

# Overview of the Redesigned CCRPI

February 2018

Georgia Department of Education

# The Path Leading to the Redesigned CCRPI



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
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- ESEA signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- Main federal law governing public education
- Reauthorized in different versions:
  - No Child Left Behind (2001)
  - Every Student Succeeds Act (2015)

Georgia Department of Education

# Our Opportunity

- Georgians are expecting more from their education system
- ESSA is an opportunity for Georgia
  - to reflect on several years of CCRPI implementation
  - to revise CCRPI to expand upon its successes and address its shortcomings.
- **Our Mission**
  - Offering a *holistic education* to each and every child in the state.
- **Our Vision**
  - *Educating Georgia's Future* by graduating students who are ready to learn, ready to live, and ready to lead.

# Developing a Stakeholder-Driven Plan

- A plan for Georgians, by Georgians
  - Stakeholder feedback sessions across the state; social media outreach; email feedback; survey responses; advisory councils; civil rights organizations; business and industry; state agencies, organizations, and nonprofits; RESAs; Metro Chamber; GPEE
  - State Advisory Committee – 40 members from state agencies, organizations, students, parents, teachers, superintendents, advocacy groups
  - 6 working committees – accountability, assessment, federal programs to support school improvement, education of the whole child, educator and leader development, communications

# The Path to Approval of the Redesigned CCRPI



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- Georgia's draft ESSA plan (including the redesigned CCRPI) was posted in June 2017 for a 30-day public comment period
- Working committees reviewed feedback and recommended changes
- Georgia's revised draft ESSA plan was submitted to Governor Nathan Deal in August 2017 for a 30-day review period
- Georgia's final ESSA plan was submitted to the U.S. Department of Education on September 18, 2017
- Georgia received interim feedback from USED on December 14, 2017
- Georgia's revised final ESSA plan was resubmitted to USED in January 2018
- Georgia's ESSA plan was approved by USED on January 19, 2018

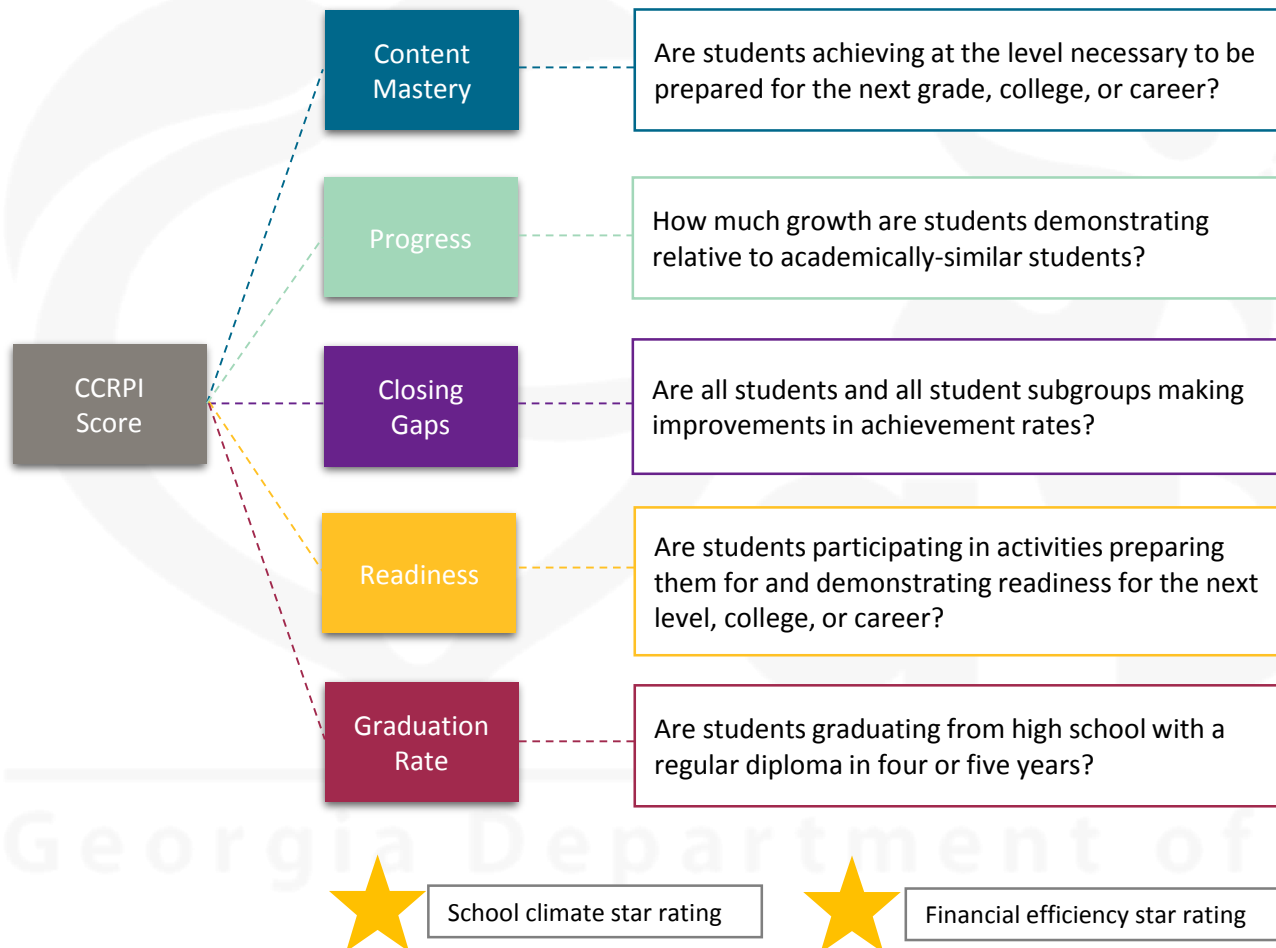
# What We Heard...

