



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Georgia's

2014 College and Career Ready Performance Index (CCRPI) Data Calculation Guide

For Principals and District Users

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Overview

The College and Career Ready Performance Index (CCRPI) is Georgia's statewide accountability system, implemented in 2012 to replace the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement, after the U.S. Department of Education granted Georgia's waiver from NCLB on Feb. 9, 2012. The CCRPI measures schools and school districts on an easy-to-understand 100-point scale, helping parents and the public better understand how schools are performing in a more comprehensive manner than the pass/fail system previously in place under AYP.

The purpose of this guide is to provide detailed information on the calculations and data sources utilized to populate the CCRPI reports to school and district leaders. The CCRPI calculations rely heavily on data submitted annually in Student Record (SR). Many of the calculations utilize the current year's SR data as well as SR data submitted in previous years. It is important to note that accuracy of data submitted in SR is critical as it relates to the accuracy of the CCRPI reports.

Initially, not all of the data needed to populate the reports were submitted via SR. Therefore, an additional data collection occurred to obtain the needed data. For the 2012, 2013, and 2014 school years, additional data were collected via the CCRPI Data Collections application. Over time, data collected in the CCRPI Data Collections application have been migrated to SR. Other applications utilized to collect/prepare data for the reports include the following: Assessment Matching, Summer Graduate Collection, Cohort Withdrawal Update, and CRCT-M Reassignment.

Overall Score

The overall CCRPI score is based on a 100-point scale. This is intentional as the public, generally speaking, understands a 100-point scale. There are three main features that comprise the CCRPI score:


1. Achievement = 60 points
 - a. Content Mastery = 40%
 - b. Post Elementary/Middle/High School Readiness = 30%
 - c. Graduation Rate/Predictor for High School Graduation = 30%
2. Progress = 25 points
3. Achievement Gap = 15 points

Every school has the opportunity to earn up to 10 additional points towards the overall score. These points are called Challenge Points. There are two ways in which schools may earn Challenge Points:


1. ED/EL/SWD Performance Points
2. Exceeding the Bar (ETB) Points

The final score for a school is derived by adding the points earned for Achievement, Progress, Achievement Gap, and Challenge Points. Below is a screen shot for the 2013 state level CCRPI report for High Schools.

Details for scoring each component as well as the overall score are provided later in this document.



**College and Career Ready
Performance Index (CCRPI)**
 Dr. John D. Barge *State School Superintendent*



2013 College and Career Ready Performance Index (CCRPI)

District:

School:

Title I Schools:

Grades:

Choose a Report Type:
 ☐ State
 ☐ Elementary School
 ☐ Middle School
 ☒ High School

CCRPI Score
 Achievement
 Progress
 Achievement Gap
 ED/EL/SWD Performance
 Exceeding the Bar
 Performance Flags

Financial Efficiency
 School Climate

CCRPI Score

CCRPI Score						
71.8						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
43.6	16.3	8.7	3.2	0		
			3.2			

Achievement

Achievement indicators, as well as Exceeding the Bar (ETB) indicators, were developed for each grade band (elementary (K-5), middle (6-8), and high (9-12)) and have been approved by the State Board of Education. Below is a listing of all approved indicators:

2014 CCRPI Indicators

2013-2014 School Year

- Indicators displayed in black are operational for the 2014 CCRPI reports.
 - Benchmark is 100%
- Indicators displayed in green will be benchmarked at the 95th percentile based on state level data.
 - Middle School and Elementary School indicator #7 will be benchmarked at 65%
- Indicators displayed in red are not operational for the 2014 CCRPI reports.



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2014 College and Career Ready Performance Index, High School, Grades 9 - 12

CONTENT MASTERY

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

POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, 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 program ready on the Compass; 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 students scoring at Meets or Exceeds on the Georgia High School Writing Test
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT
15. Percent of EOCT assessments scoring at the Exceeds level
16. Student Attendance Rate (%)

GRADUATION RATE

17. 4-Year Cohort Graduation Rate (%)
18. 5-Year Extended Cohort Graduation Rate (%)

Exceeding the Bar Indicators

In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language
8. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
9. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



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2014 College and Career Ready Performance Index, Middle School, Grades 6 - 8

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate \geq 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate \geq 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate \geq 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate \geq 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate \geq 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 \geq 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 and a state defined Individual Graduation Plan by the end of grade 8
11. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT
13. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

Exceeding the Bar Indicators

In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)
2. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
5. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
6. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement



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2014 College and Career Ready Performance Index, Elementary School, Grades K - 5

CONTENT MASTERY

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

POST ELEMENTARY 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 Meets or Exceeds on the Grade Five Writing Assessment (required participation rate $\geq 95\%$)
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
14. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

Exceeding the Bar Indicators

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

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
6. School or LEA-defined **innovative practice** accompanied by data **supporting improved student achievement**: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA **Research/Evidence-based Program/Practice** designed to facilitate a **personalized climate** in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

Assessment Data

Assessment data are prominently utilized in the CCRPI. They are utilized in the Achievement, Progress, Achievement Gap, ED/EL/SWD Performance, and Exceeding the Bar indicator calculations.

The assessments utilized in CCRPI calculations are as follows:

- Criterion-Referenced Competency Tests (CRCT)
- Criterion Referenced Competency Tests – Modified (CRCT-M)
 - Not available in 2015 and beyond
- End-of-Course Tests (EOCT)
 - 9th Grade Literature and Composition
 - American Literature and Composition
 - Coordinate Algebra
 - Analytic Geometry
 - GPS Geometry
 - Mathematics II
 - Biology
 - Physical Science
 - United States History
 - Economics/Business/Free Enterprise
- Georgia High School Writing Test (GHSWT)
- Grade 8 Writing Assessment
- Grade 5 Writing Assessment
- Grade 3 Writing Assessment
- Georgia Alternate Assessment (GAA)
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
- Alternate Assessing Comprehension and Communication in English State to State for English Language Learners (Alternate ACCESS for ELLs)

Once the state level assessment files are received from the vendor, the assessment data are matched to SR. In other words, the assessment belonging to Johnny Smith is “matched” to Johnny Smith’s student record. That way, all of Johnny’s demographic information that is found within SR, is tagged to his assessment. This allows the GaDOE to calculate subgroup data using all state assessments.

Assessments taken any time during the school year as well as during the June/July summer administration are utilized for CCRPI calculations. This includes the use of retests.

Course Numbering System Legend

Many of the CCRPI indicators rely on students passing courses or earning credit in courses. Therefore, course numbers as submitted in SR are crucial. The Georgia Department of Education Data Collections division has developed a standard course numbering system for all State Board approved courses.

The numbering system consists of 9 numerical digits plus a decimal. The decimal is located after the first 2 numerical digits, with 7 numerical digits to the right of the decimal.

2 1. 1 2 3 4 5 6 7
X X . X X X X X X X

The 2 numerical digits to the LEFT of the decimal designate the main subject area field.

EXAMPLES: 23.XXXXXXX = ENGLISH LANGUAGE ARTS
27.XXXXXXX = MATHEMATICS

The first numerical digit to the RIGHT of the decimal identifies the type of instruction.

The following is a list of the codes for the first numerical digit to the right of the decimal.

XX.0 0 = REGULAR
XX.1 1 = REMEDIAL
XX.2 2 = GIFTED
XX.3 3 = DISTANCE LEARNING
XX.4 4 = ONE-HOUR LAB
XX.5 5 = TWO-HOUR LAB
XX.6 6 = THREE-HOUR LAB
XX.7 7 = WORK BASED LEARNING
XX.8 8 = SPECIAL EDUCATION (students whose IEP has placed them in a general education course but in a special education setting and are being taught by a certified special education teacher. Students in these classes are earning Carnegie unit credit).
XX.9 9 = SPECIAL EDUCATION with support (Students whose IEP has placed them in a general education course in a general education setting but with a specified amount and model of special education support listed on the IEP. Students are taught by a certified general education teacher but receive the identified IEP support by the appropriately certified special education personnel. Students in these classes are earning Carnegie unit credit).

The second numerical digit to the RIGHT of the decimal identifies the minor subject area.

EXAMPLE: 60.07XXXXX = ROMANCE LANGUAGES, HIGH SCHOOL SPANISH

The third and fourth numerical digits to the RIGHT of the decimal identify the specific course or subject.

EXAMPLE: 60.0710XXX = ROMANCE LANGUAGES, HIGH SCHOOL SPANISH, SPANISH I

EXAMPLE: 60.0711XXX = ROMANCE LANGUAGES, HIGH SCHOOL SPANISH, SPANISH VII

The fifth numerical digit to the RIGHT of the decimal is reserved for State use and to identify transferred course credit. When used to identify transferred credit, use the legend below.

23.06100XX = RESERVED FOR STATE USE
23.06101XX = RESERVED FOR STATE USE
23.06102XX = DESIGNATES A LOCALLY- FUNDED COURSE
23.06103XX = CREDIT IN LIEU OF ENROLLMENT
23.06104XX = JOINT ENROLLMENT POSTSECONDARY OPTION CREDIT
23.06105XX = JOINT ENROLLMENT PRIVATE INSTITUTION CREDIT
23.06106XX = OUT-OF-STATE PUBLIC SCHOOLS CREDIT (ACCREDITED AND NONACCREDITED)

23.06107XX = PRIVATE (IN-STATE AND OUT-OF-STATE) SCHOOL CREDIT (ACCREDITED AND NONACCREDITED)
23.06108XX = OUT OF U.S.A. CREDIT

EXAMPLE: 26.07304XX = LIFE SCIENCES, BIOLOGY, HUMAN ANATOMY/PHYSIOLOGY, POST SECONDARY OPTION (PSO) COURSE

The sixth and seventh numerical digits to the RIGHT of the decimal are reserved for local system use.

Course numbers which do not match this numbering convention or align with courses contained in [State Board Rule 160-4-2-.20](#) are not utilized in CCRPI calculations.

High Schools

Content Mastery Indicators

Data Sources are as follows:

1. Student Record Data Elements:
 - a. Course number associated with all EOCT courses
 - b. Enrollment and withdrawal dates
 - c. Course grade
 - d. Teacher code
2. FTE Survey
 - a. Marking period start and end dates
3. Non-Participation Collection Application
 - a. Non-participation reasons
4. EOCT Assessment Files
 - a. Winter administration
 - b. Spring administration
 - c. Summer administration
5. Assessment Matching Application

The calculations for the Content Mastery indicators use assessment and course data for high schools. The screen shot below provides indicator information as well as a description of the numerator and denominator values. Principals, district users, and superintendents have access to their CCRPI reports within the secure MyGaDOE portal. Once the portal report has been accessed, the user can click on the Data Details tab to access all of the content area data files. These data files contain the names and demographic information for each student enrolled in the school for that school year. The assessment scale score earned is also found in the file along with multiple other data elements. The descriptions found in the screen shot below reference elements within the data files.

	CONTENT MASTERY			
	Indicator	Description	Denominator	Numerator
1-8	Percent of students scoring at Meets or Exceeds on the subject area EOCT (required participation rate ≥ 95%)	Participation: Required 95% participation rate	Participation: Students enrolled in the course and earning a final course grade: Test Enrollment = Yes	Participation: Students who participate on the assessment: Test Participant = Yes
		Meets and Exceeds Rate: Calculate Meets and Exceeds rate for FAY students with test scores	Meets and Exceeds Rate: FAY students with EOCT test scores: FAY Participant = Yes	Meets and Exceeds Rate: FAY Students scoring at Meets or Exceeds: Proficiency Code = ADV or PRO
Data Source: Student Record Course Numbers, Assessment Files				

Course numbers, as submitted in SR, are reviewed to identify the students who are enrolled in EOCT courses in grades 9-12.

