

The Redesigned CCRPI

GELI Institute
September 17, 2018

Topics

- Redesigning the CCRPI
- Components of Redesigned CCRPI
- More About Improvement Targets
- New CCRPI Reporting System
- Identifying Schools for Support

Georgia Department of Education

Redesigning the CCRPI

- Georgia's **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 accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the AYP system.
- The Every Student Succeeds Act (ESSA) of 2015 provided an opportunity to reflect on several years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings.

Redesigning the CCRPI

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, including opportunities to show growth and improvement
- Simplified scoring by reporting all indicators, components, and overall scores on a 0-100 point scale
- Developed a new online reporting system that is easier to comprehend and navigate
- Streamlined GaDOE processes to release results earlier

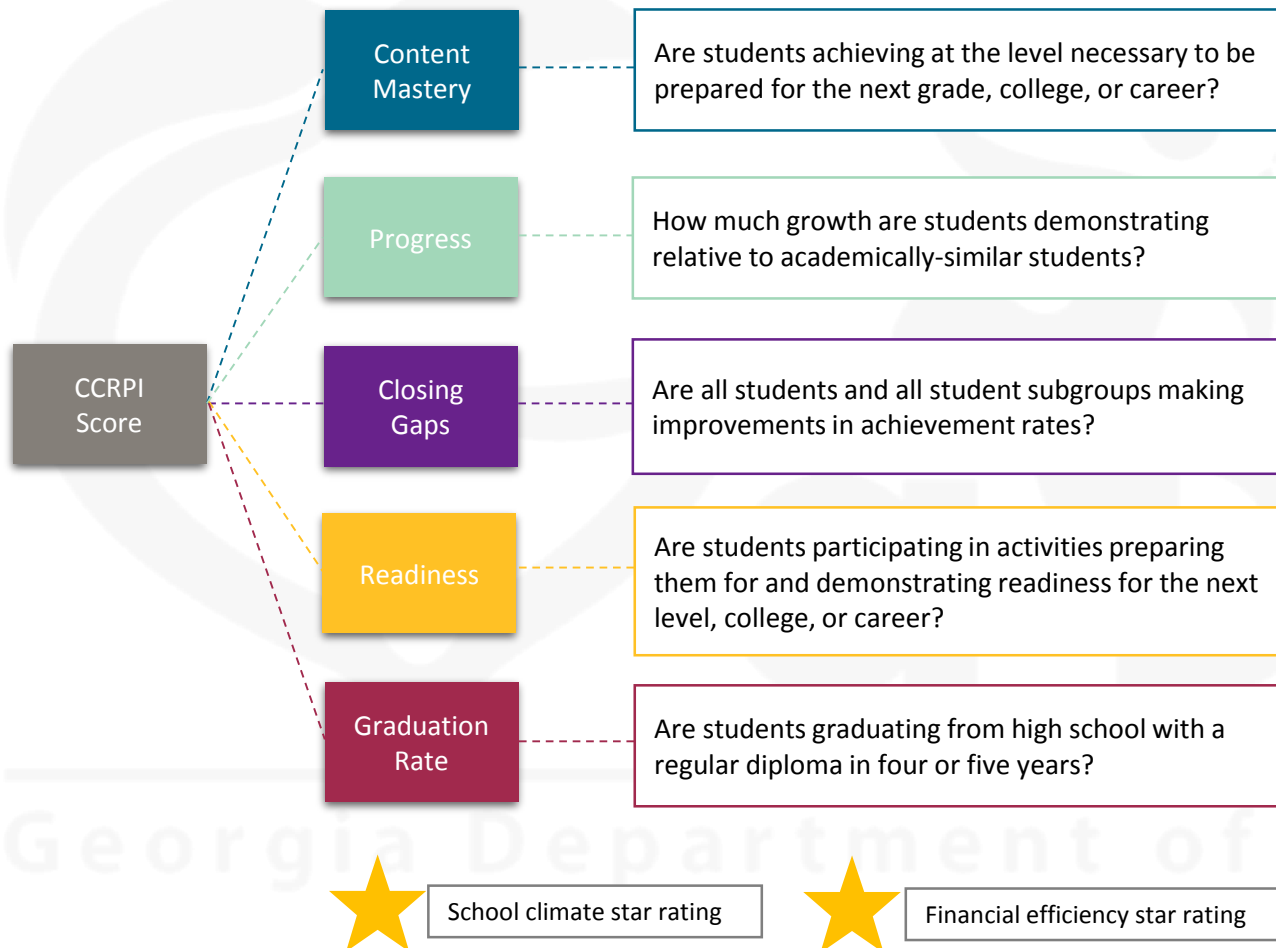
Vision

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.

