

2023 ESEA Consolidated State Plan Amendment

Proposed Updates to the College and Career
Ready Performance Index (CCRPI)

January 26, 2023

Purpose

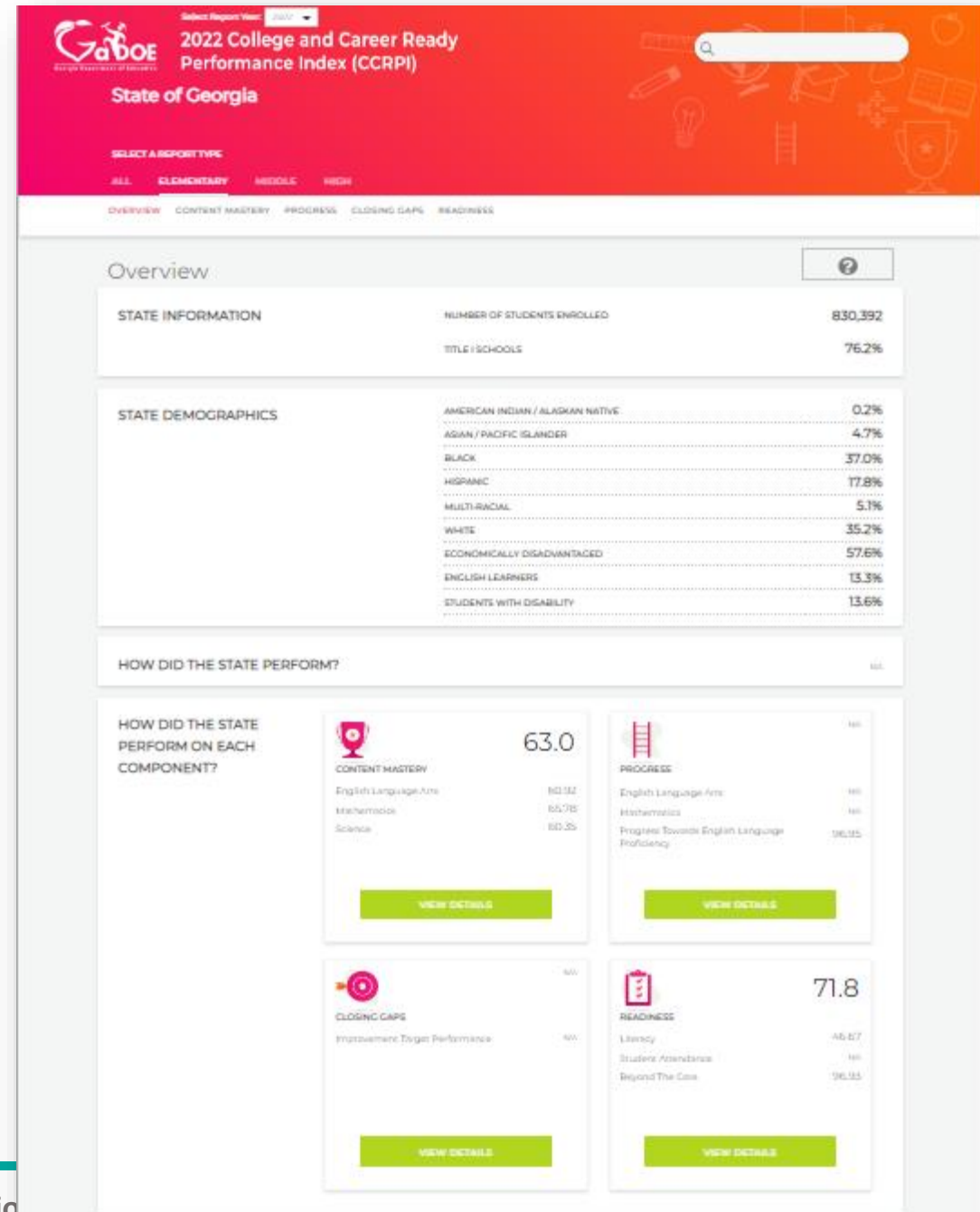
- The U.S. Department of Education approved Georgia's COVID-19 State Plan Addendum for the 2021-2022 school year on May 26, 2022.
- Because the approved changes through the Addendum are not limited to the 2021-2022 school year, GaDOE must submit an updated ESEA Consolidated State Plan that incorporates those approved changes.
- GaDOE is also requesting additional changes to the state's accountability system, CCRPI.