Participation Rate

Using the content area Data Detail file (located within the school's CCRPI report in the GaDOE portal) and filtering on the Test Enrollment and Test Participant as described in the table above, the user can obtain the values used for the participation rate calculations.

High school students who are course enrolled and have a final grade in the course are expected to test and are flagged as Test Enrollment = Yes. Students who participate in the assessment are flagged as Test Participant = Yes.

$$\text{Participation Rate} = \text{Test Participant} / \text{Test Enrollment}$$

Students who are expected to test and miss the main administration of the assessment but sit for the retest administration are included in the participation rate calculation.

A middle school student's EOCT score is utilized for the high school's participation rate (the following year) provided the student was enrolled in the same district for middle and high school. In this event, the count of assessments taken at the middle school is added to both the numerator and denominator of the high school's participation rate.

The count of grade 11 students flagged in SR as Students with Disabilities (SWD) and flagged as taking a GAA is also added to both the numerator and denominator of the high school's participation rate.

Students coded with the following non-participation reasons are not included in the denominator of the participation rate calculation:

- Medical Emergency
- EOCT Course Not Completed
- EOCT Course Not Taken for Core Credit
- EOCT Administered Previously

Students who are transferring credit as identified by the Teacher ID numbers of 888888888 and 999999999 are not included in the participation rate calculation.

Meets & Exceeds Rate

The Meets & Exceeds rate for each content area is based on students who are considered Full Academic Year (FAY). For high school students, FAY is calculated by determining if a student was enrolled in a course 65% of the number of days from the start date of the course to the end date of the course.

Students taking a GAA are considered FAY if they are enrolled 65% of the number of days from the first day of school to the close of the GAA window.

Because districts across the state do not have a common start date, common end date, or common holidays, a Julian calendar is used to calculate the number of days from the start of the course to the end of the course. The start and end dates used are provided by districts in the FTE Survey. Below are the steps and a link to a web-based Julian calendar which can be used to calculate the number of days required for a student to be enrolled to be considered FAY:

1. For high schools, key the start date and end date of the course, as reported in the FTE Survey, into a [Julian calendar calculator](#).
2. Subtract the Julian Day number for the start date from the end date.
3. Multiply the difference by 0.65 (65%).
4. Round the product up to the nearest whole number.
 - a. 188.1 rounds to 189
 - b. 188.6 rounds to 189
5. This value represents the number of days a student needs to be enrolled in the school to be considered FAY.

For students taking a GAA, the counts for each subject assessment are mapped to EOCT subject assessments:

- GAA ELA is mapped to American Literature EOCT
- GAA math is mapped to Geometry EOCT
- GAA science is mapped to Biology ECOT
- GAA social studies is mapped to US History EOCT

FAY students with a test score are utilized for the Meets & Exceeds rate calculation. If a FAY student has a retest score, then the highest score is pulled for this calculation.

If a 9th grade student has an EOCT score from the previous 8th grade year, then that score is included in the calculation provided the student remains in the same school district for both the 8th and 9th grade years.

The count of students who meet the criteria for Credit in Lieu of Course, [State Board Rule 160-5-1-.15](#), is added to both the numerator and denominator count for this calculation.

English Learners are removed from the Meets & Exceeds rate calculations if the following criteria are met:

- Student is coded as EL in SR and
- Student is coded as First Year in US and
- Student is coded as having a primary language other than English and
- Student has an ACCESS composite score

Using the content area Data Detail file and filtering on the FAY Participant = Yes and Performance Code = ADV and PRO as described in the Content Mastery table above, the user can obtain the values used for the performance calculations.

Meets & Exceeds Rate = Performance Code (ADV & PRO)/FAY Participant

Post High School Readiness Indicators

POST HIGH SCHOOL READINESS				
	Indicator	Description	Denominator	Numerator
9	Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study	Review of course level data	Regular diploma graduates for that student record year (Graduates who do not have course data in Student Record for 2014, 2013, and 2012 AND are not pathway completers are removed from the denominator.)	Unduplicated count of graduates meeting the criteria of any one of the described pathways
Data Source: Student Record Course Numbers				
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)	Operational in 2014-2015	CTAE pathway completers	Unduplicated count of CTAE pathway completers meeting the described criteria
Data Source: (operational in 2014-2015)				
	Indicator	Description	Denominator	Numerator
11	Percent of graduates: entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; 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	Lagging Data, benchmarked at 95th percentile	Regular diploma graduates for that student record year	Count of graduates meeting the indicator criteria
Data Source: USG, TCSG, College Board, ACT, IB				
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	Review of course level data, benchmarked at 95th percentile	Regular diploma graduates for that student record year	Unduplicated count of graduates earning credits in any of the listed programs or courses
	Indicator	Description	Denominator	Numerator
13	Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test		GHSWT unduplicated assessment count	Students scoring at Meets or Exceeds
Data Source: Student Record, Assessment Files				
14	Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT		FAY students with American Literature Lexile score	FAY students with an American Literature Lexile score \geq 1275
Data Source: Student Record, Assessment Files				
15	Percent of EOCT assessments scoring at the Exceeds level	Benchmarked at 95th percentile	Aggregate count of FAY students with test scores on all EOCTs	Aggregate count of students scoring at the Exceeds level
Data Source: Student Record, Assessment Files				
16	Student Attendance Rate (%)	Review of all enrollment data, benchmarked at 95th percentile	Total days enrolled	Days present
Data Source: Student Record				

Indicator 9: Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study

Student Record Data Elements:

- Course number
- Course credit

Cohort Withdrawal Update Application

- Withdrawal Code
- Diploma type

Guidance documents for the described pathways are posted on [Accountability's web page](#). These documents list the specific courses and associated course numbers required for each pathway.

The graduates used for this calculation are not restricted to a cohort. They may have graduated early or they may have graduated in four years or more years. However, all graduates considered for this calculation must have graduated with a regular diploma (diploma type = G - General, C – College Preparatory, B – College Preparatory & Vocational, or V - Vocational). Diploma Type is an element collected via SR. The denominator for this rate is the count of graduates for the academic year.

The numerator value is the count of graduates completing one of the pathways described in the indicator. Graduates may meet the criteria for one or more pathways; however, they will only count in the numerator once as a pathway completer.

SR is an annual collection of data that is not intended to capture historical data. Therefore, a student who enrolls in a Georgia school from out-of-state will not have any prior years of course history submitted in SR. In an effort to not penalize schools, the calculation for this indicator takes a two-pass approach.

1st pass

For each graduate, flag the student as a pathway completer if the graduate meets the criteria for one of the pathways described in the indicator.

2nd pass

For those students not flagged as a pathway completer, look across the three most recent years of course level data. If the student does not have three years of course history (current year and prior two years), then remove that student from the denominator.

For all other students, seven years of SR course history data (current year and six prior years) will be utilized for this calculation.

$$\text{Rate} = \text{Graduates Meeting the Indicator Criteria} / \text{Graduates}$$

Indicator 10: Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)

This indicator will be operational on the 2015 CCRPI report.

Indicator 11: Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; 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

Cohort Withdrawal Update Application

- Withdrawal Code
- Diploma type

Lagged data are used as TCSG and USG do not run the data for the graduates entering their institutions not needing remediation until a school year and a summer have passed since the time of graduation. The denominator value is the count of graduates with a regular diploma. The numerator value is the count of graduates who meet the criteria described in the indicator.

$$\text{Rate} = \text{Graduates Meeting the Indicator Criteria} / \text{Graduates}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 12: Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready (MOWR), Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses

Student Record Data Elements:

- Course number
- Course credit

Cohort Withdrawal Update Application

- Withdrawal Code
- Diploma type

Dual enrollment courses are denoted by placing a 4 in the 5th digit position to the right of the decimal (XX.XXXX4XXX). Advanced Placement and International Baccalaureate courses have specified course numbers that follow the convention described earlier in this document. Seven years of SR course history data (current year and six prior years) are utilized for this calculation. The denominator value is the count of graduates with a regular diploma. The numerator value is the count of graduates who meet the criteria described in the indicator.

$$\text{Rate} = \text{Graduates Meeting the Indicator Criteria} / \text{Graduates}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 13: Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test

For this calculation, FAY status and grade level are not a consideration. If a student has more than one GHSWT score in a school year plus a summer, the higher score will be utilized. Students with a GAA who are coded in SR as grade 11 are pulled into this calculation. The denominator value is the count of students with a GHSWT score and GAA score. The numerator value is the count of students with a

passing GHSWT score or a passing GAA ELA score. Using the Writing data file found on the portal CCRPI report, set the following filters:

1. Performance Code = deselect NTS – No Test Score (if available)
 - a. This count is the denominator
2. Performance Code = ADV and PRO
 - a. This count is the numerator

For students taking a GAA, the counts for each subject assessment are mapped to EOCT subject assessments:

- GAA ELA is mapped to GHSWT

Meets & Exceeds Rate = Performance Code (ADV & PRO) / Students with a GHSWT and GAA score

Indicator 14: Percent of students achieving a Lexile measure ≥ 1275 on the American Literature EOCT

Student Record Data Elements:

- Course number
- Enrollment Date
- Withdrawal Date

FTE Survey

- Marking period start and end dates

The Lexile score is found within the American Literature EOCT data file. The denominator is the count of FAY students with an American Literature Lexile score. The numerator is the count of FAY students with an American Literature Lexile score that is ≥ 1275 . Using the American Literature data file found on the portal CCRPI report, set the following filters:

1. FAY Participant = Yes
2. Lexile Scale Score: deselect “blanks”
 - a. This count is the denominator
3. Lexile Scale Score: select Number Filters, then select Greater Than Or Equal To, then key 1275
 - a. This count is the numerator

Rate = Lexile Count ≥ 1275 / FAY Participant Count

Indicator 15: Percent of EOCT assessments scoring at the Exceeds level

Student Record Data Elements:

- Course number
- Enrollment Date
- Withdrawal Date

FTE Survey

- Marking period start and end dates

The calculation for this indicator allows for duplication of students in the denominator as well as the numerator. The denominator value is the aggregate count of FAY students with an EOCT score. The

numerator value is the count of FAY students with an EOCT score at the Exceeds level. Using the data file for each content area assessment found on the portal CCRPI report, set the following filters:

1. FAY Participant = Yes
 - a. This count is one of the values for the denominator
2. Performance Code = ADV
 - a. This count is one of the values for the numerator
3. Denominator = sum all denominator values for each content area
4. Numerator = sum all numerator values for each content area

For students taking a GAA, the counts for each subject assessment are mapped to EOCT subject assessments:

- GAA ELA is mapped to American Literature EOCT
- GAA math is mapped to Geometry EOCT
- GAA science is mapped to Biology ECOT
- GAA social studies is mapped to US History EOCT

Rate = Count of Performance Code (ADV) for Each Subject / Count of FAY Participant for Each Subject

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 16: Student Attendance Rate

Student Record Data Elements:

- Days Present
- Days Absent

The denominator value is the sum of Days Present and Days Absent for every student with an enrollment record in the school. The numerator value is the sum of Days Present for every student with an enrollment record in the school. Using the Attendance data file found on the portal CCRPI report, follow the steps below:

1. Sum the Days Present for all records in the file
 - a. This sum is the numerator
2. Sum the Days Absent for all records in the file
3. Add the sums for step 1 and 2
 - a. This sum is the denominator