Redesigned CCRPI



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

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

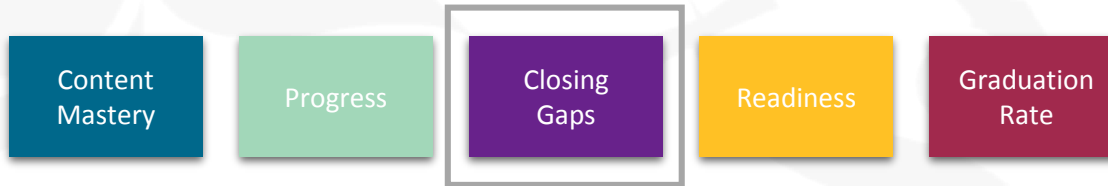
Mathematics	SGPs 1-29	20%	x 0 =	0
	SGPs 30-40	18%	x .5 =	9
	SGPs 41-65	44%	x 1 =	44
	SGPs 66-99	18%	x 1.5 =	27
	Mathematics Progress Score =			80

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

Improvement Targets Example

Students With Disability

Baseline ₂₀₁₇	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:

≤ 42.8

> 42.8 but < 44.52

≥ 44.52 but < 46.23

≥ 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	$\times 0 =$	0	Closing Gaps =	$(19 / 28) \times 100$	67.9
	Yellow	7	$\times .5 =$	3.5			
	Green	11	$\times 1 =$	11			
	Green (6%)	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 9th 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 12th graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.

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

College and Career Readiness: Percent of 12th 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 9th 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 12th graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses. 72%

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

College and Career Readiness: Percent of 12th 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 =

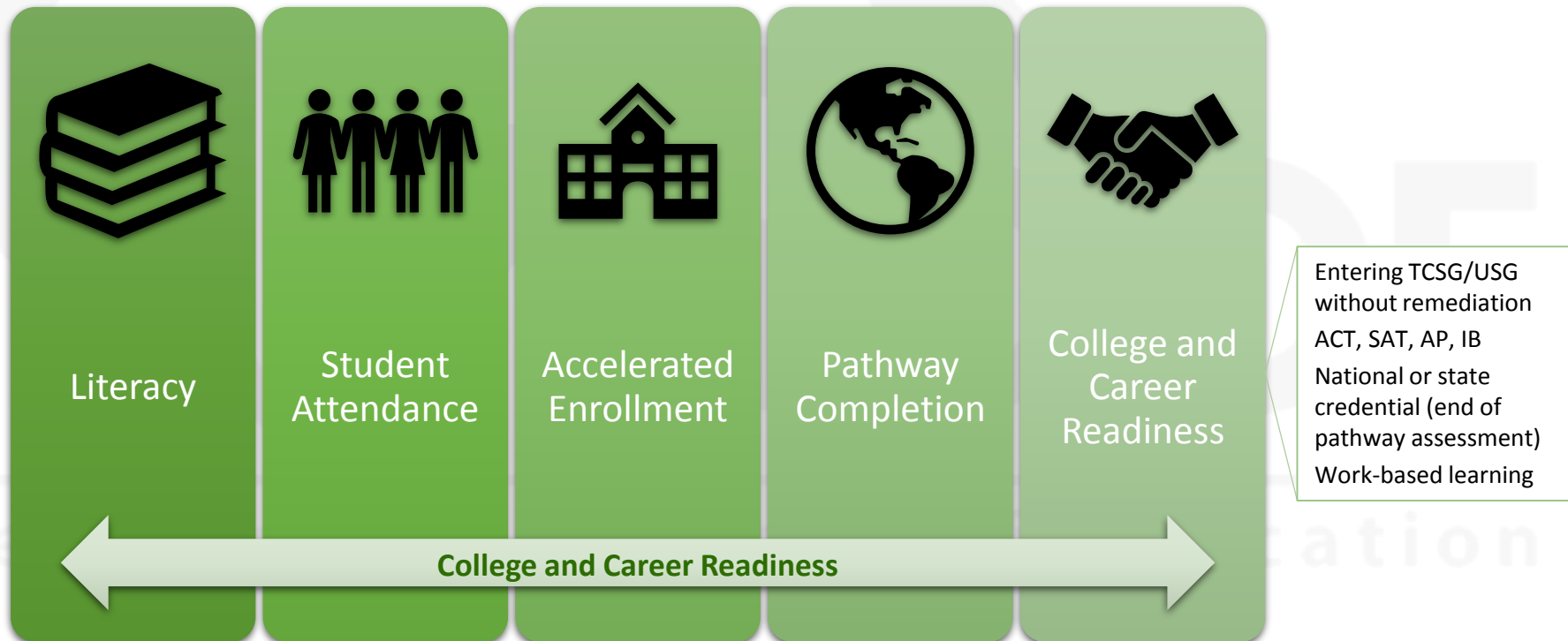
$$68 \times (20\%) + 91 \times (20\%) + 72 \times (20\%) + 89 \times (20\%) + 74 \times (20\%) =$$