- 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
  - Minimizes chasing points
  - Minimizes annual changes
  - Provides opportunities to show growth and improvement
- Simplified scoring
  - All indicators and components reported on a 0-100 point scale
- Started developing a new online reporting system
  - Easier to comprehend and navigate
  - Provides more comparative information
- Streamlined GaDOE processes to release results earlier

# Redesigned CCRPI



## Vision

Accountability should play a supporting role in assisting our state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life. Accountability should not be the driving force behind decisions about educating children.

## Purpose

The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement.



# Content Mastery



- Achievement scores in English language arts, mathematics, science, and social studies
  - Utilize weights based on achievement level to incentivize moving all students to the next level:
    - Beginning Learners = 0 points
    - Developing Learners = 0.5 points
    - Proficient Learners = 1.0 point
    - Distinguished Learners = 1.5 points
  - Content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band

# Content Mastery



- If the participation rate for all students or a subgroup of students falls below 95%, the achievement score for that group of students will be multiplied by the actual participation rate divided by 95%.
- This ensures the adjustment is proportional to the extent to which the 95% participation rate was not attained.
- The adjusted achievement score will be utilized in CCRPI calculations.

## 95% Assessment Participation Requirement

If the participation rate for all students or a subgroup of students falls below 95%:

$$\text{Achievement Score} \times \frac{\text{Participation Rate}}{95\%} = \text{Adjusted Achievement Score}$$

# Content Mastery Example Elementary/Middle School



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|                         |                          |     |                |    |
|-------------------------|--------------------------|-----|----------------|----|
| ELA                     | Participation Rate = 98% |     |                |    |
|                         | Beginning                | 18% | $\times 0 =$   | 0  |
|                         | Developing               | 26% | $\times .5 =$  | 13 |
|                         | Proficient               | 44% | $\times 1 =$   | 44 |
|                         | Distinguished            | 12% | $\times 1.5 =$ | 18 |
| ELA Achievement Score = |                          |     |                | 75 |

|                             |                          |     |                |       |
|-----------------------------|--------------------------|-----|----------------|-------|
| Science                     | Participation Rate = 95% |     |                |       |
|                             | Beginning                | 4%  | $\times 0 =$   | 0     |
|                             | Developing               | 14% | $\times .5 =$  | 7     |
|                             | Proficient               | 46% | $\times 1 =$   | 46    |
|                             | Distinguished            | 36% | $\times 1.5 =$ | 54    |
| Science Achievement Score = |                          |     |                | 107 * |

|                                 |                          |     |                |    |
|---------------------------------|--------------------------|-----|----------------|----|
| Mathematics                     | Participation Rate = 97% |     |                |    |
|                                 | Beginning                | 11% | $\times 0 =$   | 0  |
|                                 | Developing               | 18% | $\times .5 =$  | 9  |
|                                 | Proficient               | 47% | $\times 1 =$   | 47 |
|                                 | Distinguished            | 24% | $\times 1.5 =$ | 36 |
| Mathematics Achievement Score = |                          |     |                | 92 |

|                                    |                          |     |                |    |
|------------------------------------|--------------------------|-----|----------------|----|
| Social Studies                     | Participation Rate = 92% |     |                |    |
|                                    | Beginning                | 20% | $\times 0 =$   | 0  |
|                                    | Developing               | 32% | $\times .5 =$  | 16 |
|                                    | Proficient               | 42% | $\times 1 =$   | 42 |
|                                    | Distinguished            | 6%  | $\times 1.5 =$ | 9  |
| Social Studies Achievement Score = |                          |     |                | 67 |

Participation  
Rate Adjustment:  
 $67 \times (92/95) =$   
64.9

Content Mastery =  $75 \times (37.5\%) + 92 \times (37.5\%) + 100 \times (12.5\%) + 64.9 (12.5\%) =$

**83.2**

# Content Mastery Example High School



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|                         |                          |     |                |    |
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|                             |                          |     |                |       |
|-----------------------------|--------------------------|-----|----------------|-------|
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|                                 |                          |     |                |    |
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|                                    |                          |     |                |    |
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|                                    | Distinguished            | 6%  | $\times 1.5 =$ | 9  |
| Social Studies Achievement Score = |                          |     |                | 67 |