Proposed Changes for CCRPI

Overall Single Score

- Eliminate the overall, single 0-100 score
- Maintain 0-100 scores for indicators and components to comply with state law



Literacy

- Align the literacy indicator with the Georgia Milestones on-grade-level reading measure
 - Utilize the lower-bound of the MetaMetrics College & Career Ready Stretch Lexile Band
- Proposed Indicator
 - At or Above Grade-Level Reading: Percent of students demonstrating reading ability at or above grade level.

Beyond the Core

- Update Georgia's ESSA plan to include additional content areas in the Beyond the Core indicator
 - Elementary – fine arts, world language, **career exploratory, computer science**
 - Middle – fine arts, world language, physical education/health, career exploratory, **computer science**

College and Career Readiness

- Expand the high school College and Career Readiness indicator to include military readiness (ASVAB scores) as an additional option to demonstrate postsecondary readiness
 - The Armed Forces Qualification Test (AFQT) is used by all the Services (Air Force, Army, Coast Guard, Marine Corps, Navy) to determine if an applicant is eligible for the military.
 - Four of the ASVAB subtests are combined to form the AFQT, which yields a numeric score ranging from 1 to 99: Arithmetic Reasoning, Mathematics Knowledge, Paragraph Comprehension, Word Knowledge
 - Applicants who score at least a 31 on the AFQT are eligible to enlist in all the Services except the Coast Guard (minimum score = 40).
- GaDOE will need to collect ASVAB scores for applicable students from your districts (through an application or Student Record)

Progress

- Progress scores in ELA and mathematics utilize weights based on level of growth to incentivize moving all students to the next level.
- Introduce a business rule that assigns Level 3 or Level 4 progress points to students who achieve at the Distinguished Learner level.

Proposed student-level progress points by Georgia Milestones level of achievement:

SGP Level → Achievement Level ↓	Level 1 (1-29)	Level 2 (30-40)	Level 3 (41-65)	Level 4 (66-99)
Beginning Learner	0	0.5	1	1.5
Developing Learner	0	0.5	1	1.5
Proficient Learner	0	0.5	1	1.5
Distinguished Learner	1	1	1	1.5

Progress

Most GAA students maintained or improved their achievement level from 2021 to 2022 (83% in ELA and 76% in mathematics).

- Incorporate students with significant cognitive disabilities who participate in the GAA 2.0 into ELA and mathematics Progress indicators by using a categorical gains model.





Proposed student-level progress points by change in GAA achievement level:

		Current Year Achievement Level			
		Level 1	Level 2	Level 3	Level 4
Prior Year Achievement Level	Level 1	1	1.5	1.5	1.5
	Level 2	0.5	1	1.5	1.5
	Level 3	0	0.5	1	1.5
	Level 4	0	0	0.5	1.5

- Defines students who maintain their achievement level from one year to the next as meeting the growth criterion (1 point).
- Students who improve their achievement level earn 1.5 points (as well as students who maintain Level 4 achievement).
- Students who decline one achievement level earn 0.5 points.
- Students who decline by more than one achievement level earn 0 points.

Closing Gaps

- Update the Closing Gaps improvement target formula to align with the maintenance level
 - *Improvement Target = (90 – baseline₂₀₂₂) * 0.03*
- Reward districts and schools that meet improvement targets for the most at-risk student populations (ED, EL, SWD)