78.8

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

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.



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

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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 =	$83.2 \times (30\%) + 88.5 \times (35\%) + 67.9 \times (15\%) + 84.9 \times (20\%) =$	83.1
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Scoring Example High School

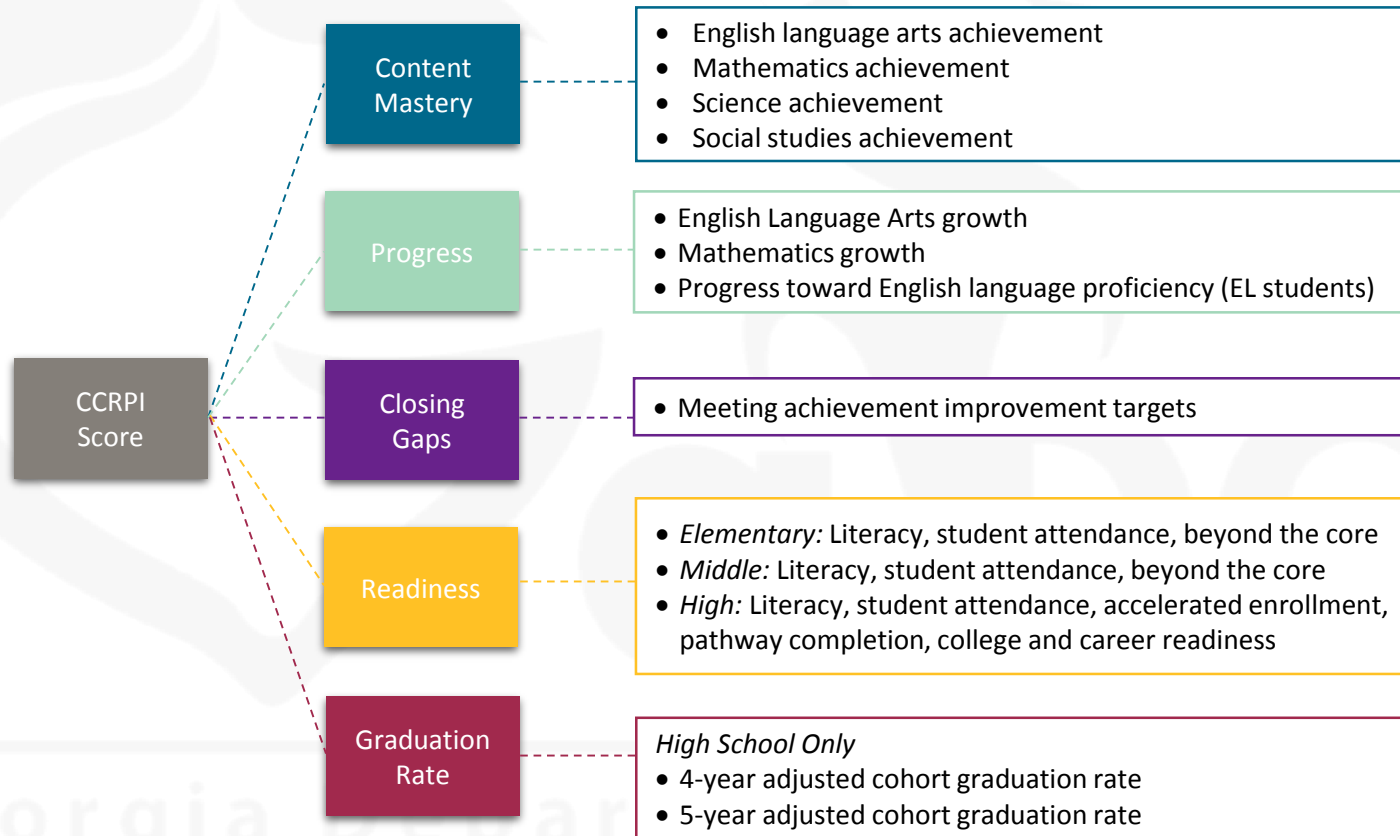
Content Mastery	83.0
Progress	88.5
Closing Gaps	67.9
Readiness	78.8
Graduation Rate	85.9