Participation  
Rate Adjustment:  
 $67 \times (92/95) =$   
64.9

Content Mastery =  $75 \times (25\%) + 92 \times (25\%) + 100 \times (25\%) + 64.9 \times (25\%) =$

**83.0**

# Progress



- Progress scores in English language arts, mathematics, and progress toward English language proficiency (EL students)
  - Utilize weights based on level of growth to incentivize moving all students to the next level
  - ELA and mathematics will receive 90% of the weight, and progress toward English language proficiency will receive 10% of the weight

**ELA and Mathematics SGPs**

| SGP Range | Point Value |
|-----------|-------------|
| 1-29      | 0           |
| 30-40     | .5          |
| 41-65     | 1           |
| 66-99     | 1.5         |

**EL Progress toward Proficiency – ACCESS for ELLs**

| Performance Band Movement | Point Value |
|---------------------------|-------------|
| No positive movement      | 0           |
| Moved less than one band  | .5          |
| Moved one band            | 1           |
| Moved more than one band  | 1.5         |

# Progress Example

|     |                      |     |         |    |
|-----|----------------------|-----|---------|----|
| ELA | SGPs 1-29            | 14% | x 0 =   | 0  |
|     | SGPs 30-40           | 12% | x .5 =  | 6  |
|     | SGPs 41-65           | 40% | x 1 =   | 40 |
|     | SGPs 66-99           | 34% | x 1.5 = | 51 |
|     | ELA Progress Score = |     |         | 97 |

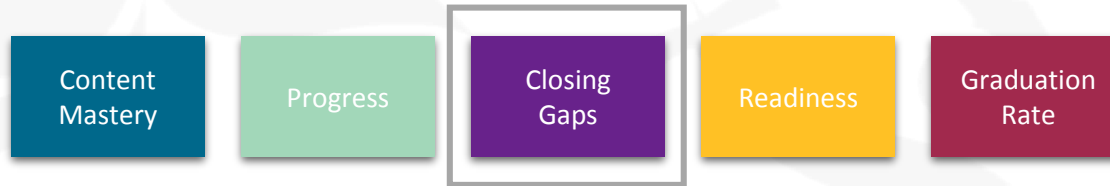
|             |                              |     |         |    |
|-------------|------------------------------|-----|---------|----|
| Mathematics | SGPs 1-29                    | 20% | x 0 =   | 0  |
|             | SGPs 30-40                   | 18% | x .5 =  | 9  |
|             | SGPs 41-65                   | 44% | x 1 =   | 44 |
|             | SGPs 66-99                   | 18% | x 1.5 = | 27 |
|             | Mathematics Progress Score = |     |         | 80 |

|                     |                             |     |         |    |
|---------------------|-----------------------------|-----|---------|----|
| Progress Toward ELP | No positive movement        | 10% | x 0 =   | 0  |
|                     | Moved less than one band    | 22% | x .5 =  | 11 |
|                     | Moved one band              | 50% | x 1 =   | 50 |
|                     | Moved more than one band    | 18% | x 1.5 = | 27 |
|                     | Progress Toward ELP Score = |     |         | 88 |





Progress =  $97 \times (45\%) + 80 \times (45\%) + 88 \times (10\%) =$

88.5

# Closing Gaps



- CCRPI achievement improvement targets will be 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
- Improvement targets will also be calculated for graduation rates and EL progress toward English language proficiency but they will not be included in Closing Gaps

| 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<br><small>*Available for ED, EL, SWD subgroups</small> |  | 1.5                  |

# Improvement Targets Example

## Students With Disability

|                          |                                  |                       |
|--------------------------|----------------------------------|-----------------------|
| Baseline <sub>2017</sub> | 42.8                             |                       |
| Improvement Target (3%)  | $(100 - 42.8) \times .03 = 1.72$ | $42.8 + 1.72 = 44.52$ |
| Improvement Target (6%)  | $(100 - 42.8) \times .06 = 3.43$ | $42.8 + 3.43 = 46.23$ |

If the 2018 score is:

$\leq 42.8$

$> 42.8$  but  $< 44.52$

$\geq 44.52$  but  $< 46.23$

$\geq 46.23$

the subgroup:

did not improve

improved but did not meet the 3% target

met the 3% target





























met the 6% target

and the flag will be:





# Closing Gaps Example

|                            | ELA   | Mathematics   | Science   | Social Studies  |
|----------------------------|---|---|---|---|
| All students               |  |  |  |  |
| American Indian/Alaskan    |   |   |   |   |
| Asian/Pacific Islander     |   |   |   |   |
| Black                      |  |  |  |  |
| Hispanic                   |  |  |  |  |
| Multi-Racial               |   |   |   |   |
| White                      |  |  |  |  |
| Economically Disadvantaged |  |  |  |  |
| English Learners           |  |  |  |  |
| Students With Disability   |  |  |  |  |

|            |            |    |                  |     |                |                        |      |
|------------|------------|----|------------------|-----|----------------|------------------------|------|
| Flag Count | Red        | 7  | $7 \times 0 =$   | 0   | Closing Gaps = | $(19 / 28) \times 100$ | 67.9 |
|            | Yellow     | 7  | $7 \times .5 =$  | 3.5 |                |                        |      |
|            | Green      | 11 | $11 \times 1 =$  | 11  |                |                        |      |
|            | Green (6%) | 3  | $3 \times 1.5 =$ | 4.5 |                |                        |      |
|            |            | 28 |                  | 19  |                |                        |      |