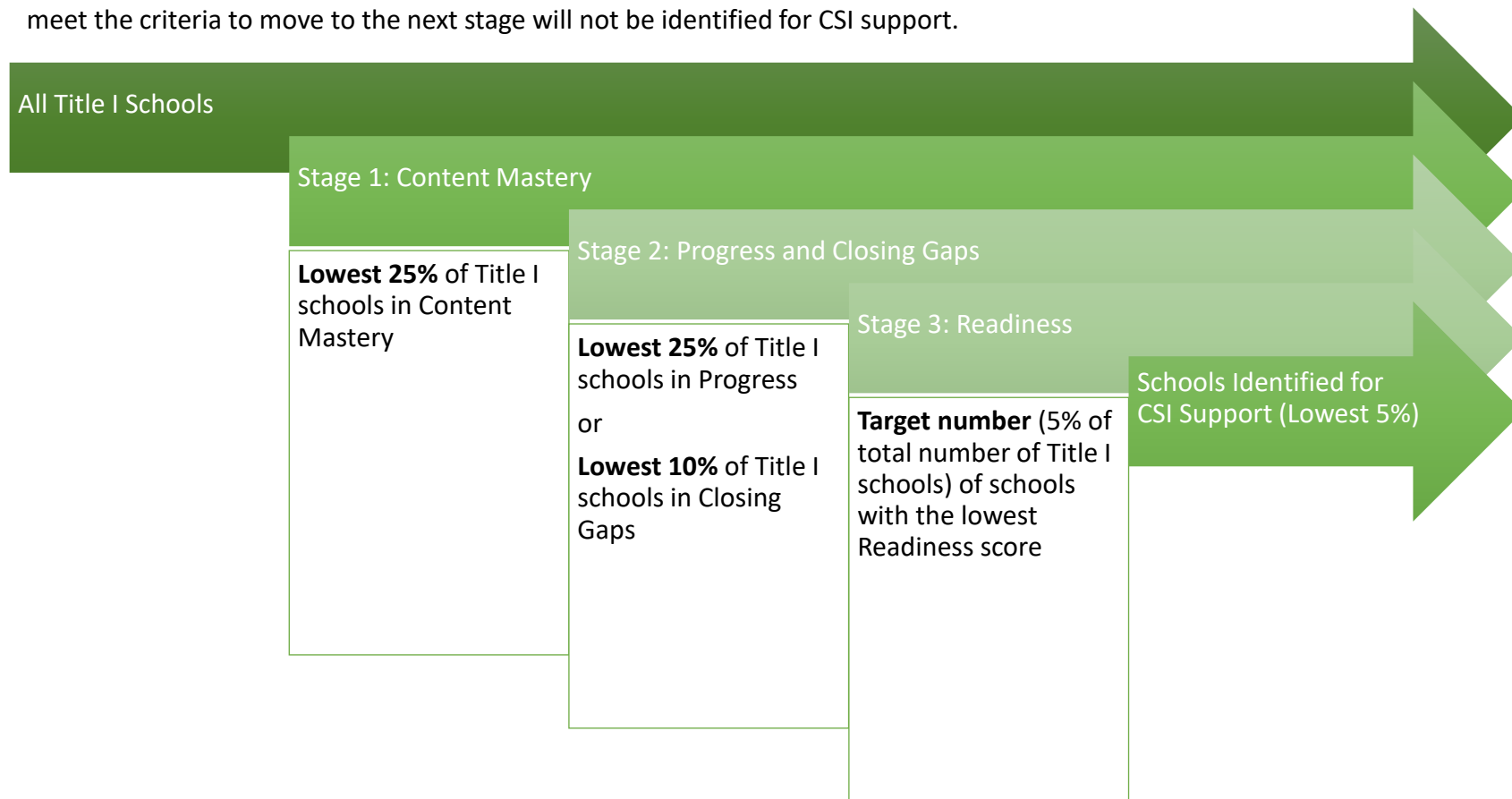
Subgroup performance:	Improvement Flag:	Closing Gaps Points:
Did not improve		0
Improved but did not meet the 3% target		0.5
Met the 3% target		1.0
Met the 3% target (ED, EL, SWD only)		1.5

Comprehensive Support and Improvement (CSI) Identification

- Continue utilizing the staged identification approach approved in Georgia's one-year addendum (2022), updated to include all components.
- Eliminate the Promise Schools designation and replace it with a Universal Supports Schools designation
 - Enables the state to support statewide improvement efforts to provide a high-quality education for all students in Georgia's schools
 - Defined as Title I schools not performing in the lowest 5% and having a graduation rate greater than 67%

CSI Identification and Exit – ES/MS

Schools will be identified for CSI support utilizing a staged approach. Title I schools that meet the identification criteria for each stage will move to the next stage until schools are identified for CSI support. Schools that do not meet the criteria to move to the next stage will not be identified for CSI support.