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



More About Improvement Targets

- The Redesigned CCRPI utilizes a new target structure in which improvement or maintenance of high achievement levels is expected of all schools and all subgroups.
 - The goal of this new target structure is to incentivize continuous, sustainable improvement.
- Annual targets have been set for each school and district for all students and for all accountability subgroups, ensuring that the school's or district's starting point is taken into consideration.
- CCRPI improvement targets are defined as 3% of the gap between a baseline and 100%:
 - *Improvement Target* = $(100 - baseline_{2017}) * 0.03$

Improvement Targets

- Each year, schools will be expected to meet the improvement target based on the **prior year's performance**.
 - The improvement target is an expected gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue to focus on improvement.
- Improvement targets have been calculated using 2017 data as the baseline for each grade band in a school.

Improvement Targets

- A system of improvement flags is used to indicate the extent to which targets are met:
 - Green will indicate that the target was met
 - Yellow will indicate that improvement was made but the target was not met
 - Red will indicate that no improvement was made
- Once a performance rate of 90% has been attained, the target will be to remain at or above that level of performance; this is referred to as the maintenance level.
- Targets will be reset every 5 years. The next reset will use the 2022 data as the baseline.

Types of Targets

- **Achievement** – up to 40 targets per school/district (4 content areas x 10 subgroups) – these generate flags which are used for Closing Gaps
- **English Learner Progress toward English Language Proficiency** – one target per school/district – used for reporting and informational purposes only
- **Graduation Rate** – High schools only – used for reporting and informational purposes only
 - Up to ten 4-year graduation rate targets per school/district (one for all students and each subgroup)
 - Up to ten 5-year graduation rate targets per school/district (one for all students and each subgroup)

Achievement Targets

- Achievement targets are calculated for English language arts, mathematics, science, and social studies
- Targets are based on the achievement rates calculated for the Content Mastery component of CCRPI
- Achievement targets are utilized for the Closing Gaps components of CCRPI
 - In addition to the 3% targets, 6% targets for achievement rates have been calculated for Economically Disadvantaged (ED), English Learner (EL), and Students with Disabilities (SWD) subgroups
 - These subgroups can earn extra points in Closing Gaps for meeting the 6% target. The maintenance level for these targets is 95%.

Achievement Targets

Target Calculation

$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) * 0.03$$





- If the 2017 achievement rate = 64.90
- Then the improvement target is
 $(100 - 64.9) \times .03 = 1.05$
- The improvement expected each year is 1.05

Achievement Targets

Example

Students With Disability


Baseline ₂₀₁₇	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:	the subgroup:	and the flag will be:
≤ 42.8	did not improve	
> 42.8 but < 44.52	improved but did not meet the 3% target	
≥ 44.52 but < 46.23	met the 3% target	
≥ 46.23	met the 6% target	





























Achievement Targets



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Subgroup	2017 Rate	3% Target	6% Target	2018 Rate	2018 Flag	2019 Goal
All Students	91.40	Maintain 90 or Above	NA	89.20		90.00
Hispanic	67.70	0.97	NA	69.00		69.97
White	54.10	1.38	NA	54.80		56.18
ED	72.90	0.81	1.63	72.90		3% - 73.71 6% - 74.53
EL	95.80	Maintain 90 or Above	Maintain 95 or Above	92.70		3% - 90.00 6% - 95
SWD	83.20	0.50	1.01	85.90		3% - 86.40 6% - 86.91

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	x 0 =	0		
	Yellow	7	x .5 =	3.5		
	Green	11	x 1 =	11		
	Green (6%)	3	x 1.5 =	4.5		
		28		<hr/> 19	Closing Gaps =	(19 / 28) x 100