# Readiness



- Elementary and middle school readiness focus on foundational skills, such as literacy, attendance, and enrichment beyond the traditional core.
- In high school, literacy and attendance continue to be critical indicators of postsecondary readiness. Students should also participate in accelerated enrollment opportunities – academic or technical; complete a pathway; and demonstrate college or career readiness.
- Readiness indicators will be weighted equally.

## DEFINING READINESS

- **Early grades:** Foundational skills and concepts
- **Later grades:** Multiple paths to succeed by expanding opportunities and personalizing learning
- **Graduates** are college and/or career ready
- **Life-long learning**

# Readiness



## CCRPI Readiness Indicators

### Elementary School

**Literacy:** Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.

**Student Attendance:** Percent of students in grades K-5 absent less than 10% of enrolled days.

**Beyond the Core:** Percent of students earning a passing score in fine arts or world language.

### Middle School

**Literacy:** Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.

**Student Attendance:** Percent of students in grades 6-8 absent less than 10% of enrolled days.

**Beyond the Core:** Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.

# Readiness



## CCRPI Readiness Indicators

### High School

**Literacy:** Percent of students in 9<sup>th</sup> Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each course.

**Student Attendance:** Percent of students in grades 9-12 absent less than 10% of enrolled days.

**Accelerated Enrollment:** Percent of 12<sup>th</sup> graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.

**Pathway Completion:** Percent of 12<sup>th</sup> graders completing an advanced academic, CTAE, fine arts, or world language pathway.

**College and Career Readiness:** Percent of 12<sup>th</sup> graders entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.

# Readiness Example

## Elementary/Middle School

Readiness

### Elementary School

**Literacy:** Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level. 70%

**Student Attendance:** Percent of students in grades K-5 absent less than 10% of enrolled days. 90%

**Beyond the Core:** Percent of students earning a passing score in fine arts or world language. 95%

Readiness =

$$70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$$

84.9

Readiness

### Middle School

**Literacy:** Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level. 70%

**Student Attendance:** Percent of students in grades 6-8 absent less than 10% of enrolled days. 90%

**Beyond the Core:** Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory. 95%

Readiness =

$$70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$$

84.9



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# Readiness Example High School

Readiness

**Literacy:** Percent of students in 9<sup>th</sup> Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each course. 68%

**Student Attendance:** Percent of students in grades 9-12 absent less than 10% of enrolled days. 91%

**Accelerated Enrollment:** Percent of 12<sup>th</sup> graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses. 72%

**Pathway Completion:** Percent of 12<sup>th</sup> graders completing an advanced academic, CTAE, fine arts, or world language pathway. 89%

**College and Career Readiness:** Percent of 12<sup>th</sup> graders entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program. 74%

Readiness =

$$68 \times (20\%) + 91 \times (20\%) + 72 \times (20\%) + 89 \times (20\%) + 74 \times (20\%) =$$

78.8

Accelerated Enrollment will be benchmarked at the 75<sup>th</sup> percentile of school performance (2018).

# Graduation Rate



- High schools only
- Includes both the four-year and five-year adjusted cohort graduation rate
- Emphasizes graduating in four years while placing value on continuing to work with and graduate students who need more time
- The four-year graduation rate will be worth  $\frac{2}{3}$  of the points and the five-year graduation rate will be worth  $\frac{1}{3}$  of the points

# Graduation Rate Example

Graduation Rate

**4-year** adjusted cohort graduation rate

84.6%

**5-year** adjusted cohort graduation rate

88.5%

Graduation Rate =  $84.6 \times (2/3) + 88.5 \times (1/3) =$

**85.9**



# Scoring and Reporting

- Consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score will be reported on a 0-100 scale.
- The minimum N size for an indicator or component to be reported and included in CCRPI is 15.
- To increase ease of understanding and interpretation, each CCRPI indicator and component will also be reported on a 0-100 scale.
- The maximum score for an indicator or component is 100.
- Components will be weighted and combined according to the weights defined in the table to the right to determine the overall CCRPI score.

|                 | Elementary | Middle | High |
|-----------------|------------|--------|------|
| Content Mastery | 30%        | 30%    | 30%  |
| Progress        | 35%        | 35%    | 30%  |
| Closing Gaps    | 15%        | 15%    | 10%  |
| Readiness       | 20%        | 20%    | 15%  |
| Graduation Rate | --         | --     | 15%  |

# Scoring Example Elementary/Middle School

|                 |      |
|-----------------|------|
| Content Mastery | 83.2 |
| Progress        | 88.5 |
| Closing Gaps    | 67.9 |
| Readiness       | 84.9 |
| Graduation Rate | N/A  |

|               |   |      |
|---------------|---|------|
| CCRPI Score = | $83.0 \times (30\%) + 88.5 \times (35\%) + 67.9 \times (15\%) + 84.9 \times (20\%) =$ | 83.1 |
|---------------|---|------|

