Georgia’s College and Career Ready Clusters

“Making Education Work for All Georgians”
House Bill 186

• During the 2011 legislative session the Georgia General Assembly passed House Bill 186

• House Bill 186 mandates that Georgia will align with the 16 Federal Career Cluster framework

• Georgia is adding a 17th Cluster: Energy Systems

• All courses shall include embedded academic standards
Why Career Clusters?

A Career Cluster is a tool for a seamless educational system that:

• blends rigorous academic/technical preparation
• provides career development
• offers options for students to experience all aspects of a business or industry
• facilitates/assists students and educators with ongoing transitions
What Are The 17 Clusters?

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, Audio/Video Technology & Communications
Business Management & Administration
Education and Training
Energy Systems
Finance
Government & Public Administration
Health Science
What Are The 17 Clusters?

Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics
Why Pathways?

Career Pathways are sub-groupings of occupations and career specialties used as an organizing tool for curriculum design and instruction.

Career Pathways focus on easing and facilitating student transition from high school to work, technical college or a traditional college.
The Vision for Georgia’s Students: *All* students completing a Career Pathway

- Students select pathways that match the their interests and aptitudes
- Pathway completers (3 or more specified courses in a pathway sequence)
- Increase pathway completers earning industry credentials (EOPA)
- Students graduate college and career ready
Perkins Designations for CTAE Students

• Participant – A student who is enrolled in or has taken a CTAE class during his/her high school career

• Concentrator – A participant that has taken a minimum of three CTAE classes in a program concentration during his/her high school career

• Pathway Completer – A concentrator who completes the requirements of the High School Graduation Test (GHSGT) and also the specified course requirements (three sequenced courses) for a particular CTAE pathway
Georgia’s Career Concentrations

- Agriculture
- Architecture, Construction, Communications & Transportation
- Business & Computer Science
- Culinary Arts
- Education
- Engineering & Technology
- Family & Consumer Sciences
- Healthcare
- Government & Public Safety
- Marketing, Sales & Services
<table>
<thead>
<tr>
<th>Georgia 11 Program Concentrations</th>
<th>Federal 16 Clusters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>Agriculture, Food &amp; Natural Resources</td>
</tr>
<tr>
<td>Architecture, Construction, Communications &amp; Transportation</td>
<td>Architecture &amp; Construction, Arts, A/V Technology &amp; Communications, Transportation, Distribution &amp; Logistics</td>
</tr>
<tr>
<td>Business &amp; Computer Science</td>
<td>Business, Management &amp; Administration, Finance, Information Technology</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>Hospitality &amp; Tourism</td>
</tr>
<tr>
<td>Education</td>
<td>Education &amp; Training</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>Manufacturing, Science, Technology, Engineering and Mathematics (STEM)</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Human Services</td>
</tr>
<tr>
<td>Government &amp; Public Safety</td>
<td>Government &amp; Public Administration, Law &amp; Public Safety, Corrections &amp; Security</td>
</tr>
<tr>
<td>Healthcare Science</td>
<td>Health Science</td>
</tr>
<tr>
<td>Marketing, Sales &amp; Service</td>
<td>Market, Sales &amp; Services</td>
</tr>
</tbody>
</table>
Nursing Pathway

- 25.52100 Introduction to Health Science
- 25.52200 Application to Therapeutic Services
- 25.56100 Nursing Essentials
What Are Examples Of Pathways?

Cluster:
Law, Public Safety, Corrections, and Security

Pathways:
Correction Services
Emergency and Fire Services
Security and Protective Services
Law Enforcement Services
Legal Services
What Are Examples Of Pathways?