EL Progress Toward ELP Targets



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- Targets are calculated for EL progress toward English language proficiency
- Targets are based on the Progress Toward ELP indicator calculated for the Progress component of CCRPI
- Each school/district received one EL progress toward ELP target per grade band
- EL progress toward ELP targets are for informational and reporting purposes only; they are not used in Closing Gaps/CCRPI calculations

Progress Toward ELP Targets



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Target Calculation







$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) * 0.03$$

- If the 2017 Progress Toward ELP rate = 88.0
- Then the improvement target is
 $(100 - 88.0) \times .03 = 0.36$
- The improvement expected each year is 0.36

Progress Toward ELP Targets



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School	2017 Rate	Target Calc	3% Target	2018 Rate	2018 Flag	2019 Goal
A	92.40	NA	Maintain 90 or Above	89.20		90.00
B	35.60	$(100-35.6)*.03$	1.93	38.80		40.73
C	73.80	$(100-73.8)*.03$	0.79	74.10		74.89
D	59.30	$(100-59.3)*.03$	1.22	59.10		60.32
E	95.40	NA	Maintain 90 or Above	93.80		90.00
F	88.20	$(100-88.2)*.03$	0.35	88.90		89.25

Graduation Rate Targets

- Targets are calculated for both the four- and five-year adjusted cohort graduation rates
- Targets are based on the graduation rates calculated for the Graduation Rate component of CCRPI – high schools only
- School/district subgroups without a graduation rate will not receive a graduation rate target
- Graduation rate targets are for informational and reporting purposes only – they are not used in Closing Gaps/CCRPI calculations




Graduation Rate Targets

Target Calculation

$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) * 0.03$$

- If the 2017 graduation rate = 85.0
- Then the improvement target is
 $(100 - 85.0) \times .03 = 0.45$
- The improvement expected each year is 0.45

Graduation Rate Targets

School	2017 Rate	Target Calc	3% Target	2018 Rate	2018 Flag	2019 Goal
A	94.50	NA	Maintain 90 or Above	88.90		90.00
B	46.60	$(100-46.6)*.03$	1.60	48.20		49.80
C	63.50	$(100-63.5)*.03$	1.10	63.80		64.90
D	82.70	$(100-82.7)*.03$	0.52	82.70		83.22
E	92.60	NA	Maintain 90 or Above	91.50		90.00
F	88.30	$(100-88.3)*.03$	0.35	90.20		90.00