# Scoring Example High School

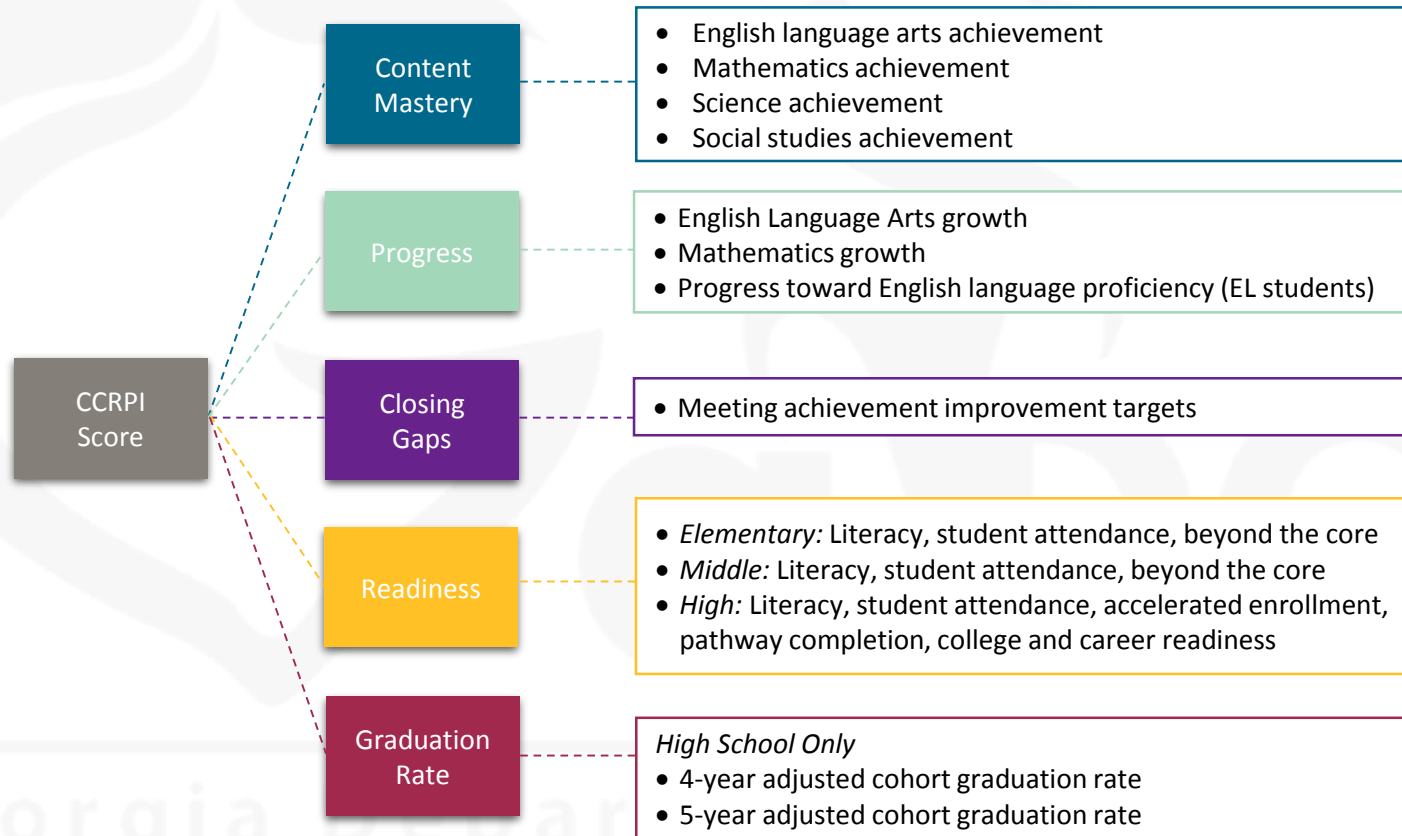
|                 |      |
|-----------------|------|
| Content Mastery | 83.0 |
| Progress        | 88.5 |
| Closing Gaps    | 67.9 |
| Readiness       | 78.8 |
| Graduation Rate | 85.9 |

CCRPI Score =

$$83.0 \times (30\%) + 88.5 \times (30\%) + 67.9 \times (10\%) + 78.8 \times (15\%) + 85.9 \times (15\%) =$$