Rate = Days present / (Days Present + Days Absent)

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Graduation Rate Indicators

GRADUATION RATE				
	Indicator	Description	Denominator	Numerator
17	4-Year Cohort Graduation Rate (%)		2013 cohort members	2013 cohort members who graduate in 2013
18	5-Year Extended Cohort Graduation Rate (%)		2012 cohort members	2012 cohort members who graduate in 2012 or 2013
Data Source: Student Record, Summer Graduate Collection, Cohort Withdrawal Update Application				

Indicator 17: 4-Year Cohort Graduation Rate (%) (United States Department of Education definition for cohort grad rate)

Student Record Data Elements:

- Date Entered Ninth Grade
- Enrollment Code
- Withdrawal Code
- Diploma Type

This rate relies on the count of students in the cohort as well as the diploma type for the students in the cohort. Data from the Summer Graduate application as well as the Cohort Withdrawal Update application are utilized to discern the most recent withdrawal information for students in the cohort. A Graduation Rate data file is available on the Data Details tab of the portal CCRPI report. To derive the 4-year cohort rate, set the following filters:

1. Cohort (column A) = 4
2. Updated Withdrawal Code (column AK) = deselect codes 1, 2, 3, 4, D, H, J, K, T, V, W, X, Y, Z
 - a. The resulting count is the denominator
3. Updated Diploma Type (column AN) = G, C, B, V
 - a. The resulting count is the numerator

$$\text{4-Year Cohort Graduation Rate} = \frac{\text{\# of 2014 Cohort Members Who Graduated with a Regular Education Diploma in 2014 (diploma type = General, College Prep, Vocational, Dual)}}{\text{\# of First Time 9th Graders in 2011 + Transfers In - Transfers Out, Emigrate or Die in 2011, 2012, 2013, and 2014}}$$

Indicator 18: 5-Year Extended Cohort Graduation Rate (%) (US ED definition for cohort grad rate)

Student Record Data Elements:

- Date Entered Ninth Grade
- Enrollment Code
- Withdrawal Code
- Diploma Type

This rate relies on the count of students in the cohort as well as the diploma type for the students in the cohort. Data from the Summer Graduate application as well as the Cohort Withdrawal Update application are utilized to discern the most recent withdrawal information for students in the cohort. A Graduation Rate data file is available on the Data Details tab of the portal CCRPI report. To derive the 5-year cohort rate, set the following filters:

1. Cohort (column A) = 5
2. Updated Withdrawal Code (column AK) = deselect codes 1, 2, 3, 4, D, H, J, K, T, V, W, X, Y, Z
 - a. The resulting count is the denominator
3. Updated Diploma Type (column AN) = G, C, B, V
 - a. The resulting count is the numerator

$$\text{5-Year Cohort Graduation Rate} = \frac{\begin{array}{c} \text{\# of 2013 Cohort Members Who Graduated with a Regular Education Diploma in} \\ \text{2013 and 2014 (diploma type = General, College Prep, Vocational, Dual)} \end{array}}{\begin{array}{c} \text{\# of First Time 9th Graders in 2010 + Transfers In - Transfers Out, Emigrate or Die} \\ \text{in 2010, 2011, 2012, 2013, and 2014} \end{array}}$$

Middle Schools

Content Mastery Indicators

Data Sources are as follows:

1. Student Record Data Elements
 - a. Enrollment Date
 - b. Withdrawal Date
2. Non-Participation Collection Application
 - a. Non-participation reasons
3. CRCT Assessment Files
 - a. Spring administration
 - b. Summer administration
4. Assessment Matching Application

The calculations for the Content Mastery indicators use assessment data for middle schools. The screen shot below provides information relative to the indicators as well as a description of the numerator and denominator values. Principals, district users, and superintendents have access to their CCRPI reports within the secure MyGaDOE portal. Once the portal report has been accessed, the user can click on the Data Details tab to access all of the content area data files. These data files contain the names and demographic information for each student enrolled in the school for that school year. The assessment scale score earned is also found in the file along with multiple other data elements. The descriptions found in the screen shot below reference elements within the data files.

	CONTENT MASTERY			
	Indicator	Description	Denominator	Numerator
1-5	Percent of students scoring at Meets or Exceeds on the subject area CRCT (required participation rate ≥ 95%)	Participation: Required 95% participation rate	Participation: Students continuously enrolled during state testing window: Test Enrollment	Participation: Students who participate on the assessment: Test Participant = Yes
		Meets and Exceeds Rate: Calculate Meets and Exceeds rate for FAY students with test scores	Meets and Exceeds Rate: FAY students with CRCT scores: FAY Participant = Yes	Meets and Exceeds Rate: FAY Students scoring at Meets or Exceeds: Performance Code = ADV or PRO
Data Source: Student Record and Assessment Files				

Participation Rate

Using the content area Data Detail file (located within the school's CCRPI report in the GaDOE portal) and filtering on the Test Enrollment and Test Participant as described in the table above, the user can obtain the values used for the participation rate calculations.

Middle school students who are continuously enrolled during the CRCT state testing window are expected to test and are flagged as Test Enrollment = Yes. Students who participate in the assessment are flagged as Test Participant = Yes.

$$\text{Participation Rate} = \text{Test Participant} / \text{Test Enrollment}$$

Students who are expected to test and miss the main administration of the assessment but sit for the retest administration are included in the participation rate calculation.

Students coded with a Medical Emergency are not included in the denominator of the participation rate calculation.

Meets & Exceeds Rate

The Meets & Exceeds rate for each content area is based on students who are considered Full Academic Year (FAY). For middle schools, FAY is calculated by determining if the student was enrolled 65% of the number of days from the start date of the year to the close of the state testing window.

Because districts across the state do not have a common start date, common end date, or common holidays, a Julian calendar is used to calculate the number of days from the first day of school to the close of the state testing window. The start and end dates used are provided by districts in the FTE Survey. Below are the steps and a link to a web-based Julian calendar which can be used to calculate the number of days required for a student to be enrolled to be considered FAY:

1. For middle schools, key the date for the first day of school and the end date for the close of the state testing window into a [Julian calendar calculator](#).
2. Subtract the Julian Day number for the start date from the end date.
3. Multiply the difference by 0.65 (65%).
4. Round the product up to the nearest whole number.
 - a. 188.1 rounds to 189
 - b. 188.6 rounds to 189
5. This value represents the number of days a student needs to be enrolled in the school to be considered FAY.

GAA and CRCT-M scores are used to calculate the Meets & Exceeds rate for each subject assessment. For a CRCT-M score to be used, the student must be coded as SWD in SR. If the student was assessed on the CRCT in the year prior and the performance code for that same subject assessment was PRO or ADV, then the current year's CRCT-M score is recoded as a DNM. If the student was assessed on the CRCT-M for the prior two years and the score for the prior two years was level 3, then the current year's CRCT-M score is recoded to a DNM.

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

English Learners are removed from the Meets & Exceeds rate calculations if the following criteria are met:

- Student is coded as EL in SR and
- Student is coded as First Year in US and
- Student is coded as having a primary language other than English and
- Student has an ACCESS composite score

Using the content area Data Detail file and filtering on the FAY Participant = Yes and Performance Code = ADV and PRO as described in the table above, the user can obtain the values used for the performance calculations.

Meets & Exceeds Rate = Performance Code (ADV & PRO)/FAY Participant

Post Middle School Readiness Indicators

POST MIDDLE SCHOOL READINESS				
	Indicator	Description	Denominator	Numerator
6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	Benchmarked at 95th percentile	EL students with a current year and a prior year composite ACCESS score	EL students showing positive movement from one performance band to a higher performance band
Data Source: ACCESS				
7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	Captured in FTE 1; Benchmarkd at 65%	Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment ≠ 0	Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment = 1
Data Source: FTE 1				
8	Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95% - operational 2013-2014)	Participation: Required 95% participation rate	Participation: 8th grade students continuously enrolled during state testing window	Participation: Students who participate on the assessment
		Meets and Exceeds Rate: Calculate Meets and Exceeds rate for students with test scores	Meets and Exceeds Rate: 8th grade FAY students with test scores	Meets and Exceeds Rate: FAY Students scoring at Meets or Exceeds
Data Source: Student Record and Assessment Files				

9	Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050		8th grade FAY students with CRCT Reading test scores	Students scoring a Lexile measure \geq 1050
Data Source: Student Record and Assessment Files				
10	Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8	Will be collected via SR in 2013	Students in grade 8 coded Active Year End	Unduplicated count of students completing \geq 2 career related assessments/inventories and have a complete IGP
Data Source: Student Record and Data Collection Application				
11	Student Attendance Rate (%)	Review of all enrollment data, Benchmarked at 95th percentile	Total Days Enrolled	Days Present
Data Source: Student Record				

Indicator 6: Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs

Student Record Data Elements:

- EL designation (includes monitored year 1 and 2 status)

This calculation relies on SR data, particularly students who are coded as EL (includes EL monitored year 1 and 2) and ACCESS assessment data. The denominator value is the count of EL students with a current year and a prior year ACCESS score. The numerator value is the count of EL students with a current year and a prior year ACCESS score showing positive movement from one performance band to a higher performance band. Below is a table for performance bands and the associated ACCESS Composite Score:

Performance Band	ACCESS-Composite Score
I	1.0-2.2
II	2.3-3.3
III	3.4-3.9
IV	4.0-4.3
V	4.4-4.6
VI	4.7-4.9
VII	5.0-5.2
VIII	5.3-5.5
IX	5.6 +

$$\text{Rate} = \frac{\text{EL Students Moving From One Performance Band to a Higher Performance Band}}{\text{EL Students with a Current Year and Prior Year ACCESS Composite Score}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 7: Percent of Students With Disabilities served in general education environments greater than 80% of the school day

The data source for this indicator is FTE-1.

Data Element	Element Definition
FTE044	REPORT TYPE =S (Special Education Student)
FTE102	<p>SPECIAL ED ENVIRONMENT = 1 (<u>Regular Class</u> - inside regular class at least 80% of the day) if DATE OF BIRTH is such that AGE is greater than 5 as of September 1.</p> <p>SPECIAL ED ENVIRONMENT = 0 (<u>Parentally Placed in Private School</u> - special education and related services in private schools where student was enrolled by the parent or guardian) if DATE OF BIRTH is such that AGE is greater than 5 as of September 1.</p>
Numerator	Denominator
Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment = 1	Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment ≠0

$$\text{Rate} = \frac{\text{\# of children with IEPs served inside the regular class 80\% or more of the day}}{\text{Total \# of students aged 6 through 21 with IEPs}}$$

This indicator is benchmarked at 65%.

Indicator 8: Percent of students scoring at meets or exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)

Student Record Data Elements:

- Grade Level
- Enrollment Date
- Withdrawal Date

Participation Rate

Grade 8 students who are continuously enrolled during the two-day state testing window are expected to participate on the G8WA. This count of grade 8 students represents the denominator value. The numerator value is the count of grade 8 students who are continuously enrolled during the two day state testing window and who participate in the assessment.

$$\text{Participation Rate} = \text{Test Participant} / \text{Test Enrollment}$$

Students coded with a Medical Emergency are not included in the denominator of the participation rate calculation.

Meets & Exceeds Rate

The Meets & Exceeds rate for G8WA is based on students who are considered Full Academic Year (FAY). For middle schools, FAY is calculated by determining if the student was enrolled 65% of the number of days from the start date of the year to the close of the state testing window.