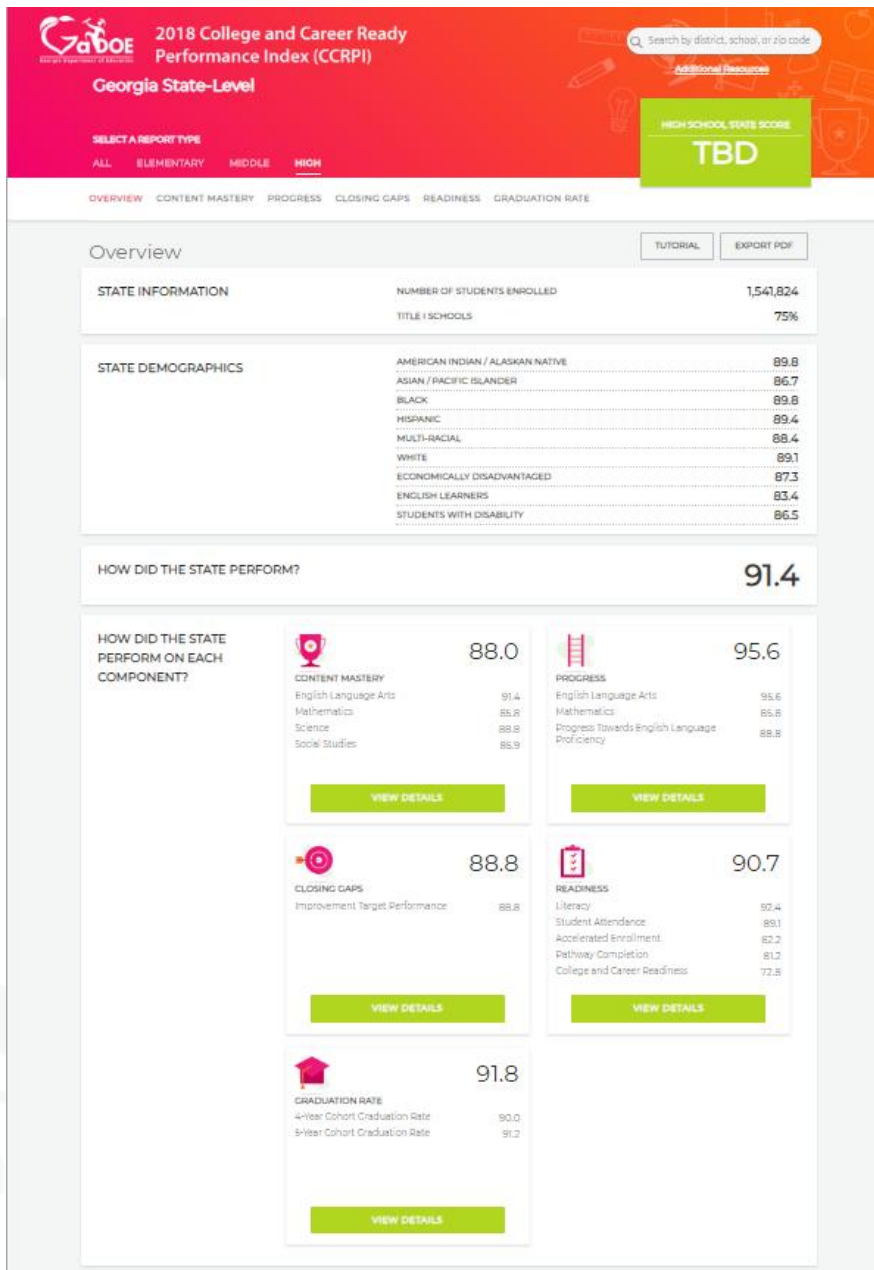
Additional Details

- Subgroups with an N size less than 15 will not receive a target or flag.
- Subgroups must have 1 year of data to generate a target and 2 years of consecutive data to generate a flag.
- Finalized targets have been submitted to USED and posted publicly.

New CCRPI Reporting System

- Easier to comprehend
- Provides more comparative information
- Reports every indicator and component on a 0-100 point scale for every subgroup
- Designed to draw people in and easily understand performance across subgroups

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- School Climate Star Ratings will display on school reports
- Financial Efficiency Star Ratings will display on district and school reports

HOW DID THE STATE PERFORM ON EACH COMPONENT?



CONTENT MASTERY

English Language Arts	91.4
Mathematics	85.8
Science	88.8
Social Studies	85.9

88.0

[VIEW DETAILS](#)



PROGRESS

English Language Arts	95.6
Mathematics	85.8
Progress Towards English Language Proficiency	88.8

95.6

[VIEW DETAILS](#)



CLOSING GAPS

Improvement Target Performance	88.8
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88.8

[VIEW DETAILS](#)



READINESS

Literacy	92.4
Student Attendance	89.1
Accelerated Enrollment	62.2
Pathway Completion	81.2
College and Career Readiness	72.8

90.7

[VIEW DETAILS](#)