Georgia Law, Public Safety, Corrections, and Security
Peach State Pathways Conversion to National Career Cluster
Visual Graph Detailing the Scope of Work

Foundation Course

- Corrections Services
  - Introduction to Law, Public Safety, Corrections and Security
  - Introduction to Corrections and Security
  - Applications of Corrections and Security
  - *Jailer
  - Work-Based Learning

- Emergency and Fire Services
  - Introduction to Law, Public Safety, Corrections and Security
  - Homeland Security
  - *Firefighting
  - *Emergency Medical Responder
  - *EMS Dispatcher
  - Work-Based Learning

- Security and Protective Services
  - Introduction to Law, Public Safety, Corrections and Security
  - Emergency Services
  - *Fighting
  - *Emergency Medical Responder
  - *EMS Dispatcher
  - Work-Based Learning

- Law Enforcement Services
  - Introduction to Law, Public Safety, Corrections and Security
  - Introduction to Law Enforcement
  - Applications of Law Enforcement
  - Criminal Investigations and Forensics
  - Work-Based Learning

- Legal Services
  - Introduction to Law, Public Safety, Corrections and Security
  - Introduction to Legal Services
  - Application of Legal Services
  - Legal Services Internship
  - Work-Based Learning

After the 2nd course in any of the clusters areas there is a new national Law, Public Safety, Corrections and Security Assessment or a national SkillsUSA assessment that can be used for the end of pathway assessment. Additional occupational assessments are also possible to use.

8/21/2012
Pathways

Georgia’s 11 Concentrations:
• 54 Pathways, 464 courses

Federal 16 Career Clusters and Georgia’s 17th Career Cluster (Energy):
• 80 Pathways, 279 courses
### Individual Graduation Plan Example

**Name:**

**Class of:**

**Current Area of Interest:** Health Science/Therapeutic Services (Nursing) - This INDIVIDUAL GRADUATION PLAN can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet learner’s educational potential and career goals.

<table>
<thead>
<tr>
<th>EDUCATION LEVEL</th>
<th>GRADE</th>
<th>English/Language Arts</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
<th>Health/Physical Education</th>
<th>Electives</th>
<th>Career and Technical Courses for Therapeutic Services: Nursing Pathway 3 elective credits**</th>
<th>SAMPLE Occupations Relating to this Career Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9</td>
<td>4 credits</td>
<td></td>
<td></td>
<td>3 credits</td>
<td>1 credit</td>
<td>4 credits</td>
<td>Elective or Modern Language Latin**</td>
<td>Health Science</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Geometry or GSP Advanced Algebra</td>
<td></td>
<td>Biology</td>
<td>World History</td>
<td>Physical Science</td>
<td>Health</td>
<td>Elective or Healthcare Science</td>
<td>Introduction of Healthcare Services Application of Therapeutic Services</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Chemistry</td>
<td></td>
<td>United States History</td>
<td>United States History</td>
<td>Advanced English</td>
<td>Elective</td>
<td>Elective or Modern Language Latin**</td>
<td>Application of Therapeutic Services Nursing Essentials</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Advanced Composition</td>
<td>Advanced Math</td>
<td>Human Anatomy/Physiology</td>
<td>Economic/Business/Free Enterprise</td>
<td>Elective</td>
<td>Elective or Modern Language Latin**</td>
<td>Elective of Nursing Essentials</td>
<td></td>
</tr>
</tbody>
</table>

**Careers:**
- Registered Nurse
- Respiratory Therapist
- Physical Therapist
- Physician Assistant
- Occupational Therapist

* Learners who will continue their education at one of Georgia’s Public Technical Colleges should prepare to take the COMPASS assessment for admissions to those institutions.
* Learners who will continue their education at one of Georgia’s University System 4-year state colleges or research university institutions should prepare to take the SAT or ACT for admissions. Check with your selected institution for specific admissions requirements.

