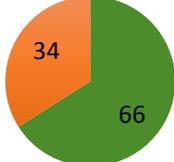
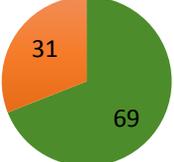
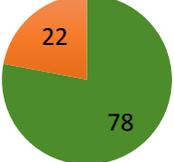
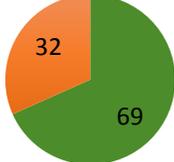
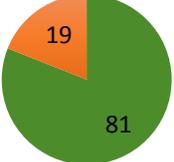
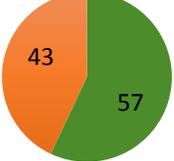
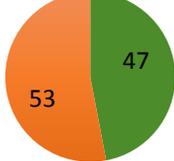
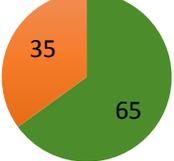
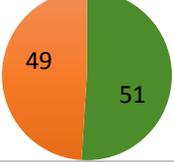
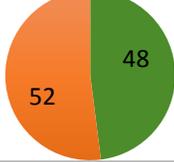
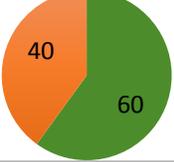
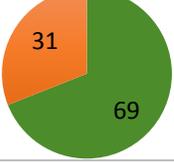
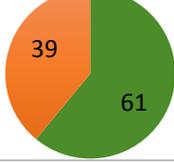
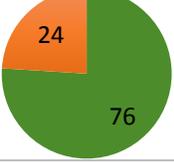
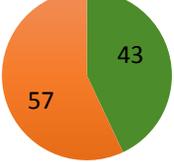
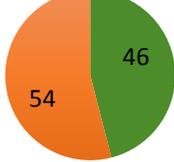
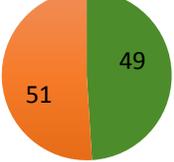
Fewer respondents believe that other components of the system were important for the stated purposes. Approximately 50%-60% of respondents believe that post readiness indicators, performance flags, and achievement gap are important.

Fewer than half of respondents believe that exceeding the bar indicators are important. Only 43% indicate they are important for accountability, 46% indicate they are important for communication, and 49% indicate they are important for school improvement.

Interestingly, responses indicate that school and district leaders believe some components are important for some purposes, but not for others. While a majority believe progress/SGPs are important for accountability (78%) and school improvement (81%), fewer believe they are important for communication (69%). A similar trend is seen with achievement gap, where 57% believe it is important for accountability, 65% believe it is important for school improvement, but only 47% believe it is useful for communication. It is possible that this trend is related to the more technical calculations included within CCRPI. This may be reflective of the challenge associated with explaining these metrics to stakeholders. For more straightforward calculations, such as graduation rates, there is more consistency across the responses (68% for accountability, 66% for communication, 69% for school improvement).

I truly want to understand all of the CCRPI data, and I want to be able to clearly explain it to teachers, parents, board members, and other community stakeholders. I want it to provide a true picture of school and district successes and areas in need of improvement. At the present time, this simply is not possible. The process is too complex and confusing, and constant changes have made it impossible to chart improvement over time.

- District Administrator

<span style="color: orange;">■</span> No <span style="color: green;">■</span> Yes	Accountability	Communication	School Improvement
Achievement: Content Mastery			
Achievement: Post School Readiness			
Achievement: Graduation Rate or Graduation Rate Predictor			
Progress (SGPs)			
Achievement Gap (Gap Size and Gap Progress)			
Performance Flags			
ED/EL/SWD Performance			
Exceeding the Bar			

N = 1626

## Please rank the following CCRPI components from most (1) to least (8) valuable.

Content mastery, progress/SGPs, and graduation rate (or predictor for graduation rate) are the highest-ranked CCRPI components. Almost one-half (49.1%) of respondents selected content mastery as most valuable. Progress/SGPs were most commonly ranked second.

Achievement gap and post school readiness were ranked next, followed by subgroup performance (ED/EL/SWD performance and performance flags).