GRADUATION RATE

4-Year Cohort Graduation Rate	90.0
5-Year Cohort Graduation Rate	91.2

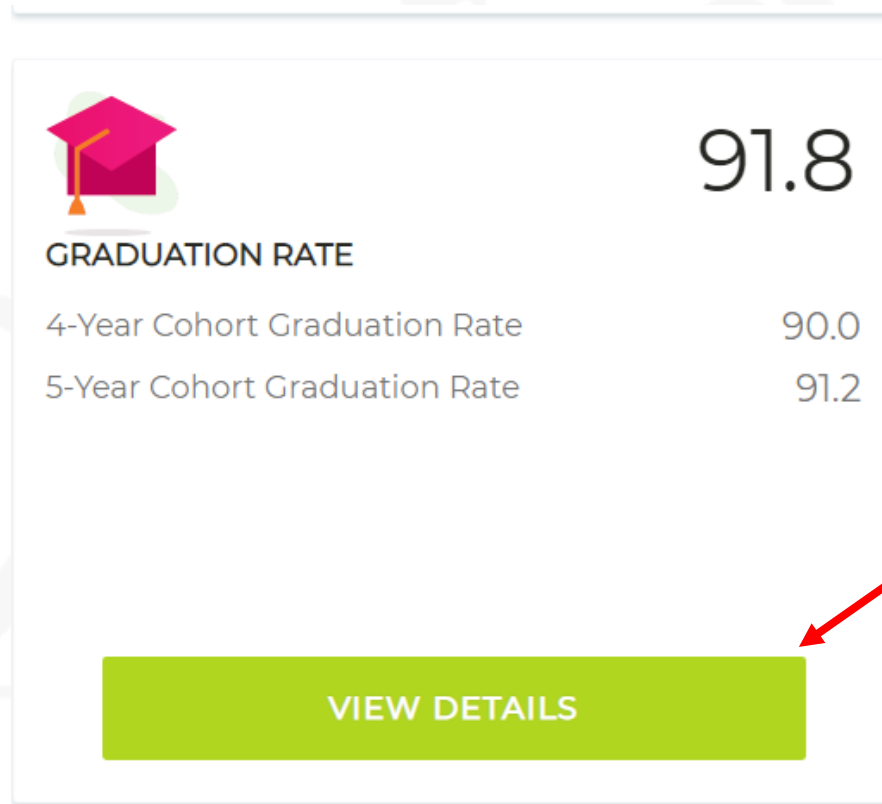
91.8

[VIEW DETAILS](#)

*These rates
are examples,
not real data!*

Example: Graduation Rate Component

*These rates
are examples,
not real data!*



View Details






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HOW DID STUDENT GROUPS IN THE STATE PERFORM?

4-YEAR GRADUATION RATE

5-YEAR GRADUATION RATE

LEGEND

-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

	RATE	TARGET	FLAG
ALL STUDENTS		81.14%	
AMERICAN INDIAN / ALASKAN NATIVE		79.80%	
ASIAN / PACIFIC ISLANDER		90.00%	
BLACK		78.42%	
HISPANIC		74.43%	
MULTI-RACIAL		82.04%	
WHITE		84.51%	
ECONOMICALLY DISADVANTAGED		77.07%	
ENGLISH LEARNERS		60.18%	
STUDENTS WITH DISABILITY		60.09%	



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Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

New CCRPI Reporting System - Portal

College and Career Ready Performance Index (CCRPI)

Year: 2018 ▼

District: County - ▼

School: All Schools - ALL ▼

ALL ELEMENTARY MIDDLE HIGH

HIGH SCHOOL
DISTRICT SCORE

TBD

OVERVIEW CONTENT MASTERY PROGRESS CLOSING GAPS READINESS GRADUATION RATE FINANCIAL EFFICIENCY

DATA DETAILS

Overview

TUTORIAL

EXPORT PDF

Student Level Data

College and Career Ready Performance Index (CCRPI)

Year: 2018
District: County -
School: All Schools - ALL

HIGH SCHOOL
DISTRICT SCORE
TBD

ALL ELEMENTARY MIDDLE HIGH

OVERVIEW CONTENT MASTERY PROGRESS CLOSING GAPS READINESS GRADUATION RATE FINANCIAL EFFICIENCY

DATA DETAILS

Data Details

To download a Student Data File: Please select the File Type, then click Download File.

Select Data File

DOWNLOAD FILE

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

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
- Additional documentation is on the accountability website
 - accountability.gaDOE.org and [CCRPI Resources for Educators](#)
 - Redesigned CCRPI Overview; Redesigned CCRPI Indicators; CCRPI Key Changes; CCRPI Side-by-Side; Beyond the Core Guidance; Lexile Scores – Multiple Uses; FAY Calculation Guidance; ES, MS, and HS Calculation Guides; CCRPI Calculator



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"Educating Georgia's Future"
gadoe.org

Accountability Team

Paula Swartzberg, Director of Accountability
pswartzberg@doe.k12.ga.us or (404) 463-1539

Lacey Andrews, Accountability Specialist
landrews@doe.k12.ga.us or (404) 657-0251

Kris Floyd, Accountability Specialist
kfloyd@doe.k12.ga.us or (404) 463-1175

Nicholas Handville, Accountability Specialist
nhandville@doe.k12.ga.us or (404) 657-4122

August Ogletree, Ph.D., Accountability Research Specialist
aogletree@doe.k12.ga.us or (404) 463-6675

Tianna Sims-Miller, Ph.D., Program Manager, Accountability Research
tsims@doe.k12.ga.us or (404) 463-1166

Allison Timberlake, Ph.D., Deputy Superintendent for Assessment and Accountability
atimberlake@doe.k12.ga.us or (404) 463-6666

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