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Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgia Students”

8/21/2012
Individual Graduation Plan Example

### Table: Nursing Pathway Occupations

<table>
<thead>
<tr>
<th>Occupation Specialties</th>
<th>Level of Education Needed</th>
<th>Average Salary</th>
<th>Annual Average Openings in Georgia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>Associate Degree</td>
<td>$58,894</td>
<td>8,340</td>
</tr>
<tr>
<td></td>
<td>Bachelor Degree</td>
<td>$53,290</td>
<td>90</td>
</tr>
<tr>
<td>Health Educator</td>
<td>Master Degree</td>
<td>$74,486</td>
<td>330</td>
</tr>
<tr>
<td>Medical and Health Services</td>
<td>Bachelor Degree + Work Experience</td>
<td>$58,427</td>
<td>100</td>
</tr>
<tr>
<td>Manager</td>
<td>Master Degree</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Go to GACollege411 at [www.GACollege411.org](http://www.GACollege411.org) for more information about your education and career planning, including valuable financial information (grants and scholarships including HOPE Program, loans, and FAFSA and CSS forms).

### Current Georgia Graduation Rule for student entering the 9th grade in fall of 2008-2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required Courses</th>
<th>Credits</th>
<th>Technical College</th>
<th>University of Georgia System</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td></td>
<td>4</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Career, Technical &amp; Agricultural Education</strong></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and/or Modern Language/Latin, and or Fine Arts</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *Science may be used to meet both the required science and required electives in CTAE sequence of courses.*

* Students must complete 3 units in a pathway to complete CTAE pathway and take the end-of-pathway assessment. Student must complete 2 years of the same Modern Language/Latin for admission to Georgia Board of Regents colleges/universities.

### NURSING PATHWAY

An estimated 3.6 million new health care jobs wage and salary jobs will be created by 2014, more than in any other industry. Registered nurses make up the largest health care occupation with 2.4 million jobs. Students interested in pursuing a nursing career will have abundant job opportunities. Employment of RNs is projected to increase more than 20% by 2014, creating the second largest number of new jobs among all occupations.

Three out of five RNs work in hospitals, but rapid job growth is expected in hospital outpatient facilities, such as same-day surgery, rehabilitation, and chemotherapy. Growth is also expected in nursing care facilities and in home health care. RNs with a bachelor degree will have better job prospects than those with either an associate degree or a diploma.

Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations. If you take the sequenced healthcare courses recommended in this education and career plan, you can receive the American Heart Association Basic Life Support Certification, American Red Cross CPR and First Aid Certification, Georgia Medical Care Foundation Certification for Nursing Assistant, and the National Health Care Foundation Skills Standards Certification upon graduation from high school. There are many and varied areas of nursing, including Licensed Practical/Vocational Nurses (LPN/LVN) and Registered Nurse (RN). Most nursing programs require education beyond high school, including diploma programs, associate degree programs, and baccalaureate degree programs and beyond.

Once you complete all your education and training, you will need to be licensed as an Advanced Practice Nurse, a Registered Nurse (RN), or a Licensed Practical/Vocational Nurse (LPN/LVN). As in many other professions, nurses must be licensed in the state where they work. You must take the NCLEX-RN or NCLEX-PN examination to become a licensed nurse. For more information about nurse licensure and public protection, consult the National Council of State Boards of Nursing.

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgia Students”

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State Approved Courses for Work Based Learning

• Students should be enrolled in the state approved course appropriate for the career concentration or pathway the WBL placement is linked to. Course numbers are specified in State Board Rule:

160-4-2-.20  LIST OF STATE FUNDED K-8 SUBJECTS AND 9-12 COURSES FOR STUDENTS ENTERING NINTH GRADE IN 2008
Course Numbers for School-Wide WBL Coordinators

• In February, 2008 the State Board of Education approved course numbers to be used for enrolling students in Work-Based Learning. These course numbers are specified in State Board Rule 160-4-2-.20 which can be found at the following website: http://www.gadoe.org/pea_board.aspx?PageReq=PEABoardRules

• Work-Based Learning course numbers are a “generic” number that may be applied to all CTAE concentrations for enrolling students in any category of work-based learning.
New Course Numbers