Exceeding the bar indicators received the lowest ranking, with 37% of respondents ranking it as least valuable.

	Average Ranking 1 = Most Valuable 8 = Least Valuable	% Selecting Most Valuable (1)	% Selecting Least Valuable (8)	Most Common Ranking
Achievement: Content Mastery	2.65	49.1%	9.7%	1 (49.1%)
Progress (SGPs)	3.26	25.0%	6.1%	2 (27.2%)
Achievement: Graduation Rate or Graduation Rate Predictor	4.44	7.0%	8.4%	3 (17.7%)
Achievement Gap (Gap Size and Gap Progress)	4.65	2.5%	6.5%	3 (19.1%)
Achievement: Post School Readiness	4.78	4.4%	10.0%	4 (16.2%)
ED/EL/SWD Performance	4.86	1.7%	5.4%	4 (19.8%)
Performance Flags	5.39	4.2%	16.9%	7 (19.4%)
Exceeding the Bar	5.97	6.1%	37.0%	8 (37.0%)

N = 1626

Note: Components sorted by average ranking.

Progress points [are] the fairest for all students.

- Middle School Leader

Content mastery should be weighted highest.

- District Leader

## What are the most important improvements that could be made to CCRPI? Select up to three.

The majority of respondents indicated that the most important improvements include simplifying the CCRPI overall score (67.6%); eliminating or minimizing changes (50.7%), and reducing the number of indicators (48.2%). There was almost no support for adding indicators not currently included (5.3%).

	%
Simplify how CCRPI data are combined to produce an overall score	67.6%
Eliminate or minimize annual changes to CCRPI indicators	50.7%
Reduce the number of indicators	48.2%
Have a core set of indicators for all schools and a flexible section of indicators selected by districts	40.9%
Use a smaller set of indicators for scoring and report additional indicators as informational	38.1%
Other	15.1%
Redesign the online report format	7.6%
Add indicators not currently included	5.3%

N = 1615

Note: Components sorted by percentage.

As indicated in the table, 15.1% of respondents selected “other.” Many of the comments associated with “other” are already captured in the answer choices, such as simplifying the index and eliminating or minimizing annual changes to indicators. Other frequently entered comments include the following:

- increasing the minimum N size
- addressing how subgroup performance is reported
- changing or eliminating the attendance indicator
- releasing data earlier
- eliminating the use of lagging data
- eliminating CCRPI altogether

CCRPI has changed so much from year to year that it has lost its reliability and value...Educators are working harder now than ever before and receiving less credit for the job that is being done. Accountability is necessary but it is not working with what is in place at this time.

- Middle School Leader

**In addition to academic proficiency, academic growth, English language proficiency, and graduation rate, ESSA requires that accountability systems include at least one indicator of school quality or student success. Which of the following types of indicators do you think would best meet this requirement?**

Student completion of pathways or advanced content were among the most selected indicators. At the high school level, 53.9% of all respondents (and 68.2% of high school leaders) selected pathway completion and 35.7% of all respondents (and 43.6% of high school leaders) selected accelerated enrollment (such as Move on When Ready, AP, IB). At the middle school level, 42.2% of all respondents (and 30.7% of middle school leaders) selected completion of a concentration and 33.6% of all respondents (and 35.0% of middle school leaders) selected completion of high school courses. At the elementary school level, 27.8% of all respondents (and 28% of elementary school leaders) selected completion of world language or fine arts courses. Fewer selected completion of above grade level courses (27.3% of all respondents and 18.3% of elementary school leaders).

College readiness measures (such as entering TCSG/USG not needing remediation, ACT scores, SAT scores, AP scores, IB scores) were the next most selected option at the high school level (38.3% of all respondents and 37.4% of high school leaders). At the middle and elementary levels, the School Climate Star Rating was frequently selected (44.9% of middle school leaders and 40.2% of elementary school leaders). Surveys were the next most selected option at the middle and elementary school levels (31.5% of middle school leaders and 34.4% of elementary school leaders).