Because districts across the state do not have a common start date, common end date, or common holidays, a Julian calendar is used to calculate the number of days from the first day of school to the close of the state testing window. The start and end dates used are provided by districts in the annual FTE Survey. Below are the steps and a link to a web-based Julian calendar which can be used to calculate the number of days required for a student to be enrolled to be considered FAY:

1. For middle schools, key the date for the first day of school and the end date for the close of the state testing window into a [Julian calendar calculator](#).
2. Subtract the Julian Day number for the start date from the end date.
3. Multiply the difference by 0.65 (65%).
4. Round the product up to the nearest whole number.
 - a. 188.1 rounds to 189
 - b. 188.6 rounds to 189
5. This value represents the number of days a student needs to be enrolled in the school to be considered FAY.

GAA ELA gets mapped to G8WA

The denominator value is the count of grade 8 students who are FAY and have a G8WA score. The numerator value is the count of grade 8 students who are FAY, have a G8WA score, and who pass the assessment.

$$\text{Meets \& Exceeds Rate} = \text{Performance Code (ADV \& PRO)} / \text{FAY Participant}$$

Indicator 9: Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050

Student Record Data Elements:

- Enrollment Date
- Withdrawal Date
- Grade Level

The Lexile score is found within the reading CRCT data file. The denominator is the count of FAY students with a reading Lexile score. The numerator is the count of FAY students with a reading Lexile score that is ≥ 1050 . Using the reading CRCT data file found on the portal CCRPI report, set the following filters:

1. Grade Level = 8
2. FAY Participant = Yes
3. Lexile Scale Score: deselect "blanks"
 - a. This count is the denominator
4. Lexile Scale Score: select Number Filters, then select Greater Than Or Equal To, then key 1050
 - a. This count is the numerator

$$\text{Rate} = \text{Lexile Count} \geq 1050 / \text{FAY Participant Count}$$

Indicator 10: Percent of students completing 2 or more state defined career related assessments/inventories and a state defined IGP by the end of grade 8

Student Record Data Elements:

- Grade Level
- Withdrawal Code
- Career Assessment/Inventories
 - Used to pre-check students in the CCRPI Data Collection Application
 - Students meeting the criteria as coded in the CCRPI Data Collection Application are utilized for this calculation
- Individual Graduation Plan

$$\text{Rate} = \frac{\text{Grade 8 Students Coded Active Year End with A Career Related Assessment/Inventory and an IGP}}{\text{Grade 8 Students Coded Active Year End}}$$

The denominator value is the count of grade 8 students who are Active Year End (students with no reported withdrawal code after the date of enrollment for that academic year). The numerator value is the count of grade 8 students who are Active Year End and have completed 2 or more state defined career related assessments/inventories and a state defined IGP.

Indicator 11: Attendance Rate

Student Record Data Elements:

- Days Present
- Days Absent

The denominator value is the sum of Days Present and Days Absent for every student with an enrollment record in the school. The numerator value is the sum of Days Present for every student with an enrollment record in the school. Using the Attendance data file found on the portal CCRPI report, follow the steps below:

1. Sum the Days Present for all records in the file
 - a. This sum is the numerator
2. Sum the Days Absent for all records in the file
3. Add the sums for step 1 and 2
 - a. This sum is the denominator

$$\text{Rate} = \text{Days Present} / (\text{Days Present} + \text{Days Absent})$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Predictor for High School Graduation Indicators

PREDICTOR FOR HIGH SCHOOL GRADUATION				
	Indicator	Description	Denominator	Numerator
12	Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT	Review of course level data for ELA, Math, Science, and Social Studies; Benchmarked at 95th percentile	Students in grade 8 coded Active Year End	Unduplicated count of students earning 4 core credits and scoring at Meets or Exceeds on all CRCT and required EOCT
Data Source: Student Record - Course Numbers and Assessment Files				
13	Percent of CRCT assessments scoring at the Exceeds level	Benchmarked at 95th percentile	Aggregate count of FAY students with test scores on all CRCTs	Aggregate count of students scoring at the Exceeds level
Data Source: Student Record and Assessment Files				

Indicator 12: Percent of students in grade 8 passing at least 4 courses in core content areas (ELA, mathematics, science, and social studies) and scoring at Meets or Exceeds on all CRCT and all required EOCT

Student Record Data Elements:

- Grade Level
- Course Number
- Content Completer

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

The denominator value is the count of grade 8 students who are Active Year End. The numerator value is the count of grade 8 students who are Active Year End and have met all of the following criteria:

1. Passed 4 courses in the core content areas of ELA, reading, mathematics, science, social studies
 - a. Passing courses is determined by Course Grade and Content Completer
2. Passed all 5 CRCT subject assessments
 - a. ELA
 - b. Reading
 - c. Mathematics
 - d. Science
 - e. Social Studies
3. Passed all required EOCT

$$\text{Rate} = \frac{\text{Grade 8 Students Coded Active Year End Meeting Indicator Criteria}}{\text{Grade 8 Students Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 13: Percent of CRCT assessments scoring at the Exceeds level

Student Record Data Elements:

- Enrollment Date
- Withdrawal Date

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

The calculation for this indicator allows for duplication of students in the denominator as well as the numerator because students take CRCT assessments in each subject area. The denominator value is the aggregate count of FAY students with a CRCT score. The numerator value is the count of FAY students with a CRCT score at the Exceeds level. Using the data file for each content area assessment found on the portal CCRPI report, set the following filters:

1. FAY Participant = Yes
 - a. This count is one of the values for the denominator
2. Performance Code = ADV
 - a. This count is one of the values for the numerator
3. Denominator = sum all denominator values for all content areas
4. Numerator = sum all numerator values for all content areas

$$\text{Rate} = \frac{\text{Count of Performance Code (ADV) for Each Subject}}{\text{Count of FAY Participants for Each Subject}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Elementary Schools

Content Mastery Indicators

Data Sources are as follows:

1. Student Record Data Elements
 - a. Enrollment Date
 - b. Withdrawal Date
2. Non-Participation Collection Application
 - a. Non-participation reasons
3. EOCT Assessment Files
 - a. Spring administration
 - b. Summer administration
4. Assessment Matching Application

The calculations for the Content Mastery indicators use assessment data for elementary schools. The screen shot below provides information related to the indicators as well as a description of the numerator and denominator values. Principals, district users, and superintendents have access to their CCRPI reports within the secure MyGaDOE portal. Once the portal report has been accessed, the user can click on the Data Details tab to access all of the content area data files. These data files contain the names and demographic information for each student enrolled in the school for that school year. The assessment scale score earned is also found in the file along with multiple other data elements. The descriptions found in the screen shot below reference elements within the data files.

	CONTENT MASTERY			
	Indicator	Description	Denominator	Numerator
1-5	Percent of students scoring at Meets or Exceeds on the subject area CRCT (required participation rate ≥ 95%)	Participation: Required 95% participation rate	Participation: Students continuously enrolled during state testing	Participation: Students who participate on the assessment
		Meets and Exceeds Rate: Calculate Meets and Exceeds rate for FAY students with test scores	Meets and Exceeds Rate: FAY students with CRCT scores	Meets and Exceeds Rate: FAY Students scoring at Meets or Exceeds
Data Source: Student Record and Assessment Files				

Participation Rate

Using the content area Data Detail file (located within the school's CCRPI report in the GaDOE portal) and filtering on Test Enrollment and Test Participant as described in the table above, the user can obtain the values used for the participation rate calculations.

Elementary school students who are continuously enrolled during the CRCT state testing window are expected to test and flagged as Test Enrollment = Yes. Students who participate in the assessment are flagged as Test Participant = Yes.

$$\text{Participation Rate} = \text{Test Participant} / \text{Test Enrollment}$$

Students who are expected to test and miss the main administration of the assessment but sit for the retest administration are included in the participation rate calculation.

Students coded with a Medical Emergency are not included in the denominator of the participation rate calculation.

Meets & Exceeds Rate

The Meets & Exceeds rate for each content area is based on students who are considered Full Academic Year (FAY). For elementary schools, FAY is calculated by determining if the student was enrolled 65% of the number of days from the start date of the year to the close of the state testing window.

Because districts across the state do not have a common start date, common end date, or common holidays, a Julian calendar is used to calculate the number of days from the first day of school to the close of the state testing window. The start and end dates used are provided by districts in the annual FTE Survey. Below are the steps and a link to a web-based Julian calendar which can be used to calculate the number of days required for a student to be enrolled to be considered FAY:

1. For elementary schools, key the date for the first day of school and the end date for the close of the state testing window into a [Julian calendar calculator](#).
2. Subtract the Julian Day number for the start date from the end date.
3. Multiply the difference by 0.65 (65%).
4. Round the product up to the nearest whole number.
 - a. 188.1 rounds to 189
 - b. 188.6 rounds to 189
5. This value represents the number of days a student needs to be enrolled in the school to be considered FAY.

GAA and CRCT-M scores are used to calculate the Meets & Exceeds rate for each subject assessment. For a CRCT-M score to be used, the student must be coded as SWD in SR. If the student was assessed on the CRCT in the year prior and the performance code for that same subject assessment was PRO or ADV, then the current year's CRCT-M score is recoded as a DNM. If the student was assessed on the CRCT-M for the prior two years and the score for the prior two years was level 3, then the current year's CRCT-M score is recoded to a DNM. If a district was identified as needing to reassign a PRO or ADV performance code to a DNM, then the DNM performance code is utilized for FAY calculations.

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

English Learners are removed from the Meets & Exceeds rate calculations if the following criteria are met:

- Student is coded as EL in SR and
- Student is coded as First Year in US and
- Student is coded as having a primary language other than English and
- Student has an ACCESS composite score

Using the content area Data Detail file and filtering on the FAY Participant = Yes and Performance Code = ADV and PRO as described in the table above, the user can obtain the values used for the performance calculations.

$$\text{Meets \& Exceeds Rate} = \text{Performance Code (ADV \& PRO)} / \text{FAY Participant}$$

PK-1 and PK-2 Schools

Assessment scores for grade 3 students are utilized to calculate a Participation Rate and a Meets & Exceeds Rate for English/Language Arts, reading, and mathematics.