XX.7 7 = WORK-BASED LEARNING
A 7 as the first numerical digit to the right of the decimal indicates that students taking the course are participating in a work based learning program. State Board of Education Rule 160-4-3-.13 CAREER RELATED EDUCATION describes the requirements necessary for students to participate in the work-based learning program that include only students in grades 10-12. Work-based programs may be designated in each CTAE pathway using the chart below. The five digits to the right of the decimal used in conjunction with the 7 will be applied to the two digit whole number that indicates the Program CIP code number. Using this system, student enrollments are possible in all CTAE pathways for up to 3 credits in each WBL placement.

<table>
<thead>
<tr>
<th>CIP #</th>
<th>Program Area</th>
<th>Year</th>
<th>Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>XX.7114000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year one</td>
<td>Semester one</td>
<td>One credit</td>
</tr>
<tr>
<td>XX.7124000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year one</td>
<td>Semester two</td>
<td>One credit</td>
</tr>
<tr>
<td>XX.7115000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year one</td>
<td>Semester one</td>
<td>Two credits</td>
</tr>
<tr>
<td>XX.7125000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year one</td>
<td>Semester two</td>
<td>Two credits</td>
</tr>
<tr>
<td>XX.7116000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year one</td>
<td>Semester one</td>
<td>Three credits</td>
</tr>
<tr>
<td>XX.7126000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year one</td>
<td>Semester two</td>
<td>Three credits</td>
</tr>
<tr>
<td>XX.7214000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year two</td>
<td>Semester one</td>
<td>One credit</td>
</tr>
<tr>
<td>XX.7224000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year two</td>
<td>Semester two</td>
<td>One credit</td>
</tr>
<tr>
<td>XX.7215000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year two</td>
<td>Semester one</td>
<td>Two credits</td>
</tr>
<tr>
<td>XX.7225000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year two</td>
<td>Semester two</td>
<td>Two credits</td>
</tr>
<tr>
<td>XX.7216000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year two</td>
<td>Semester one</td>
<td>Three credits</td>
</tr>
<tr>
<td>XX.7226000</td>
<td>(Concentration/Pathway Title) WBL</td>
<td>Year two</td>
<td>Semester two</td>
<td>Three credits</td>
</tr>
</tbody>
</table>
WBL Course Numbers

XX.7111400

- The first digit past the decimal is “7” for all WBL enrollments using this system. **Reminder:** All YAP enrollments must use this system.
- A “1” in the third digit indicates semester one, whereas a “2” indicates semester two.
- Last two digits for local use. May be used to create a unique number for each period in the student’s schedule.

**Insert the CIP code for the concentration/pathway that the WBL placement is related to.**

- A “1” in the second digit indicates the students first year of enrollment, whereas a “2” indicates the second year.
- 4 = one period/block/credit.
- 5 = two periods.blocks/credits.
- 6 = three period/credits.
The table below contains the CIP numbers to be substituted for the “XX” as the first two digits in the course number depending on the students CTAE concentration/pathway.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Agriculture</td>
<td>21.</td>
</tr>
<tr>
<td>02.</td>
<td>AgriScience</td>
<td>25.</td>
</tr>
<tr>
<td>03.</td>
<td>Natural Resources</td>
<td>43.</td>
</tr>
<tr>
<td>06.</td>
<td>Business Management</td>
<td>46.</td>
</tr>
<tr>
<td>07.</td>
<td>Business Computer Science</td>
<td>47.</td>
</tr>
<tr>
<td>08.</td>
<td>Marketing</td>
<td>48.</td>
</tr>
<tr>
<td>10.</td>
<td>Communication Technologies</td>
<td>49.</td>
</tr>
<tr>
<td>11.</td>
<td>Information Technology</td>
<td>20.</td>
</tr>
<tr>
<td>12.</td>
<td>Personal Services Occupations</td>
<td>23.</td>
</tr>
<tr>
<td>13.</td>
<td>Education</td>
<td>20.</td>
</tr>
<tr>
<td>20.</td>
<td>Family and Consumer Sciences</td>
<td>40.</td>
</tr>
<tr>
<td>23.</td>
<td>Language Arts</td>
<td>40.</td>
</tr>
</tbody>
</table>
WBL Course Credits