<b>High School</b>	All Respondents	High School Leaders
Pathway completion (CTAE, advanced academic, fine arts, world language)	53.9%	68.2%
Accelerated enrollment (Move On When Ready, AP, IB)	35.7	43.6
College readiness (entering TCSG/USG not needing remediation, ACT scores, SAT scores, AP scores, IB scores)	38.3	37.4
School Climate Star Rating	27.4	28.0
Student/staff/parent culture/climate surveys	20.8	20.1
Chronic absenteeism	19.1	17.3
Discipline rates	20.6	19.0
Other	3.9	2.8

All Respondents N=1600; High School Leaders N = 289

<b>Middle School</b>	All Respondents	Middle School Leaders
Completion of a concentration (3 courses) in fine arts, career exploratory, or world languages	42.2%	30.7%
Completion of high school courses	33.6	35.0
School Climate Star Rating	33.3	44.9
Student/staff/parent culture/climate surveys	24.9	31.5
Chronic absenteeism	23.1	23.6
Discipline rates	26.4	26.0
Other	5.0	7.1

All Respondents N=1600; Middle School Leaders N = 254

<b>Elementary School</b>	All Respondents	Elementary School Leaders
Completion of world language or fine arts courses	27.8%	28.0%
Completion of above grade level courses	27.3	18.3
School Climate Star Rating	38.2	40.2
Student/staff/parent culture/climate surveys	31.3	34.4
Chronic absenteeism	25.6	22.5
Discipline rates	25.9	27.8
Other	6.1	7.0

All Respondents N=1600; Elementary School Leaders N = 640

A small percentage of respondents selected “other.” For all three grade bands, several of the respondents indicated that none of the listed indicators should be used, but no alternatives were suggested. Some respondents recommended surveys (teacher and/or student) be included, yet others were opposed to using surveys for accountability purposes. Finally, a measure of community or parent involvement or outreach was suggested for all three grade bands.

At the high school level, other suggestions include the following:

- Utilizing other assessment data, such as SRI and MAP
- Measures of college readiness, such as enrollment in Move On When Ready (MOWR), attaining a Technical College Certificate (TCC) or Associate’s Degree through MOWR, or the college freshmen year GPA of graduates
- Other measures – completion of a senior project, internships/apprenticeships, number of honor graduates, student portfolio, student success in core areas, teachers meeting professional learning (PL) goals, technology skills and digital learning

At the middle school level, other suggestions include the following:

- Passing all academic subjects or ability to perform on grade level in math and reading
- Completion of pathways in middle school
- Completion of advanced middle school courses
- Completion of exploratories or fine arts

At the elementary school level, other suggestions include the following:

- Passing all academic subjects or ability to perform on grade level in math and reading
- Achievement or growth
- Student portfolios
- Completion of pathway related courses
- Completion of advanced content

The rating is overly complicated with too many indicators. It is difficult to explain to parents who simply want to know that their children are learning the standards in order to be prepared for their next grade and success at the next level. Achievement, progress, and all student groups are having their needs being met.

- Middle School Leader

I definitely support the CCRPI framework as it does embrace the concept of multiple measures. I do want to see more process data included in the framework.