Participation Rate

The denominator value is the count of 3rd grade students who are Test Enrolled in the current year and in prior school year. The numerator value is the count of 3rd grade students who are Test Enrolled in the current year and in prior school year and who participated in the assessment during the current year.

$$\text{Participation Rate} = \text{Count of 3}^{\text{rd}} \text{ Grade Students Who are Test Enrolled in the Current Year and in the Prior School Year and Who Participated in the Assessment During the Current Year} / \text{Count of 3}^{\text{rd}} \text{ Grade Students Who are Test Enrolled in the Current Year and in the Prior School Year}$$

Meets & Exceeds Rate

The denominator value is the count of 3rd grade students who are FAY Participants in the current year and in the prior school year. The numerator value is the count of 3rd grade students who are FAY Participants in the current year and in the prior school year and whose Performance Code = ADV or PRO.

$$\text{Meets \& Exceeds Rate} = \text{FAY Participant in Current Year and in the Prior School Year and Performance Code (ADV \& PRO)} / \text{FAY Participant in Current Year and in the Prior School Year}$$

Post Elementary School Readiness Indicators

POST ELEMENTARY SCHOOL READINESS				
	Indicator	Description	Denominator	Numerator
6	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs	Benchmarked at 95th percentile	EL students with a current year and a prior year composite ACCESS score	Students showing positive movement from one performance band to a higher performance band
Data Source: ACCESS				
7	Percent of Students With Disabilities served in general education environments greater than 80% of the school day	Captured in FTE 1;Benchmarked at 65%	Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment ≠ 0	Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment = 1
Data Source: FTE 1				
8	Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95% - operational 2013-2014)	Participation: Required 95% participation rate	Participation: 5th grade students continuously enrolled during state testing window	Participation: Students who participate on the assessment
		Meets and Exceeds Rate: Calculate Meets and Exceeds rate for students with test scores	Meets and Exceeds Rate: 5th grade FAY students with test scores	Meets and Exceeds Rate: FAY Students scoring at Meets or Exceeds
Data Source: Student Record and Assessment Files				
9	Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650		3rd grade FAY students with CRCT Reading scores	Students scoring a Lexile measure ≥ 650
Data Source: Student Record and Assessment Files				
10	Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850		5th grade FAY students with CRCT Reading scores	Students scoring a Lexile measure ≥ 850
Data Source: Student Record and Assessment Files				
11	Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters		Students in grades 1-5 coded Active Year End	Students receiving the required number of career awareness lessons
Data Source: Student Record				
12	Student Attendance Rate (%)	Review of all enrollment data, Benchmarkd at 95th percentile	Total Days Enrolled	Days Present
Data Source: Student Record				

Indicator 6: Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs

Student Record Data Elements:

- EL designation (includes monitored year 1 and 2 status)

This calculation relies on SR data, particularly students who are coded as EL (includes EL monitored year 1 and 2) and ACCESS assessment data. The denominator value is the count of EL students with a current year and a prior year ACCESS score. The numerator value is the count of EL students with a current year and a prior year ACCESS score showing positive movement from one performance band to a higher performance band. Below is a table for performance bands and the associated ACCESS Composite Score:

Performance Band	ACCESS-Composite Score
I	1.0-2.2
II	2.3-3.3
III	3.4-3.9
IV	4.0-4.3
V	4.4-4.6

VI	4.7-4.9
VII	5.0-5.2
VIII	5.3-5.5
IX	5.6 +

Rate =
$$\frac{\text{EL Students Moving From One Performance Band to a Higher Performance Band}}{\text{EL Students with a Current Year and Prior Year ACCESS Composite Score}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 7: Percent of Students With Disabilities served in general education environments greater than 80% of the school day

The data source for this indicator is FTE-1.

Data Element	Element Definition
FTE044	REPORT TYPE =S (Special Education Student)
FTE102	SPECIAL ED ENVIRONMENT = 1 (<u>Regular Class</u> - inside regular class at least 80% of the day) if DATE OF BIRTH is such that AGE is greater than 5 as of September 1. SPECIAL ED ENVIRONMENT = 0 (<u>Parentally Placed in Private School</u> - special education and related services in private schools where student was enrolled by the parent or guardian) if DATE OF BIRTH is such that AGE is greater than 5 as of September 1.
Numerator	Denominator
Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment = 1	Total number of students with Report Type = S and AGE is greater than 5 as of September 1 and Special Education Environment ≠ 0

Rate =
$$\frac{\text{\# of children with IEPs served inside the regular class 80\% or more of the day}}{\text{Total \# of students aged 6 through 21 with IEPs}}$$

This indicator is benchmarked at 65%.

Indicator 8: Percent of students scoring at Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%)

Student Record Data Elements:

- Grade Level
- Enrollment Date
- Withdrawal Date

Participation Rate

Grade 5 students who are continuously enrolled during the two day state testing window are expected to participate on the G5WA. This count of grade 5 students represents the denominator value. The numerator value is the count of grade 5 students who are continuously enrolled during the two day state testing window and who participate in the assessment.

$$\text{Participation Rate} = \text{Test Participant} / \text{Test Enrollment}$$

Students coded with a Medical Emergency are not included in the denominator of the participation rate calculation.

Meets & Exceeds Rate

The Meets & Exceeds rate for G5WA is based on students who are considered Full Academic Year (FAY). For elementary schools, FAY is calculated by determining if the student was enrolled 65% of the number of days from the start date of the year to the close of the state testing window.

Because districts across the state do not have a common start date, common end date, or common holidays, a Julian calendar is used to calculate the number of days from the first day of school to the close of the state testing window. The start and end dates used are provided by districts in the annual FTE Survey. Below are the steps and a link to a web-based Julian calendar which can be used to calculate the number of days required for a student to be enrolled to be considered FAY:

1. For elementary schools, key the date for the first day of school and the end date for the close of the state testing window into a [Julian calendar calculator](#).
2. Subtract the Julian Day number for the start date from the end date.
3. Multiply the difference by 0.65 (65%).
4. Round the product up to the nearest whole number.
 - a. 188.1 rounds to 189
 - b. 188.6 rounds to 189
5. This value represents the number of days a student needs to be enrolled in the school to be considered FAY.

GAA ELA gets mapped to G5WA.

The denominator value is the count of grade 5 students who are FAY and have a G5WA score. The numerator value is the count of grade 5 students who are FAY, have a G5WA score, and who pass the assessment.

$$\text{Meets \& Exceeds Rate} = \text{Performance Code (ADV \& PRO)} / \text{FAY Participant}$$

Indicator 9: Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650

Student Record Data Elements:

- Grade Level
- Enrollment Date
- Withdrawal Date

The Lexile score is found within the reading CRCT data file. The denominator is the count of FAY students with a reading Lexile score. The numerator is the count of FAY students with a reading Lexile score that is ≥ 650 . To determine FAY status, follow the steps outlined earlier in this guide. Using the reading CRCT data file found on the portal CCRPI report, set the following filters:

1. Grade Level = 3
2. FAY Participant = Yes
3. Lexile Scale Score: deselect “blanks”
 - a. This count is the denominator
4. Lexile Scale Score: select Number Filters, then select Greater Than Or Equal To, then key 650
 - a. This count is the numerator

$$\text{Rate} = \text{Lexile Count} \geq 650 / \text{FAY Participant Count}$$

Indicator 10: Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850

Student Record Data Elements:

- Grade Level
- Enrollment Date
- Withdrawal Date

The Lexile score is found within the reading CRCT data file. The denominator is the count of FAY students with a reading Lexile score. The numerator is the count of FAY students with a reading Lexile score that is ≥ 850 . To determine FAY status, follow the steps outlined earlier in this guide. Using the reading CRCT data file found on the portal CCRPI report, set the following filters:

1. Grade Level = 5
2. FAY Participant = Yes
3. Lexile Scale Score: deselect “blanks”
 - a. This count is the denominator
4. Lexile Scale Score: select Number Filters, then select Greater Than Or Equal To, then key 850
 - a. This count is the numerator

$$\text{Rate} = \text{Lexile Count} \geq 850 / \text{FAY Participant Count}$$

Indicator 11: Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia’s 17 Career Clusters

Student Record Data Elements:

- Grade Level
- Career Awareness Lessons

Career awareness lessons for certain Career Clusters are taught at particular grade levels. The following lists the number of career awareness lessons which are required for each grade:

1. Grade 1: 3 lessons
2. Grade 2: 3 lessons
3. Grade 3: 3 lessons
4. Grade 4: 4 lessons

5. Grade 5: 4 lessons

The number of career awareness lessons a student receives in a school year is coded in SR. The denominator value is the sum of the count of students who are Active Year End for each grade level. The numerator value is the sum of the count of students who are Active Year End for each grade level who have the required number of career awareness lessons appropriate for the student's grade level.

$$\text{Rate} = \frac{\text{Count of Students in Grades 1-5 Coded Active Year End Meeting the Indicator Criteria}}{\text{Count of Students in Grades 1-5 Coded Active Year End}}$$

Indicator 12: Attendance Rate

Student Record Data Elements:

- Days Present
- Days Absent

The denominator value is the sum of Days Present and Days Absent for every student with an enrollment record in the school. The numerator value is the sum of Days Present for every student with an enrollment record in the school. Using the Attendance data file found on the portal CCRPI report, follow the steps below:

1. Sum the Days Present for all records in the file
 - a. This sum is the numerator
2. Sum the Days Absent for all records in the file
3. Add the sums for step 1 and 2
 - a. This sum is the denominator

$$\text{Rate} = \frac{\text{Days Present}}{(\text{Days Present} + \text{Days Absent})}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Predictor for High School Graduation Indicators

PREDICTOR FOR HIGH SCHOOL GRADUATION				
	Indicator	Description	Denominator	Numerator
13	Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT	Review of course level data for ELA, Math, Science, and Social Studies; Benchmarked at 95th percentile	Students in grade 5 coded Active Year End	Unduplicated count of students earning 5 core credits
Data Source: Student Record Course Numbers, Assessment Files, and Data Collection Application				
14	Percent of CRCT assessments scoring at the Exceeds level	Benchmarked at 95th percentile	Aggregate count of FAY students with test scores on all CRCTs	Aggregate count of students scoring at the Exceeds level
Data Source: Student Record and Assessment Files				

Indicator 13: Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, and social studies) and scoring at Meets or Exceeds on all CRCT

Student Record Data Elements:

- Grade Level
- Course Number

- Content Completer

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

The denominator value is the count of grade 5 students who are Active Year End. The numerator value is the count of grade 5 students who are Active Year End and have met all of the following criteria:

1. Passed 5 courses in the core content areas of ELA, reading, mathematics, science, social studies
 - a. Passing courses is determined by Content Completer
2. Passed all 5 CRCT subject assessments*
 - a. ELA
 - b. Reading
 - c. Mathematics
 - d. Science
 - e. Social Studies

*For schools which offer only 4 core courses to grade 5 students (reading and ELA are combined into one course and named as either reading or language arts), then the course submitted in SR (reading or language arts) is used for both the ELA and reading courses.

$$\text{Rate} = \frac{\text{Grade 5 Students Coded Active Year End Meeting Indicator Criteria}}{\text{Grade 5 Students Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Indicator 14: Percent of CRCT assessments scoring at the Exceeds level

Student Record Data Elements:

- Enrollment Date
- Withdrawal Date

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math

- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

The calculation for this indicator allows for duplication of students in the denominator as well as the numerator because students take CRCT assessments in each subject area. The denominator value is the aggregate count of FAY students with a CRCT score. The numerator value is the count of FAY students with a CRCT score at the Exceeds level. Using the data file for each content area assessment found on the portal CCRPI report, set the following filters:

1. FAY Participant = Yes
 - a. This count is one of the values for the denominator
2. Performance Code = ADV
 - a. This count is one of the values for the numerator
3. Denominator = sum all denominator values for all content areas
4. Numerator = sum all numerator values for all content areas

Rate = Count of Performance Code (ADV) for Each Subject / Count of FAY Participant for Each Subject

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Exceeding the Bar (ETB) Indicators

High School ETBs

High School - Exceeding the Bar Indicators				
	Indicator	Description	Denominator	Numerator
1	Percent of graduates earning credit in a physics course	Benchmarked at 95th percentile	Regular diploma graduates for that student record year	Graduates Earning a Credit in Physics
2	Percent of first time 9 th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT	Benchmarked at 95th percentile	First time 9th grade students coded as SWD	First time 9th grade students coded as SWD earning ≥ 3 credits in core content areas and scoring at Meets or Exceeds on all required EOCT
3	Percent of first time 9 th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT	Benchmarked at 95th percentile	First time 9th grade students	First time 9th grade students earning ≥ 4 credits in core content areas and scoring at Meets or Exceeds on all required EOCT
4	School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification			
5	Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs	Benchmarked at 95th percentile	EL students with a current year and a prior year composite ACCESS score	EL students showing positive movement from one Performance Band to a higher Performance Band
6	Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)	Benchmarked at 95th percentile	Regular diploma graduates for that student record year	Graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project
7	Percent of graduates earning 3 or more high school credits in the same world language			
8	Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)			
9	School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.			
10	School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.			