82.9

# Redesigned CCRPI

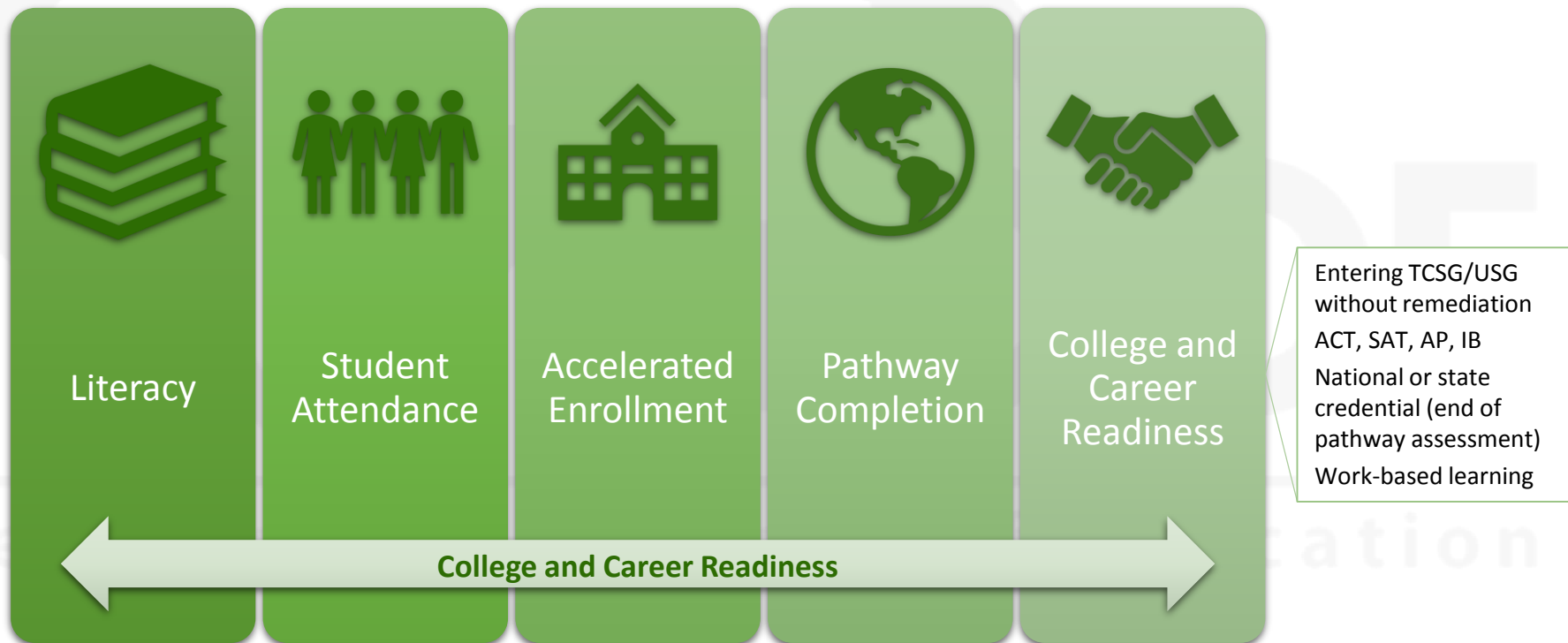


# Highlights of the Redesigned CCRPI

- The redesigned CCRPI maximizes local flexibility to determine the programs and policies that best meet the needs of students.
  - Schools should not feel pressured to “chase points” by adopting a particular program or policy because it earns extra points on CCRPI.
- CCRPI values educating the whole child.
  - Exposure to a well rounded curriculum (Beyond the Core)
  - Engagement/climate and skills for success (Student Attendance)
  - Relevance and in-depth study (Pathway Completion)
  - Accelerated enrollment opportunities (AP, IB, Dual Enrollment)
  - Postsecondary readiness (College and Career Readiness – multiple opportunities to demonstrate readiness)
- CCRPI is designed to award points where possible as opposed to denying points when expectations are not met.
  - Partial points when progress is made but targets are not met
  - Extra points when targets are exceeded
  - Progress and Closing Gaps capture growth and improvement

# Balancing College and Career Readiness

In addition to content mastery and high school graduation, CCRPI includes multiple measures of college and career readiness and values multiple pathways to success.



# Updates to Final Plan

- The following changes were made to CCRPI as part of the USED approval process:
  - The minimum N size for the participation rate adjustment to be applied was reduced from 40 to 15.
  - The maximum possible score for an indicator or component is 100.
  - The high school Accelerated Enrollment, Pathway Completion, and College and Career Readiness indicators will be based on all 12<sup>th</sup>-grade students instead of all graduates.
  - The TSI entrance and exit criteria was revised to incorporate subgroup performance on all indicators. Schools will be first identified in fall 2018.