- District leader

## Please list up to three things that you think need to stay the same about the CCRPI.

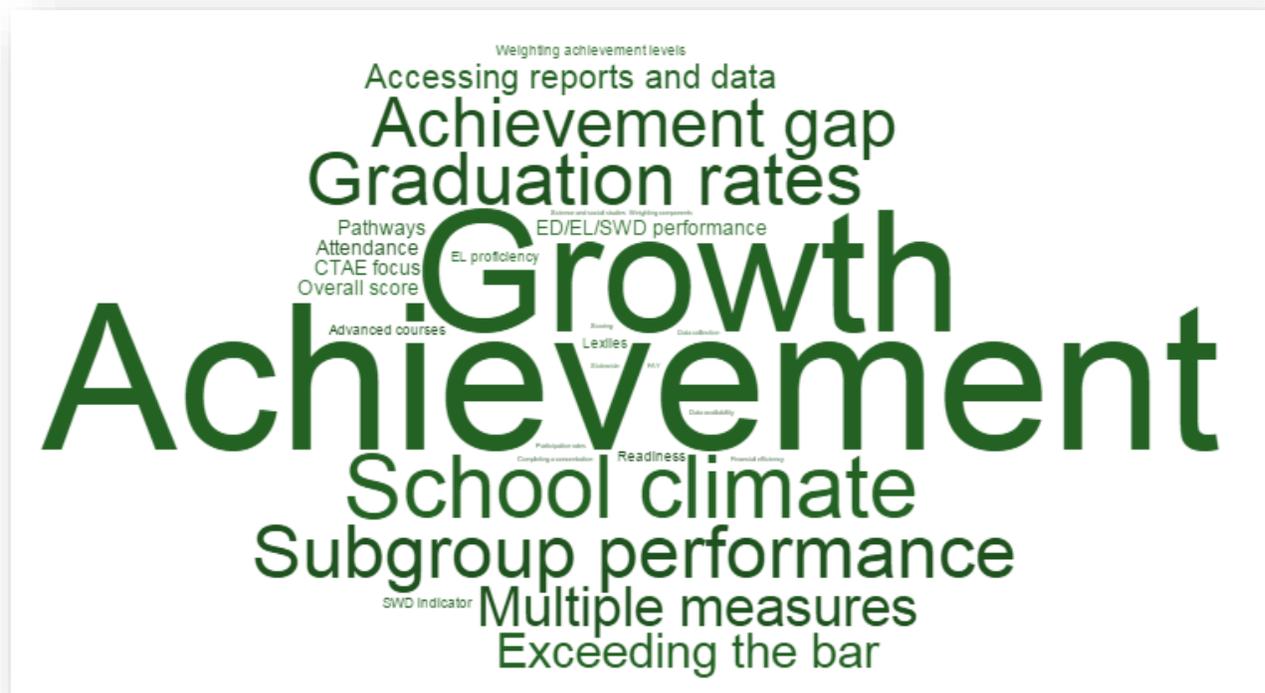
926 respondents listed at least one thing that they thought needed to stay the same about CCRPI (1,908 items listed total). After categorizing the responses into themes, almost 50% of the responses include the following:

- Content mastery (27.6%)
- Growth (21.7%)

While the majority of respondents indicated that content mastery and growth should continue, additional common responses include the following:

- School climate (8.0%)
- Subgroup performance (6.5%)
- Graduation rates (6.3%)
- Achievement gap (5.9%)
- Use of multiple measures (4.6%)

The following graphic provides a visual representation of the frequency of coded responses.