High School ETB 1: Percent of graduates earning credit in a physics course

Student Record Data Elements:

- Course Number
- Course Credit
- Withdrawal Code
- Diploma Type

This calculation relies on SR data, particularly course numbers for physics and students coded as graduates. Seven years of SR course history data (current year and 6 prior years) will be utilized for this calculation. The denominator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G, C, B, V). The numerator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G, C, B, V) who also earn credit in a physics course.

$$\text{Rate} = \text{Graduates Meeting Indicator Criteria} / \text{Graduates}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

High School ETB 2: Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT

Student Record Data Elements:

- Grade Level
- Date Entered Ninth Grade
- Course Number
- Course Credit
- SWD designation

For students taking a GAA, the counts for each subject assessment are mapped to EOCT subject assessments:

- GAA ELA is mapped to American Literature EOCT
- GAA math is mapped to Geometry EOCT
- GAA science is mapped to Biology ECOT
- GAA social studies is mapped to US History EOCT

SR and assessment data are used for this calculation. The denominator value is the count of first time 9th grade students with disabilities who are Active Year End. The numerator value is the count of first time 9th grade students with disabilities who are Active Year End earning 3 or more credits in distinct core content courses (ELA, math, science, social studies) and who pass all required EOCT.

$$\text{Rate} = \text{Count of First Time 9}^{\text{th}} \text{ Grade Students With Disabilities Coded Active Year End Meeting Indicator Criteria} / \text{Count of First Time 9}^{\text{th}} \text{ Grade Students With Disabilities Coded Active Year End}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

High School ETB 3: Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT

Student Record Data Elements:

- Grade Level
- Date Entered Ninth Grade
- Course Number
- Course Credit

For students taking a GAA, the counts for each subject assessment are mapped to EOCT subject assessments:

- GAA ELA is mapped to American Literature EOCT
- GAA math is mapped to Geometry EOCT
- GAA science is mapped to Biology ECOT
- GAA social studies is mapped to US History EOCT

SR and assessment data are also used for this calculation. The denominator value is the count of first time 9th grade students who are Active Year End. The numerator value is the count of first time 9th grade students who are Active Year End earning 4 or more credits in distinct core content courses (ELA, math, science, social studies) and passing all required EOCT.

$$\text{Rate} = \frac{\text{Count of First Time 9}^{\text{th}} \text{ Grade Students Coded Active Year End Meeting Indicator Criteria}}{\text{Count of First Time 9}^{\text{th}} \text{ Grade Students Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

High School ETB 4: School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification

Schools which are approved by GaDOE as STEM schools or that contain an approved STEM program receive 0.5 points for this ETB.

High School ETB 5: Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs

Student Record Data Elements:

- EL designation (includes monitored year 1 and 2 status)

This calculation relies on SR data, particularly students who are coded as EL (includes EL monitored year 1 and 2). ACCESS assessment data are also utilized. The denominator value is the count of EL students with a current year and a prior year ACCESS score. The numerator value is the count of EL students with a current year and a prior year ACCESS score showing positive movement from one performance band to a higher performance band. Below is a table for performance bands and the associated ACCESS Composite Score:

Performance Band	ACCESS-Composite Score
I	1.0-2.2
II	2.3-3.3
III	3.4-3.9
IV	4.0-4.3
V	4.4-4.6
VI	4.7-4.9
VII	5.0-5.2
VIII	5.3-5.5
IX	5.6 +

Rate = $\frac{\text{EL Students Moving From One Performance Band to a Higher Performance Band}}{\text{EL Students with a Current Year and Prior Year ACCESS Composite Score}}$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

High School ETB 6: Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)

Student Record Data Elements:

- Withdrawal Code
- Diploma Type
- Course Number
- Course Credit
- Capstone Project

Work-Based Learning courses are denoted by the following:

XX.7XXXXXXX

The denominator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G, C, B, V). The numerator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G, C, B, V) who also earn credit in a work-based learning course or who complete a career-related Capstone Project.

Rate = $\frac{\text{Graduates Meeting Indicator Criteria}}{\text{Graduates}}$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

High School ETB 7: Percent of graduates earning 3 or more high school credits in the same world language

Student Record Data Elements:

- Withdrawal Code
- Diploma Type
- Course Number

- Course Credit

Seven years of SR course history data (current year and 6 prior years) will be utilized for this calculation. The denominator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G, C, B, V). The numerator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G, C, B, V) and 3 or more credits in the same world language.

$$\text{Rate} = \text{Graduates Meeting Indicator Criteria} / \text{Graduates}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

High School ETB 8: Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

1. 50% of teachers generating an average of 50 page hits or more a month on any of the teacher SLDS applications such as anything on the teacher level dashboards, teacher resource link, growth model, and/or the learning management system.
2. A teacher is defined as determined by the district's reporting of teachers through CPI. The school will determine who the 50% of the teachers are that will be counted for this.
3. The average 50 page hits or more a month is an average throughout the collection window. Teachers obtaining 250 page hits by the end of the collection window will count towards meeting the criteria.

$$\text{Rate} = \text{Teachers Meeting Indicator Criteria} / \text{Teachers}$$

High School ETB 9: School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

These data are collected annually via the CCRPI Data Collections application. Below are the criteria for submission:

School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: examples include but are not limited to-Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

Must upload two files:

Attached data must meet the following requirements:

1. Comparative data (pre and post) must demonstrate growth (must be generated from a norm referenced or criterion reference measurement).
2. If using charts and tables, include the following information: year, grade level, subject, other relevant information necessary to interpret the chart and/or table.

3. Data submitted must be prior year and current year data.
4. Do not include student names or other student identifiers.
5. Do not submit district level data reports.
6. Submit school level reports relevant to the instructional practice and target population.
7. Data file mega bite limit = 2MB.
8. 2 file limit on data submitted (pre and post).

High School ETB 10: School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

School or LEA Personalized Climate Research/Evidence-based Programs/Practices accompanied by documented data supporting the improvement of school climate in any one or more of the four components of the School Climate Star Rating:

1. Student Discipline
2. Safe and Substance-Free Learning Environment
3. Increase Student and Staff Attendance
4. Categorical Improvement on the Georgia Student Health Survey II (GSHSII)

Examples of the above include, but are not limited to, school-wide implementation of research/evidence-based programs such as Teachers as Advisors program; mentoring program; Positive Behavioral Interventions and Supports (PBIS); service learning program; conflict mediation; peer mediation; drug or violence prevention programs.

Must upload two files:

Attached data must meet the following requirements:

1. Include comparative data (pre and post) that demonstrate growth to meet stated goal (post data must be current year available).
2. If using charts and tables, include the following information: year, grade level, subject, other relevant information necessary to interpret the chart and/or table.
3. Submit school level reports relevant to the personalized climate and the school population, not district level reports.
4. There is a two file limit on data submitted (pre and post). Post data must be current year available.
5. Do not include student names or other student identifiers.

Middle School ETBs

Middle School - Exceeding the Bar Indicators				
	Indicator	Description	Denominator	Numerator
1	Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)	Benchmarked at 95th percentile	Students in grade 8 coded Active Year End	8th grade students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages
2	Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT	Benchmarked at 95th percentile	Students in grade 8 coded Active Year End	8th grade students earning at least one high school credit in ELA, mathematics, science, social studies, world languages, fine arts, CTAE and scoring at Meets or Exceeds on all CRCT and required EOCT
3	School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification			
4	Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)			
5	1.School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.			
6	School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.			

Middle School ETB 1: Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)

Student Record Data Elements:

- Grade Level
- Course Number
- Course Grade
- Content Completer

The denominator value is the count of grade 8 students who are Active Year End. The numerator value is the count of grade 8 students who are Active Year End who have also passed three courses in fine arts,

or career exploratory, or world language courses. Passing courses is determined by Course Grade (2012 and 2013) and Content Completer (2014).

SR is an annual collection of data. It is not intended to capture historical data. Therefore, a student who enrolls in a Georgia school from out-of-state will not have any prior years of course history submitted in SR. In an effort to not penalize schools, the calculation for this indicator takes a 2-pass approach.

1st pass

For each grade 8 student, flag the student as a “middle school pathway completer” if the student meets the criteria for one of the “pathways” described in the indicator.

2nd pass

For those students not flagged as a “pathway completer”, look across three years of course level data. If the student does not have three years of course history (current year and prior two years), then remove that student from the denominator.

$$\text{Rate} = \frac{\text{Count of Students in Grade 8 Coded Active Year End Meeting Indicator Criteria}}{\text{Count of Students in Grade 8 Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Middle School ETB 2: Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT

Student Record Data Elements:

- Grade Level
- Course Number
- Course Credit

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading
- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

The denominator value is the count of grade 8 students who are Active Year End. The numerator value is the count of grade 8 students who are Active Year End and have met all of the following criteria:

1. Earned credit in a high school credit bearing course

2. Passed all 5 CRCT subject assessments
 - a) ELA
 - b) Reading
 - c) Mathematics
 - d) Science
 - e) Social Studies
3. Passed all required EOCT

$$\text{Rate} = \frac{\text{Count of Students in Grade 8 Coded Active Year End Meeting Indicator Criteria}}{\text{Count of Students in Grade 8 Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Middle School ETB 3: School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification

Schools approved by GaDOE as STEM schools or that contain an approved STEM program receive 0.5 points for this ETB.

Middle School ETB 4: Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

1. 50% of teachers generating an average of 50 page hits or more a month on any of the teacher SLDS applications such as anything on the teacher level dashboards, teacher resource link, growth model, and/or the learning management system.
2. A teacher is defined as determined by the district's reporting of teachers through CPI. The school will determine who the 50% of the teachers are that will be counted for this.
3. The average 50 page hits or more a month is an average throughout the collection window. Teachers obtaining 250 page hits by the end of the collection window will count towards meeting the criteria.

$$\text{Rate} = \frac{\text{Teachers Meeting Indicator Criteria}}{\text{Teachers}}$$

Middle School ETB 5: School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

These data are collected annually via the CCRPI Data Collections application. Below are the criteria for submission:

School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: examples include but are not limited to-Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

Must upload two files:

Attached data must meet the following requirements:

1. Comparative data (pre and post) must demonstrate growth (must be generated from a norm referenced or criterion reference measurement).
2. If using charts and tables, include the following information: year, grade level, subject, other relevant information necessary to interpret the chart and/or table.
3. Data submitted must be prior year and current year data.
4. Do not include student names or other student identifiers.
5. Do not submit district level data reports.
6. Submit school level reports relevant to the instructional practice and target population.
7. Data file mega bite limit = 2MB.
8. 2 file limit on data submitted (pre and post).

Middle School ETB 6: School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

School or LEA Personalized Climate Research/Evidence-based Programs/Practices accompanied by documented data supporting the improvement of school climate in any one or more of the four components of the School Climate Star Rating:

1. Student Discipline
2. Safe and Substance-Free Learning Environment
3. Increase Student and Staff Attendance
4. Categorical Improvement on the Georgia Student Health Survey II (GSHSII)

Examples of the above include, but are not limited to, school-wide implementation of research/evidence-based programs such as Teachers as Advisors program; mentoring program; Positive Behavioral Interventions and Supports (PBIS); service learning program; conflict mediation; peer mediation; drug or violence prevention programs.