• Youth Apprenticeship
• (WBL) Internship
• Cooperative Education (coop)
• Employability Skill Development (ESD)
• The *Career Related Education Manual, Including Standards and Guidelines for Work-based Learning* contains standards and specific criteria for each of these placement types.
Pathways with Internships

• Work-Based Learning courses are not part of the specified three course sequence in a pathway.

• Some pathways have a fourth course option that is an internship with specified standards for the training plan. The WBL Coordinator may or may not be involved in these courses.
Pathway Internships

• Fourth course option only

• Not a WBL course enrollment; the course number does not have a “7” after the decimal

• The teacher/supervisor must be certified in the specified field.
WBL Internships

• Unlike the internship courses that are part of the pathways, when students are enrolled in an internship course under one of the WBL numbers (containing the “7” after the decimal), the training plan and course content is established by the employer, WBL coordinator and student. Students enrolled in these courses may be supervised by the WBL coordinator.
WBL in Pathways and Concentrations

• The work-based learning courses that have the "7" right after the decimal are never to be used as one of the first three courses that define a pathway (for purposes of determining a pathway completer) but can be part of a student’s concentration in any CTAE area. A pathway completer must complete the exact three courses specified in the pathway, and pathways do not include courses in the three course sequence.
In Summary

• A WBL enrollment should count in any CTAE concentration provided the WBL placement criteria is adhered to. The WBL Placement Criteria is pages 6-4 through 6-14 in the CRE Manual.

• WBL courses are not part of the specified three course sequence that define a pathway completer.

• WBL courses count as a fourth course option in any pathway.

• WBL enrollment does not count as part of the three course sequence that makes up a pathway.

• Some pathways have a fourth course option that is an internship with specified standards for the training plan.
FAQ

- Application and placement process
- Placement special education students
- Supervision and the WBL coordinator schedule
- Class size limits/enrollment numbers for WBL
- Certification of WBL coordinators. 160-4-3-.13
Implementation

• HB 186 mandated that the new pathways be implemented during the 2012-2013 school year but HB 713 extended implementation until the 2013-2014 school year.

• All students currently enrolled in a high school will follow the current pathways and courses.

• The new pathways will be phased in for 2013-2014 ninth graders beginning with the foundation course with the additional courses introduced as they are completed.
Career Clusters and Pathways

• Work is underway with Advisory Committees
  – Examination of Pathways under each Cluster
  – Course Titles
  – Course Content
  – Embedding of Common Core Performance Standards
  – Inclusion of Soft Skills/Employability Skills
  – Inclusion of Work-Based Learning
For Additional Information

Georgia DOE CTAE Web Page
www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/default.aspx

National Career Clusters Web Site
www.careerclusters.org
Locating Pathway Sequences and Course Numbers on the GaDOE Website
Scroll to find the CTAE Link
Click on Georgia Career Pathways
Pick the Concentration/Cluster

**Program Concentrations**

- Agriculture
- Architecture, Construction, Communications & Transportation
- Business & Computer Science
- Culinary Arts
- Education
- Engineering and Technology
- Family and Consumer Sciences
- Government and Public Safety
- Healthcare Science
- Marketing, Sales & Services
Pathways and Courses

Program Concentration: Agriculture

- required for pathway

**Agriscience Pathway**

- 02.47100 Basic Agricultural Science and Technology
- 02.42100 Animal Science Technology/Biotechnology
- 02.44100 Plant Science and Biotechnology