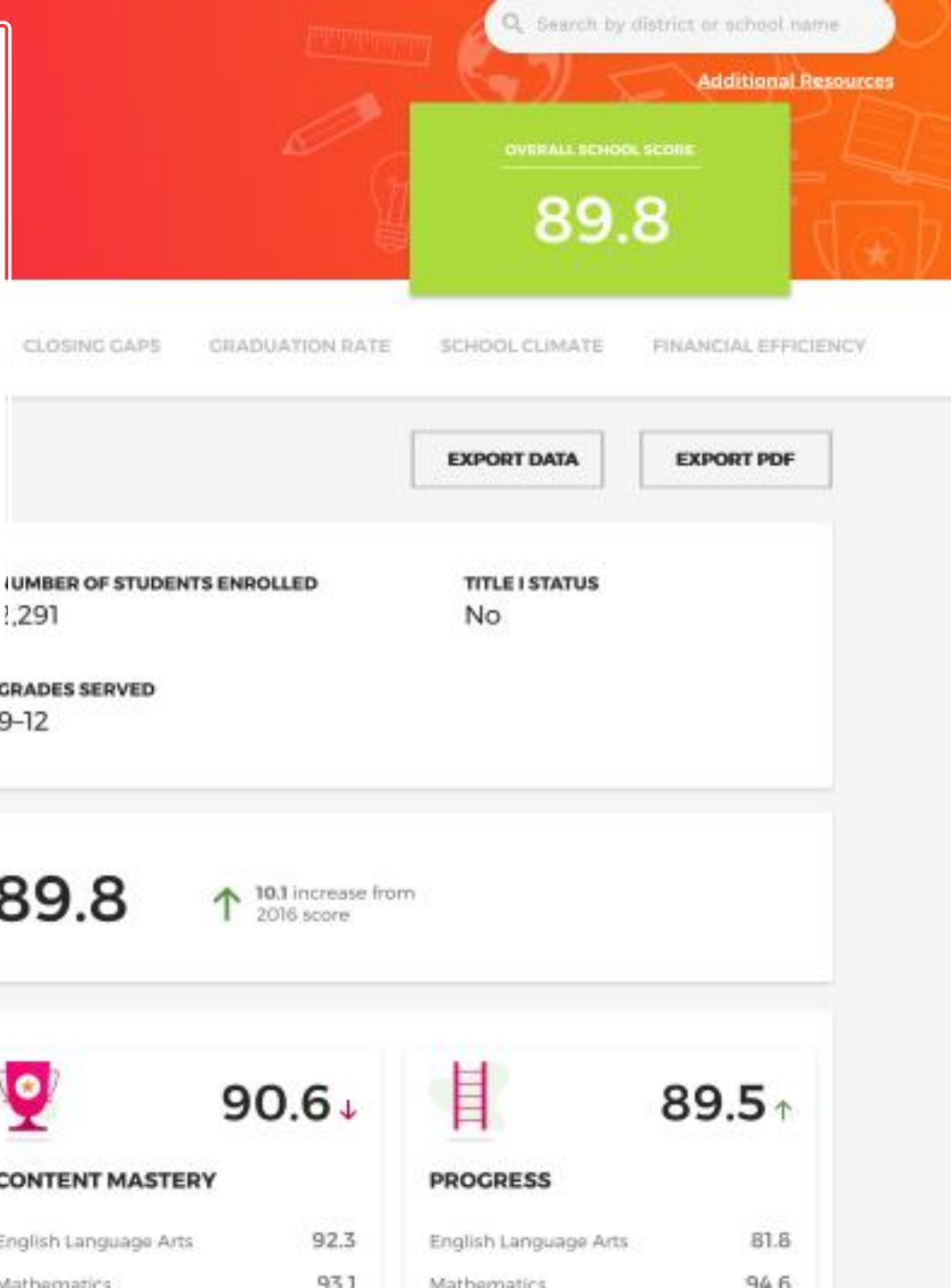
# Identifying Schools for Support

- Comprehensive Support and Improvement (CSI)
  - Lowest 5% of Title I Schools when ranked according to their three-year CCRPI average *plus*
  - All high schools with a 4-year cohort graduation rate  $\leq 67\%$  *plus*
  - Additional Targeted Support schools that remain on the TSI list for three consecutive years without exiting
- Targeted Support and Improvement (TSI)
  - Consistently Underperforming Subgroup – all schools that have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components
  - Additional Targeted Support – Among all schools identified for Consistently Underperforming Subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components
  - Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years
- Entrance and exit criteria will be run annually, beginning fall 2018



# New CCRPI Reporting System

- We are pleased to present a prototype of the new CCRPI online reports.
- Please watch a video overview and tour the prototype at [accountability.gadoe.org](http://accountability.gadoe.org).



# Preparing for the 2018 CCRPI

Updates and Data Quality

Georgia Department of Education

# Middle School Assessment Waiver



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- ESSA provides assessment flexibility for 8<sup>th</sup> grade advanced mathematics students.
  - 8<sup>th</sup> grade students who complete a high school mathematics course and are administered the end-of-course assessment are not required to be double tested by taking the grade 8 end-of-grade mathematics assessment.
- The State believes the exception is not sufficiently inclusive, given the allowable flexibility is limited to grade 8 students completing high school mathematics coursework.
  - Georgia's *ESEA* Flexibility Waiver provided an exception for all middle school students completing high school courses in mathematics and science that ensured these students were assessed only once using the end-of-course assessment.
- Georgia has requested a waiver to expand ESSA flexibility to include any middle school student (grades 6, 7 and 8) completing a high school course associated with an end-of-course assessment in English language arts, mathematics, and science.