Must upload two files:

Attached data must meet the following requirements:

1. Include comparative data (pre and post) that demonstrate growth to meet stated goal (post data must be current year available).
2. If using charts and tables, include the following information: year, grade level, subject, other relevant information necessary to interpret the chart and/or table.
3. Submit school level reports relevant to the personalized climate and the school population, not district level reports.
4. There is a two file limit on data submitted (pre and post). Post data must be current year available.
5. Do not include student names or other student identifiers.

Elementary School ETBs

Elementary School - Exceeding the Bar Indicators				
	Indicator	Description	Denominator	Numerator
1	Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT	Benchmarked at 95th percentile	Students in grades 3-5 coded Active Year End	Students in grades 3 – 5 earning a passing score in above grade level core courses in ELA, reading, mathematics, science, social studies and scoring at Meets or Exceeds on all CRCT
2	Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses	Benchmarked at 95th percentile	Students in grades 1-5 coded Active Year End	Students earning a passing score in world language courses or earning a passing score in fine arts courses
3	School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification			
4	Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)	Benchmarked at 95th percentile	Students in grade 5 coded Active Year End	Students with a complete career portfolio
5	Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)			
6	School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Race to the TOP, Striving Reader initiative, Early Literacy initiative, dual language immersion program, Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.			
7	School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.			

Elementary School ETB 1: Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT

Student Record Data Elements:

- Grade Level
- Course Number
- Content Completer

For students taking a GAA, the counts for each subject assessment are mapped to CRCT subject assessments:

- GAA ELA is mapped to CRCT ELA
- GAA ELA is mapped to CRCT reading

- GAA math is mapped to CRCT math
- GAA science is mapped to CRCT science
- GAA social studies is mapped to CRCT social studies

For students taking a CRCT-M, the counts for each subject assessment are mapped to CRCT subject assessments:

- CRCT-M ELA is mapped to CRCT ELA
- CRCT-M reading is mapped to CRCT reading
- CRCT-M math is mapped to CRCT math

Course numbers for grades 1-8 are grade specific. For example, English Language Arts has a specific course number for each grade in grades 1-8. The grade level submitted for the student is compared to the grade level associated with the course. If a student in grade 3 is Active Year End and passed a grade 4 English Language Arts course, then this student is eligible to count in the numerator of this rate. The denominator value is the count of students in grades 3-5 who are Active Year End. The numerator value is the count of students in grades 3-5 who are Active Year End and have met the following criteria:

1. Passed an above grade level course
 - a. Passing courses is determined by Content Completer
3. Passed all 5 CRCT subject assessments
 - a) ELA
 - b) Reading
 - c) Mathematics
 - d) Science
 - e) Social Studies

$$\text{Rate} = \frac{\text{Count of Students in Grades 3-5 Coded Active Year End Meeting Indicator Criteria}}{\text{Count of Students in Grades 3-5 Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2013-2014 data.

Elementary School ETB 2: Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses

Student Record Data Elements:

- Grade Level
- Course Number
- Content Completer

The denominator value is the count of all students in grades 1-5 who are Active Year End. The numerator value is the count of all students in grades 1-5 who are Active Year End and have earned a passing score in a world language or fine arts course. Passing courses is determined by Content Completer.

$$\text{Rate} = \frac{\text{Count of Students in Grades 1-5 Coded Active Year End Meeting Indicator Criteria}}{\text{Count of Students in Grades 3-5 Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Elementary School ETB 3: School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification

Schools approved by GaDOE as STEM schools or that contain an approved STEM program receive 0.5 points for this ETB.

Elementary School ETB 4: Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)

Student Record Data Elements:

- Grade Level
- Career Portfolio

The denominator value is the count of students in grade 5 who are Active Year End. The numerator value is the count of students in grade 5 who are Active Year End and who have a complete career portfolio.

$$\text{Rate} = \frac{\text{Count of Students in Grade 5 Coded Active Year End Meeting Indicator Criteria}}{\text{Count of Students in Grade 5 Coded Active Year End}}$$

This indicator is benchmarked at the 95th percentile based on 2011-2012 data.

Elementary School ETB 5: Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

1. 50% of teachers generating an average of 50 page hits or more a month on any of the teacher SLDS applications such as anything on the teacher level dashboards, teacher resource link, growth model, and/or the learning management system.
2. A teacher is defined as determined by the district's reporting of teachers through CPI. The school will determine who the 50% of the teachers are that will be counted for this.
3. The average 50 page hits or more a month is an average throughout the collection window. Teachers obtaining 250 page hits by the end of the collection window will count towards meeting the criteria.

$$\text{Rate} = \frac{\text{Teachers Meeting Indicator Criteria}}{\text{Teachers}}$$

Elementary School ETB 6: School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

These data are collected annually via the CCRPI Data Collections application. Below are the criteria for submission:

School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement: examples include but are not limited to-Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.

Must upload two files:

Attached data must meet the following requirements:

1. Comparative data (pre and post) must demonstrate growth (must be generated from a norm referenced or criterion reference measurement).
2. If using charts and tables, include the following information: year, grade level, subject, other relevant information necessary to interpret the chart and/or table.
3. Data submitted must be prior year and current year data.
4. Do not include student names or other student identifiers.
5. Do not submit district level data reports.
6. Submit school level reports relevant to the instructional practice and target population.
7. Data file mega bite limit = 2MB.
8. 2 file limit on data submitted (pre and post).

Elementary School ETB 7: School or LEA Research/Evidence-based Program/Practice designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

School or LEA Personalized Climate Research/Evidence-based Programs/Practices accompanied by documented data supporting the improvement of school climate in any one or more of the four components of the School Climate Star Rating:

1. Student Discipline
2. Safe and Substance-Free Learning Environment
3. Increase Student and Staff Attendance
4. Categorical Improvement on the Georgia Student Health Survey II (GSHSII)

Examples of the above include, but are not limited to, school-wide implementation of research/evidence-based programs such as Teachers as Advisors program; mentoring program; Positive Behavioral Interventions and Supports (PBIS); service learning program; conflict mediation; peer mediation; drug or violence prevention programs.

Must have two files uploaded.

Attached data must meet the following requirements:

1. Include comparative data (pre and post) that demonstrate growth to meet stated goal (post data must be current year available).
2. If using charts and tables, include the following information: year, grade level, subject, other relevant information necessary to interpret the chart and/or table.
3. Submit school level reports relevant to the personalized climate and the school population, not district level reports.

4. There is a two file limit on data submitted (pre and post). Post data must be current year available.
5. Do not include student names or other student identifiers.

Scoring

Indicator Calculations

For all indicators where course level data are referenced, it may be necessary to look back over a number of years of SR data. For middle school ETB 1 and 2, three years of SR data will be reviewed. For high school indicators relying on course credit, seven years of SR data will be reviewed.

The n size for all CCRPI calculations and reporting is 15.

- If the denominator = 0, then NA will be displayed on the report.
- If $0 < \text{denominator} < 15$, then TFS (Too Few Students) will be displayed on the report.
- If the denominator ≥ 15 , then the actual performance will be displayed.

For Content Mastery, Performance Flags, and Graduation Rate calculations:

- SWD subgroup = SWD, SWD-M1, SWD-M2
- EL subgroup = EL, EL-M1, EL-M2
- ED subgroup = students coded in SR as Free or Reduced Price Meal Eligibility = Yes

Data for Residential Treatment Facilities (RTF) will be included on the RTF's CCRPI report. However, these data will not roll to the district report for the district in which they reside. These data will be included in the state level CCRPI report.

For the 2013-2014 CCRPI reports, all calculations are rounded to 1 decimal place. Screen shots displayed below are from the 2012-2013 CCRPI reports.

Achievement Points

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds in ELA (required participation rate $\geq 95\%$)	100	90.5	NA	10	9.1
	2	Percent of students scoring at Meets or Exceeds in reading (required participation rate $\geq 95\%$)	100	94.3	NA	10	9.4
	3	Percent of students scoring at Meets or Exceeds in mathematics (required participation rate $\geq 95\%$)	100	85.4	NA	10	8.5
	4	Percent of students scoring at Meets or Exceeds in science (required participation rate $\geq 95\%$)	100	81.3	NA	10	8.1
	5	Percent of students scoring at Meets or Exceeds in social studies (required participation rate $\geq 95\%$)	100	82.8	NA	10	8.3
	Total Points					50	43.4
	Category Performance %					.868	
	Category Weight					40%	
	Weighted Performance					.3472	

Each indicator (18 for high schools, 13 for middle schools, and 14 for elementary schools) is assigned a value of 10 points. A 10-point value was assigned because 10 points are easy to understand and work with mathematically. Points are awarded by multiplying the decimal value of the Performance on Indicator by 10.

Example: Performance on Indicator = 90.5%

$$90.5\% = .905$$

$$.905 \times 10 = 9.05$$

Points Earned on Indicator are 9.1

For two of the categories, (Post High/Middle/Elementary School Readiness, Graduation Rate/Predictor for High School Graduation), some of the indicators are benchmarked at a value which is less than 100%. For the indicators which are benchmarked, divide the Performance on Indicator by the Benchmark, then multiply the decimal value of the result by 10. This product represents the points earned on the indicator. The screen shot below is a visual representation of this calculation:

Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
91.6	67.5	73.7	10	7.4

Example: Benchmark for Indicator = 91.6%, Performance on Indicator = 67.5%

$$67.5 / 91.6 = .7368995$$

$$.7368995 \times 10 = 7.368995$$

7.368995 rounds to 7.4

For each category (Content Mastery, Post High/Middle/Elementary School Readiness, Graduation Rate/Predictor for High School Graduation), sum the Points Possible on Indicator as well as the Points Earned on Indicator. The Category Performance is derived by dividing the Points Earned by the Points Possible. This decimal value is then multiplied by the decimal value of the Category Weight (40% = 0.40 or 30% = 0.30). This product is the Weighted Performance. The screen shots below are a visual representation of this calculation:

	Points Possible for Indicator	Points Earned on Indicator
Total Points	80	59.6
Category Performance %	.745	
Category Weight	40%	
Weighted Performance	.298	

	Points Possible for Indicator	Points Earned on Indicator
Total Points	70	49.5
Category Performance %	.70714	
Category Weight	30%	
Weighted Performance	.212142	

Points Possible for Indicator	Points Earned on Indicator
-------------------------------	----------------------------

Total Points	10	7.2
Category Performance %	.72	
Category Weight	30%	
Weighted Performance	.216	

The total points earned for Achievement are calculated by adding the Weighted Performance for each category, then multiplying this sum by 60. The screen shot below is a visual representation of this calculation:

Content Mastery Weighted Performance	.298
Post High School Readiness Weighted Performance	.212142
Graduation Rate Weighted Performance	.216
Sum of Weighted Performances	(.72667)*60
Total Achievement Points Earned	43.6

Achievement Points Earned are 43.6.

Progress Points

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
CRCT: English Language Arts	136445	222103
CRCT: Reading	151282	222503
CRCT: Mathematics	147296	221051
CRCT: Science	153790	229437
CRCT: Social Studies	151427	228736
Total	740240	1123830
Percent Meeting Typical/High Growth	.65868	
Weighted Performance	(.65868)*25	
Progress Points Earned	16.5	

High School Indicators Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
EOCT: 9th Grade Literature, American Literature	129016	206059
EOCT: Mathematics I, Algebra, Mathematics II, and Geometry	146385	221003
EOCT: Biology, Physical Science	116387	176041
EOCT: US History, Economics	118045	178598
Total	509833	781701
Percent Meeting Typical/High Growth	.65221	
Weighted Performance	(.65221)*25	
Progress Points Earned	16.3	

The Progress calculation is based upon the Student Growth Percentiles (SGPs) for FAY students for each content area. To determine FAY status, follow the steps outlined earlier in this guide. The content areas are described below. CRCT-M and GAA assessment scores are not utilized for this calculation.