**Plant Science/Horticulture Pathway**

- 02.47100 Basic Agricultural Science and Technology
- 01.46100 General Horticulture and Plant Science
- 01.47000 Nursery and Landscape

**Forestry/Natural Resources Pathway**

- 02.47100 Basic Agricultural Science and Technology
- 03.45100 Forest Science
- 03.45300 Wildlife Management
College and Career Readiness Performance Index (CCRPI)
Georgia’s Waiver Process

- Release requested from NCLB AYP Requirements
- Waiver submission to USDOE
- Waiver granted for school year 2011-2012 to be a “study year” to build the CCRPI
- Committees and meetings held to gain input
- “Use Case Rules” being currently being established
- Submitted for full approval in school year 2012-2013
- Constant analysis of data and revision process

**DRAFT is the key word**
## CONTENT MASTERY (END of COURSE TESTS in some areas to be REPLACED by COMMON CORE ASSESSMENTS in 2014-15)

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds on the Mathematics I/GPS Algebra (transitioning to CCGPS Coordinate Algebra) End of Course Test (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds on the Mathematics II/GPS Geometry (transitioning to CCGPS Analytic Geometry) End of Course Test (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate ≥ 95%)
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate ≥ 95%)
7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate ≥ 95%)
8. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate ≥ 95%)

## POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE focus, or an advanced academic focus, or a fine arts focus, or a world language focus within their program of study
10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)
11. Percent of graduates: entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of graduates earning 2 or more high school credits in the same world language
14. Percent of graduates successfully completing 1 or more Advanced Placement courses or 1 or more International Baccalaureate courses
15. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
16. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT
17. Percent of EOCT assessments scoring at the Exceeds level
18. Student Attendance Rate (%)

## GRADUATION RATE

19. 5-Year Extended Cohort Graduation Rate (%)
Exceeding the Bar: 
a companion to the 
College and Career Ready Performance Index for High Schools

In addition to the nineteen (19) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates taking a nationally recognized college entrance examination
2. Percent of graduates earning credit in a physics course
3. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas
4. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas
5. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs

7. *Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (moves to face of CCRPI in 2016-2017)
8. Percent of students in International Baccalaureate High Schools (IB) completing IB Career-Related Certificates
9. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator:

*Percent of tested students scoring at a proficient level on a Soft Skills Assessment (moves to face of CCRPI in 2014-2015)

Percent of tested students earning an AFQT score of 35 or higher on the Armed Services Vocational Aptitude Battery

School’s average score on the Georgia Teacher Effectiveness Measurement

School’s average score on the Georgia Leader Effectiveness Measurement

CCGPS Advanced Algebra to be included in PARCC assessments
**Content Mastery (CRCT in some areas to be replaced by Common Core Assessments in 2014-15)**

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

**Post Middle School Readiness**

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined career related assessments/inventories by the end of grade 8
11. Percent of students with a complete state defined Individual Graduation Plan by the end of grade 8
12. Student Attendance Rate (%)

**Predictor for High School Graduation**

13. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies)
14. Percent of CRCT assessments scoring at the Exceeds level
Exceeding the Bar:  
a companion to the  
College and Career Ready Performance Index for Middle Schools

In addition to the fourteen (14) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 6 - 8 successfully completing above grade level core courses (ELA, mathematics, science, social studies)
2. Percent of students successfully earning three middle school course credits in the fine arts, or career exploratory, or world languages
3. Percent of students earning at least high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE)
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Technology Assessment or a GaDOE recognized technology assessment
6. Percent of students in grades 6 - 8 with a fully documented Fitnessgram assessment
7. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement

To be considered at a later date for inclusion on the mandatory indicators or as an Exceeding the Bar indicator:

School’s average score on the Georgia Teacher Effectiveness Measurement
School’s average score on the Georgia Leader Effectiveness Measurement
If you have any questions or suggestions for the Career, Technology and Agricultural Education team please feel free to contact us.

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