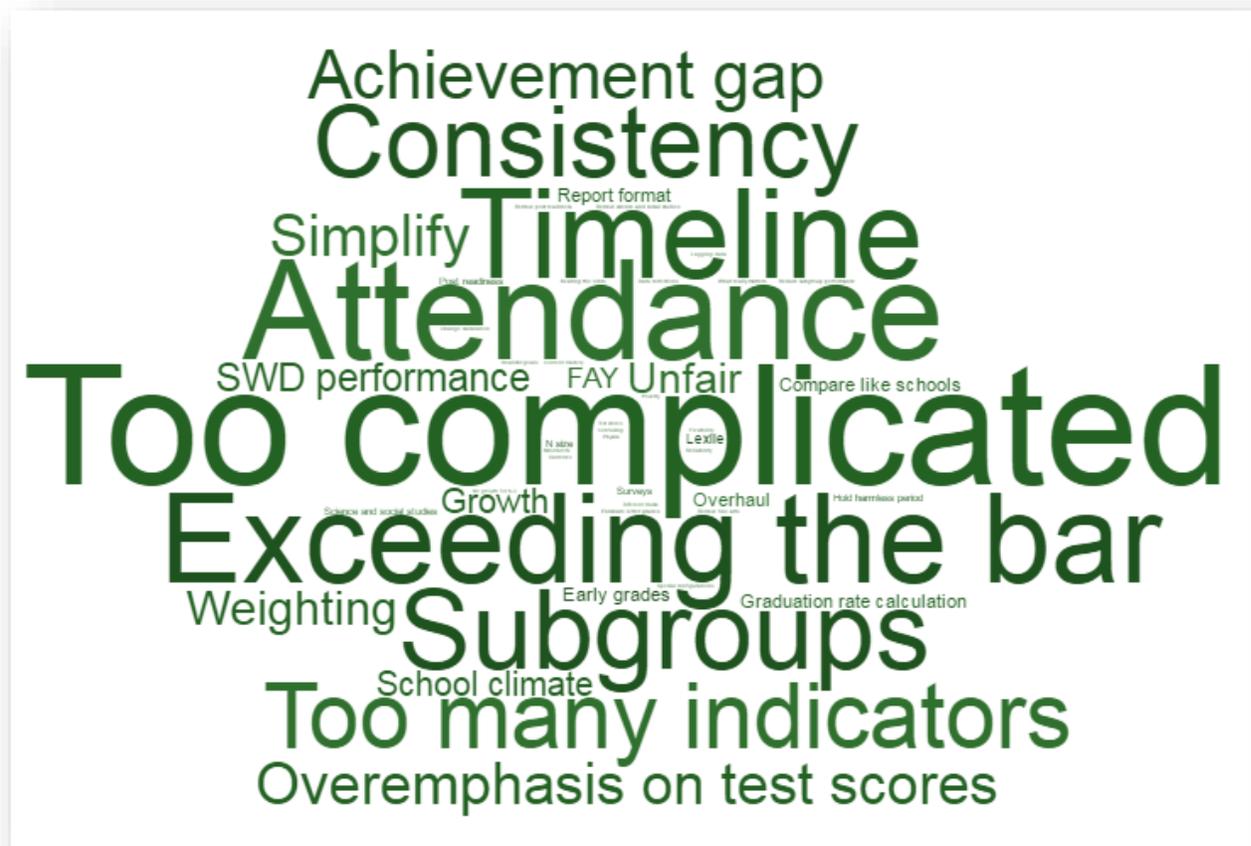


## Please list up to three things that you think need to be changed about the CCRPI.

995 respondents provided at least one thing that they think needs to be changed about CCRPI (2,266 items listed total). The responses were varied, touching on a wide range of issues. After categorizing the responses<sup>1</sup> into themes, the most prevalent themes include the following:

- CCRPI is too complicated;
- CCRPI includes too many indicators;
- Results are available too late (timeliness);
- There are too many changes (consistency); and
- The attendance indicator needs to be changed or removed.

The following graphic provides a visual representation of the frequency of coded responses.



<sup>1</sup> Due to the volume of responses received for this question, a random sample of responses were coded for analysis. A review of the remaining responses revealed that they addressed the same themes identified by the random sample.

Additionally, several respondents expressed concerns about the early grades and the impact of no Georgia Milestones testing in grades K-2 on CCRPI scores. Other respondents were concerned about Senate Bill 364 and the impact reduced science and social studies testing would have on CCRPI. There were also varied comments about Exceeding the Bar indicators – some wanted to increase the number of indicators and/or weight, while others wanted to eliminate them altogether.

Many respondents provided feedback on weighting within CCRPI; however, the comments do not reveal a consistent pattern. A sample of comments include the following:

- Weight growth more heavily than achievement;
- Weight achievement more heavily than growth;
- Most points should come from either achievement or growth ;
- More weight needs to be given to readiness indicators;
- The current weighting system is confusing;
- Weighting of components needs to be adjusted; and
- Weighting needs to take into consideration schools with high populations of at-risk students.

The CCRPI report format was also identified as an issue. Several respondents wanted the reports to be simplified, including the ability to print easily.

Finally, several respondents expressed concern that the overall scores are unfair and do not accurately represent their school. Additionally, some respondents stated that indicators should be removed when schools do not have control over them (for example, attendance).