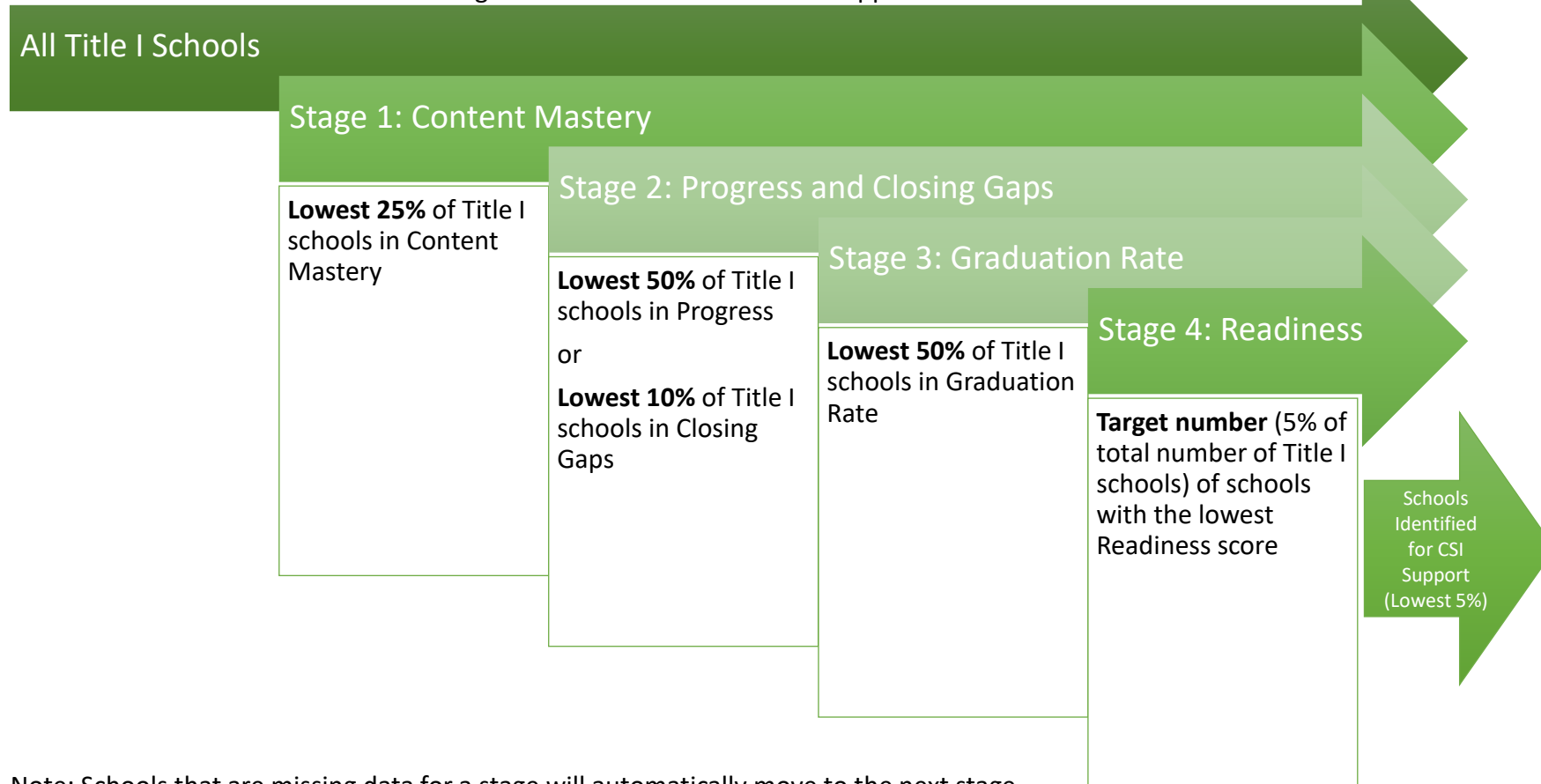
- Exit Criteria**
- 1) Do not meet the entrance criteria AND
 - 2) Demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement from the year of identification to the current year.

Note: Schools that are missing data for a stage will automatically move to the next stage.



CSI Identification and Exit – HS

Schools will be identified for CSI support utilizing a staged approach. Title I schools that meet the identification criteria for each stage will move to the next stage until schools are identified for CSI support. Schools that do not meet the criteria to move to the next stage will not be identified for CSI support.



CSI – Low Graduation Rate

All high schools with a four-year adjusted-cohort graduation rate \leq 67% will be identified for CSI support.

Schools will exit CSI Support when they attain a four-year adjusted cohort graduation rate $>$ 67%.

- Exit Criteria**
- 1) Do not meet the entrance criteria AND
 - 2) Demonstrate an improvement in Content Mastery, ELA achievement, mathematics achievement, or science achievement from the year of identification to the current year.

Note: Schools that are missing data for a stage will automatically move to the next stage.

Next Steps

- Materials related to this proposed amendment are available at accountability.gadoe.org.
 - Public notice
 - State ESSA plan with redlined changes
 - Summary of changes
- Comments on the proposed amendment should be submitted via this [survey](#) no later than **2:00 p.m. January 31, 2023**.
- The deadline to submit amendment requests to the U.S. Department of Education for 2023 is February 1, 2023.

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