# Alternate Assessment Participation Cap Waiver



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- ESSA includes a new statewide 1.0% *participation* cap on alternate assessments (designed specifically for students with the most significant cognitive disabilities).
- A State has the option of requesting a one-year waiver from the requirement if the State believes it will exceed the cap.
  - The one-year waiver is intended to give SEAs time to implement policies and supports to districts to allow the State to not exceed the cap.
- GaDOE anticipates that Georgia will be above the 1.0% cap in at least one content area.
  - GaDOE requested that US ED allow the State one year to develop and implement guidelines and guidance to support LEAs in ensuring the appropriate use and administration of the GAA.

# EL Subgroup

- ESSA allows states to include in the English Learner (EL) subgroup former EL students for not more than four years after the student ceases to be identified as an English learner.
- Georgia will take advantage of this flexibility – this was updated in the Student Testing State Board Rule last year.
- Beginning in 2017-2018, former EL students should be marked as such in Student Record for 4 years after ceasing to be identified as an English learner.

# Recently Arrived English Learners



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- Previously –
  - Recently arrived English learner students could be exempted from the ELA and social studies EOG assessments in year one. No assessment results for these students were included in accountability calculations.
  - In year two, assessment results (achievement and growth) were included in accountability calculations.
- Per Georgia's ESSA plan –
  - All recently arrived English learner students will be tested in year one; however, their results will not be included in accountability calculations.
  - In year two, accountability calculations will include student growth.
  - In year three, accountability calculations will include student growth and achievement.
- The SBOE adopted this change to the Student Testing Rule at the November Board Meeting.

# Pathways in CCRPI

- A student is considered a pathway completer for CCRPI if the student:
  1. Completed a GaDOE-defined pathway
    - GaDOE determines if a student completed a GaDOE-defined pathway based on the course codes and credit earned submitted to GaDOE Data Collections by districts
  2. Earned a Technical Certificate of Credit (TCC)
    - TCSG provides GaDOE with a file of all high school students earning one or more TCCs
  3. Completed a locally-developed, state-approved pathway (more information available [here](#))
    - GaDOE will determine if a student completed a locally-created, state-approved pathway based on course codes and credit earned submitted to GaDOE Data Collections by districts

NEW

# Calculation Updates

- Detailed business rules for 2018 CCRPI calculations will be available soon.
- Where possible, no changes are expected (e.g., graduation rate calculations, FAY calculation, etc.).
- Most updates will be straightforward.
  - Adding the participation rate adjustment to Content Mastery
  - Adding the weighting to Progress indicators
- Beyond the Core (ES, MS) will not utilize "content completer."
  - CCRPI will look for course enrollment and passing score
- It is anticipated that Student Attendance will utilize
  - $\text{Days absent} / (\text{Days absent} + \text{Days present}) < 10\%$
- For the high school College and Career Readiness indicator, completion of a WBL program must be tied to another course in the pathway (WBL courses are coded using XX.7).



# Data Quality Reminders

- Planning for the 2018 CCRPI starts now!
  - Attendance (days present and days absent)
  - Marking final grades for beyond the core courses
  - Marking students as ED and/or marking the school as CEP
  - Marking appropriate students in all grades as GAA
  - Using the correct date first entered ninth grade
  - Using accurate withdrawal codes
  - Enrolling students in courses with the correct course codes
    - EOC-required courses (more information [here](#))
      - Algebra vs Coordinate Algebra and Geometry vs Analytic Geometry
      - Middle school EOC courses
    - Beyond the Core courses
    - Accelerated Enrollment and Pathway courses
    - Dual enrollment courses (particularly those that are exempt from the associated EOC)
  - Marking periods in FTE
  - *Investigate issues and call us before windows close!*

The CCRPI live portal data feature (available late spring) is an excellent opportunity to triple-check key CCRPI-related data before Student Record closes!!

# More Information

- Information about the **Redesigned CCRPI** can be found in Georgia's final ESSA Plan that was approved by USED on January 19, 2018
  - [gaDOE.org/essa](http://gaDOE.org/essa)
- Additional documentation is on the accountability website
  - [accountability.gaDOE.org](http://accountability.gaDOE.org)
  - Redesigned CCRPI Overview; Redesigned CCRPI Indicators; CCRPI Key Changes; CCRPI Side-by-Side
  - Note: more documents will be available soon
- **Stay tuned for additional webinars and resources coming this spring!**

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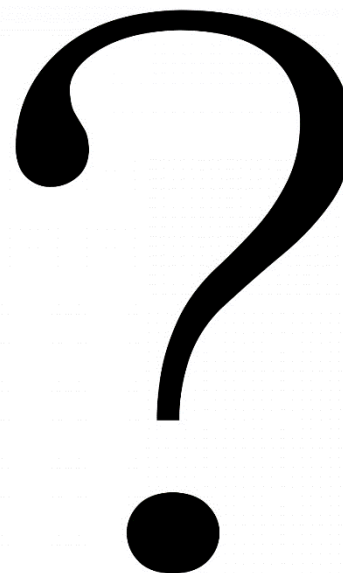
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GaDOE Customer Service Survey:  
<http://gadoe.org/surveys/AsAc-H8PBVZM>