**Please list any indicator(s) that is not currently part of CCRPI that is a meaningful measure of school and district performance and should be part of CCRPI.**

315 respondents listed at least one indicator that is not currently part of CCRPI but is a meaningful measure of school and district performance and should be included (582 suggestions total). After categorizing the responses, respondents most commonly indicated that schools' demographic information needs to be a consideration – by reporting demographic composition, by adjusting scores based on demographics, or by comparing demographically-similar schools. The next most common suggestions include parent involvement or engagement and teacher retention.

Several respondents focused their comments on the early grades and the need for assessment and growth data at the K-2/3 level. Several respondents want additional growth measures (such as from other assessments or utilizing SGPs for subgroups or the lowest quartile), measures of school climate (such as the School Climate Star Rating or the surveys utilized in that rating), and additional assessments (such as local assessments, national assessments, benchmark assessments, or formative assessments).

Finally, many respondents indicated they want a way to capture local offerings or initiatives, including enrichment opportunities, course offerings, fine arts and foreign language offerings, extracurricular opportunities, special programs (such as remediation programs or STEM programs), and innovative practices.

The following graphic provides a visual representation of the frequency of coded responses.



## Please provide any additional feedback you may have regarding CCRPI.

At the conclusion of the survey, respondents had an opportunity to provide any additional feedback regarding CCRPI. 437 respondents entered a comment. A review of the comments revealed three prevalent themes.

First, CCRPI is too complicated. Educators and community members have difficulty understanding the calculations. They are unclear what the goals are, where to focus their efforts, or how to use the information for school improvement. Additionally, some respondents indicated that the number and type of indicators results in “chasing points” instead of focusing on best practices that can improve student performance. Communicating results with parents and stakeholders is a challenge. Additionally, the data collections process is cumbersome and a challenge for schools.

Second, there are too many changes to CCRPI. While some respondents acknowledge that adjustments will need to be made, currently the changes are extensive and make it difficult to set goals and work towards improved scores.

When writing improvement plans the standard is usually to set three or four goals. To improve on CCRPI, you would need to set about 50 goals.

- Elementary School Leader

Finally, scores are released too late. The timing of scores makes it difficult to use the results for improvement purposes. Instead, the release serves more as an accountability hammer as opposed to a tool to engage communities in improving opportunities for and the performance of students.

Parents are bombarded with CCRPI data, they don't fully understand it, and are not sure which indicator is most important regarding how well their child is performing academically. Are they worried about an overall score or a growth score? The reporting process needs to be simplified so parents can understand and participate more fully in the education of their child.

- District Administrator

## Conclusion

The following conclusions are based on the feedback provided by school and district leaders in this survey.

### *1. Set clear, attainable goals*

Georgia's accountability system needs clearly defined goals, aligned with the State's strategic vision. Goals define what the most important outcomes of the system are and provide a means of tracking progress over time. Goals should be clear, attainable, and exciting. This ensures that all stakeholders – state policymakers, district leaders, school leaders, teachers, parents, community members, and others – can understand their role in achieving those goals and be motivated to make improvements. Instead of being punitive in nature, CCRPI should drive communication and school improvement.

### *2. Include indicators that promote improved student opportunities and outcomes*

CCRPI indicators should promote improved student opportunities and outcomes. Those indicators should be aligned with the goals of the accountability system. Indicators that result in schools "chasing points" as opposed to focusing on student needs and outcomes should be reconsidered. The system's goals and indicators drive behavior and, therefore, should be aligned with intended outcomes.

### *3. Simplify the index*

CCRPI is too complicated. It is difficult to calculate, to understand, to use for school improvement, and to communicate with stakeholders. The system must be straightforward in order to work towards stated goals and ensure all stakeholders can engage with the data and work towards improved student opportunities and outcomes. Additionally, a simplified index would reduce the data collection burden on schools and districts, enabling them to focus on students and not on making sense of a complicated accountability system.

### *4. Maintain consistency*

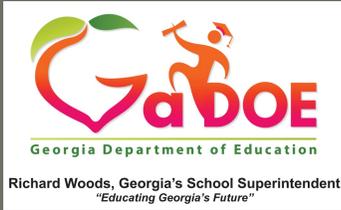
While a valid, reliable, and robust accountability system is a work in progress, annual changes should be minimized. Educators and stakeholders need a clear and consistent target and measurement, enabling them to compare results over time, celebrate progress, and identify areas in need of improvement.

### *5. Release CCRPI scores earlier*

CCRPI needs to be released early in the school year in order to maximize the utility of the accountability system in driving school improvement and communication with stakeholders.

## **Appendix: Survey Questions**

The Appendix includes the CCRPI Survey of School and District Leaders as it appeared in SurveyMonkey.

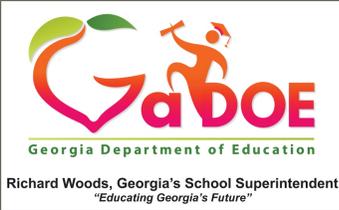


## CCRPI Survey for School and District Leaders

### Introduction

The purpose of this survey is to obtain school and district leader feedback on the College and Career Ready Performance Index (CCRPI). The passage of the Every Student Succeeds Act (ESSA) provides an opportunity to improve CCRPI while ensuring it meets ESSA accountability requirements. Your input will be a critical component of the review process.

The survey should take approximately 15 minutes to complete. The 2016 CCRPI indicators referenced in this survey can be found [here](#). An overview of the CCRPI can be found [here](#). Your responses are anonymous and will not be used to identify you in any way.

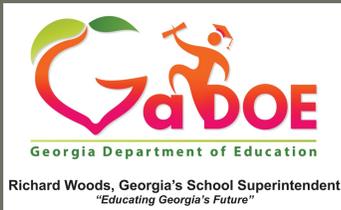


## CCRPI Survey for School and District Leaders

### Demographic Information

\* Please select your current position.

- High School Leader (Principal, Assistant Principal, etc.)
- Middle School Leader (Principal, Assistant Principal, etc.)
- Elementary School Leader (Principal, Assistant Principal, etc.)
- District Leader (Superintendent, Assistant Superintendent, etc.)
- District Administrator (Director, etc.)
- Other (please specify)



## CCRPI Survey for School and District Leaders

### Current CCRPI

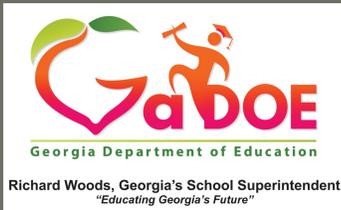
Please answer the following questions about the current CCRPI. The 2016 CCRPI indicators referenced in this survey can be found [here](#). An overview of the CCRPI can be found [here](#).

\* Please indicate the extent to which you agree or disagree with the following statements about CCRPI.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
CCRPI is a meaningful measure of school and district performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI is easy to communicate clearly with stakeholders (parents, community members, board members, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI online reports are easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI is a tool for school and district improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI encourages school and district behaviors that promote positive opportunities and outcomes for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI encourages schools and districts to improve the performance of all students and not only a specific subgroup(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* Please indicate the extent to which you agree or disagree with the following statements about CCRPI.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
I understand what all of the data sources are for CCRPI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI provides a good mix of test-based and non-test-based indicators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI includes too many indicators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI is missing some meaningful indicators that should be included.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CCRPI scoring is too complex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a challenge to provide all of the data necessary for CCRPI.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## CCRPI Survey for School and District Leaders

### Current CCRPI

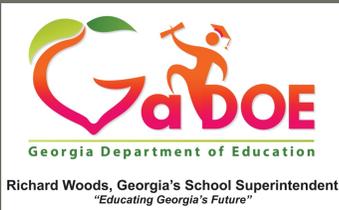
Please answer the following questions about the current CCRPI. The 2016 CCRPI indicators referenced in this survey can be found [here](#). An overview of the CCRPI can be found [here](#).

\* Please indicate whether or not each of the following components of CCRPI are important for accountability, communicating school and district performance, and informing school improvement.

	Accountability	Communication	School Improvement
Achievement: Content Mastery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement: Post School Readiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement: Graduation Rate or Graduation Rate Predictor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Progress (Student Growth Percentiles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievement Gap (Gap Size and Gap Progress)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance Flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ED/EL/SWD Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exceeding the Bar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Please rank the following CCRPI components from most (1) to least (8) valuable.

<input type="checkbox"/>	<input type="text"/>	Achievement: Content Mastery
<input type="checkbox"/>	<input type="text"/>	Achievement: Post School Readiness
<input type="checkbox"/>	<input type="text"/>	Achievement: Graduation Rate or Graduation Rate Predictor
<input type="checkbox"/>	<input type="text"/>	Progress (Student Growth Percentiles)
<input type="checkbox"/>	<input type="text"/>	Achievement Gap (Gap Size and Gap Progress)
<input type="checkbox"/>	<input type="text"/>	Performance Flags
<input type="checkbox"/>	<input type="text"/>	ED/EL/SWD Performance
<input type="checkbox"/>	<input type="text"/>	Exceeding the Bar

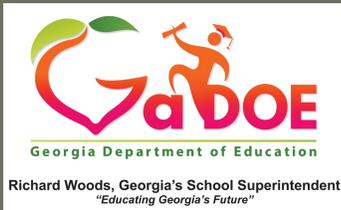


## CCRPI Survey for School and District Leaders

### Future CCRPIs

\* What are the most important improvements that could be made to CCRPI? Select up to three.

- Reduce the number of indicators
- Add indicators not currently included
- Redesign the online report format
- Simplify how CCRPI data are combined to produce an overall score
- Eliminate or minimize annual changes to CCRPI indicators
- Have a core set of indicators for all schools and a flexible section of indicators selected by districts
- Use a smaller set of indicators for scoring and report additional indicators as informational
- Other (please specify)



## CCRPI Survey for School and District Leaders

### Future CCRPIs

In addition to academic proficiency, academic growth, English language proficiency, and graduation rate, ESSA requires that accountability systems include at least one indicator of school quality or student success. Which of the following types of indicators do you think would best meet this requirement? Select all that apply.

#### \* High School

- Pathway completion (CTAE, advanced academic, fine arts, world language)
- Accelerated enrollment (Move On When Ready, AP, IB)
- College readiness (entering TCSG/USG not needing remediation, ACT scores, SAT scores, AP scores, IB scores)
- School climate star rating
- Student/staff/parent culture/climate surveys
- Chronic absenteeism
- Discipline rates
- Other (please specify)

#### \* Middle School

- Completion of a concentration (3 courses) in fine arts, career exploratory, or world languages
- Completion of high school courses
- School climate star rating
- Student/staff/parent culture/climate surveys
- Chronic absenteeism
- Discipline rates
- Other (please specify)

\* Elementary School

Completion of world language or fine arts courses

Completion of above grade level courses

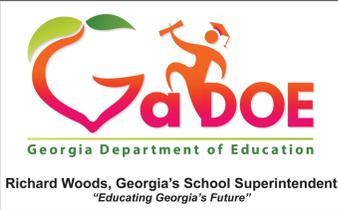
School climate star rating

Student/staff/parent culture/climate surveys

Chronic absenteeism

Discipline rates

Other (please specify)



Open-Ended Questions

Please list up to three things that you think need to stay the same about the CCRPI.

1:

2:

3:

Please list up to three things that you think need to be changed about the CCRPI.

1:

2:

3:

Please list any indicator(s) that is not currently part of CCRPI that is a meaningful measure of school and district performance and should be part of CCRPI.

1:

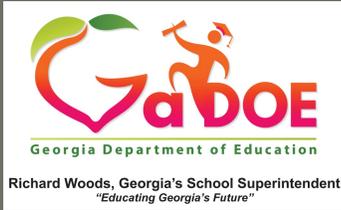
2:

3:

4:

5:

Please provide any additional feedback you may have regarding CCRPI.



## CCRPI Survey for School and District Leaders

Thank you for participating in this survey. Your feedback will be a valuable component of the CCRPI review and revision process.

**Please click Done to submit your survey.**