For High Schools:

ELA EOCT: 9th Grade Literature and Composition and American Literature and Composition
Math EOCT: Coordinate Algebra, Analytic Geometry, GPS Geometry, and Mathematics II
Science EOCT: Biology and Physical Science
Social Studies EOCT: US History and Economics

For Elementary and Middle Schools:

ELA CRCT
Reading CRCT
Math CRCT
Science CRCT
Social Studies CRCT

The denominator value (by subject) is FAY Participants. The numerator value is FAY Participants with an SGP meeting Typical or High Growth. Using the Progress – Student Growth Percentiles data file, filter on FAY Participant = Yes and SGP Growth = Typical Growth and High Growth. For more information related to SGPs, click [here](#).

To calculate the Progress score, sum the counts of FAY Students Meeting Typical/High Growth. Also, sum the counts of FAY Students. Divide the former by the latter and multiply this quotient by 25. The result is the Progress Points Earned.

Achievement Gap Points

Elementary School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
CRCT: English Language Arts	0	1	1	3
CRCT: Reading	1	2	2	3
CRCT: Mathematics	1	2	2	3
CRCT: Science	1	2	2	3
CRCT: Social Studies	1	2	2	3
Total			9	15
Percent of Higher of Gap Size/Gap Change	.6			
Weighted Performance	(.6)*15			
Achievement Gap Points Earned	9			

High School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
EOCT: 9th Grade Literature, American Literature	1	2	2	3
EOCT: Mathematics I, Algebra, Mathematics II, and Geometry	1	2	2	3
EOCT: Biology, Physical Science	1	2	2	3
EOCT: US History, Economics	1	1	1	3
Total			7	12
Percent of Higher of Gap Size/Gap Change	.58333			
Weighted Performance	(.58333)*15			
Achievement Gap Points Earned	8.7			

Achievement Gap considers Gap Size and Gap Change. For these calculations, the scale scores for FAY students are standardized and converted to z scores. This conversion requires the use of the state mean and state standard deviation.

Gap Size:

This calculation finds the difference between the state mean of zero (0) and the mean z score of the lowest quartile by subject. This difference is compared to the following rubric and points are assigned.

Gap Size	Score
1.2 or greater	0
0.9 – 1.19	1
0.5 – 0.89	2
Less than 0.5	3










Gap Change:














































This calculation finds the difference between the current year's gap size and the prior year's gap size. This difference is compared to the following rubric and points are assigned.


















Gap Change	Score
0.05 or greater	0
-0.04 – 0.04	1
-0.15 – - .05	2
Less than -0.15	3

Generally speaking, high performing schools may earn more points on gap size than they do on gap change. Low performing schools may earn more points on gap change than they do on gap size. In an effort to not advantage one type of school over another, the higher of the two scores by subject is awarded. The sum of the points earned is divided by the sum of the points possible. This quotient is multiplied by 15. The result is the Achievement Gap Points Earned.

Performance Flags

Legend:			Subgroup met both State and Subgroup Performance Targets		Subgroup met Subgroup but not State Performance Target		Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets
	Not Applicable		Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target		Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target		Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target		Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan					
Asian/Pacific Islander					
Black					
Hispanic					
Multi-Racial					
White					
Economically Disadvantaged					
English Learners					
Students With Disability					

Subgroup Performance	4-Year Graduation Rate and End of Course Tests								
	Graduation Rate	9th Grade Literature	American Literature	Algebra	Mathematics II	Biology	Physical Science	U.S. History	Economics
American Indian/Alaskan									
Asian/Pacific Islander									
Black									
Hispanic									
Multi-Racial									
White									
Economically Disadvantaged									
English Learners									
Students With Disability									

Performance Flags is the means by which subgroup performance is reported. Performance Flags are triggered by Performance Targets. Performance Targets have been established for [CRCT](#), [EOCT](#), and [Graduation Rate](#).

Performance Targets have been established for the All Students group (State Target) as well as for each subgroup. The color of the flag describes the relationship between the performance of the subgroup as compared to the State Target and the Subgroup Target. Participation rates are a critical component of the Performance Flags as well. Schools are expected to assess 100% of their students. However, the requirement is 95%. The color and alpha coding of the Performance Flags is provided in the legend displayed above the flags.

Challenge Points

Challenge Points provide an opportunity for a school to earn up to 10 additional points which will be added to the overall CCRPI score. A school may earn more than 10 points but will only be awarded 10. There are two ways in which a school may earn Challenge Points:

1. ED/EL/SWD Performance
2. Exceeding the Bar Indicators

ED/EL/SWD Performance Points

This opportunity to earn additional points through ED/EL/SWD student performance acknowledges the school's academic performance challenge of having a significant number of ED/EL/SWD students. This calculation derives the school's percent of this population of students as well as utilizes the performance, via Performance Flags, of this population of students.

1. Calculate the percent of ED/EL/SWD students for each school.
 - a. Denominator = the number of test scores for FAY Students
 - b. Numerator = the number of test scores for FAY Students who are coded as ED/EL/SWD (non-duplicated count)

Example:

 - i. A school has 1000 test scores for FAY Students, 600 are coded as ED/EL/SWD
 - ii. The percent of test scores for ED/EL/SWD students in the school is $600/1000 = 60\%$
2. Calculate the maximum number of points, out of 10, that a school can earn based on the performance targets for ED/EL/SWD students
 - a. Multiply the percent of ED/EL/SWD test scores for FAY Students by 10
 - i. $60\% \times 10 = .60 \times 10 = 6$
 1. 6 is the maximum number of points the example school can earn based on the performance targets for ED/EL/SWD students
3. Calculate the percent of ED/EL/SWD subgroups meeting the subgroup level performance target for each subject assessment and graduation rate (for high schools only).

$$\frac{\text{\# ED/EL/SWD subgroups meeting the subgroup performance target}}{\text{\# ED/EL/SWD subgroups}} \times 100 = \% \text{ meeting}$$

- i. High Schools have 27 possibilities for the subgroup to meet the performance target
 1. 20 subgroups out of 27 meet the subgroup performance target
 2. $(20/27) \times 100 = 74\%$
 - ii. Elementary and Middle Schools have 15 possibilities for the subgroup to meet the performance target
 4. Calculate the points earned
 - a. Percent meeting subgroup performance target X maximum points = points earned toward overall score
 - i. $74.074\% \times 6 = .741 \times 6 = 4.5$

The values provided in the steps above are for demonstration purposes only. For each school, the values may differ.

Exceeding the Bar Points

Schools may earn 0.5 points for Exceeding the Bar indicators. Points are awarded on an “all or nothing” basis. For example, if the school has a STEM program or is a STEM school, then the school will be awarded 0.5 points. If the indicator requires a performance rate to be calculated, that performance is compared to the benchmark. If the performance meets the benchmark or is higher than the benchmark, then 0.5 point is awarded. The benchmarks are calculated based on state level data and are set at the 95th percentile.

CCRPI Score

CCRPI Score						
77.8						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
47.5	16.5	9	4.8	0		
			4.8			

The overall CCRPI score is the sum of the following components:

- Achievement Points
- Progress Points
- Achievement Gap Points
- Challenge Points

If a school does not have enough FAY students with test scores to receive Progress Points or Achievement Gap Points and an NA is displayed for Progress Points or Achievement Gap Points, then remove the point value from 100.

Examples:

CCRPI Score						
93.2						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
59	20.2	NA		0		
			0			

Achievement Gap: 15 out of 100 points

$$100 - 15 = 85$$

$$59 + 20.2 = 79.2$$

$$79.2 / 85 = 0.9317647$$

$$0.9317 \times 100 = 93.17647$$

93.17647 rounds to 93.2

CCRPI Score						
85.8						
Sum of Achievement, Progress, Achievement Gap, and Challenge Points						
Achievement Points	Progress Points	Achievement Gap Points	Challenge Points		Financial Efficiency Rating	School Climate Rating
			ED/EL/SWD Performance Points	Exceeding the Bar Points		
46.9	NA	NA	7.6	0		
			7.6			

Progress: 25 out of 100 points

Achievement Gap is allotted 15 points.

$$25 + 15 = 40$$

$$100 - 40 = 60$$

$$46.9 / 60 = 0.7816666$$

$$0.7816666 \times 100 = 78.16666$$

$$78.16666 + 7.6 = 85.76666$$

85.76666 rounds to 85.8

For the 2014 CCRPI reports, the same methodology will be used for a school's single score calculation.

CCRPI Score					
	Score	Enrollment by Grade Bands	School Enrollment	Enrollment by Bands	Proportional Points
ES	74.7	564	573	.98429	73.52646
MS	NA	3	573	.00524	NA
HS	NA	6	573	.01047	NA
School Score					73.5

Since the middle and high school portions of this K-12 school do not have a CCRPI score, the percent of Enrollment by Band for these schools will be removed from the 100% total before calculating the School Score.

In the example above, the percent of enrollment at the elementary grade band is 98.429%. Therefore, the elementary score is weighted against the percent of enrollment at the elementary grade band.

$$74.7 / 98.429 = .7589226$$

$$.7589226 \times 100 = 75.89226$$

75.89226 rounds to 75.9

District and State CCRPI Scores

All aspects of the calculations performed at the school level apply at the district and state level. Therefore, there is continuity from a school's report, to a district report, to the state report. The only exceptions are the use of the Exceeding the Bar indicators. ETBs were designed as "school-based" indicators. They were not intended to be used for the district and state CCRPI reports. However, to provide consistency across the three levels of reports, ETBs are used when calculating a single score at the district and state level. On the district's system report, all schools are listed with the total points awarded for ETBs. These points are averaged and added to the grade band score to obtain an Updated Score. This Updated Score is then weighted by enrollment for that grade band to obtain the Proportional Points. The Proportional Points are added to obtain the District Score. The same methodology is utilized to obtain a State Score. The screen shot below displays the use of the ETB points earned by each school and how they are used in the single score calculation.

CCRPI Score

	Score	Average ETB	Updated Score	Enrollment by Grade Bands	District Enrollment	% Enrollment by Grade Bands	Proportional Points
District ES Report	83.4	.2	83.6	4918	9884	.49757	41.59685
District MS Report	84.9	0	84.9	2156	9884	.21813	18.51924
District HS Report	87.7	0	87.7	2810	9884	.2843	24.93311
District Score							85

Schools – Exceeding the Bar Points					ES	MS	HS
						0	0
					.5		
					0		
					.5		
					0		
					.5		
					.5		
					0		
						0	
					0		
					0		
Average ETBs					.2	0	0

Below is a screen shot of the state's single score report.

CCRPI Score							
CCRPI Score							
	Score	Average ETB	Updated Score	Enrollment by Grade Bands	District Enrollment	% Enrollment by Grade Bands	Proportional Points
State ES Report	77.8	.7	78.5	884029	1837425	.48112	37.76792
State MS Report	74.6	.4	75	429388	1837425	.23369	17.52675
State HS Report	71.8	.2	72	524008	1837425	.28519	20.53368
State Score							75.8

For assistance with CCRPI calculations, please contact the [Accountability Specialist](#) assigned to work with your district.

Star Ratings for School Climate

The final Star Ratings for School Climate calculation consists of four domains: School Climate, School Discipline, Safe and Drug-Free Learning Environment, and School Wide Attendance.

The data utilized in the Star Ratings for School Climate calculations are as follows:

- School Climate
 - Georgia Student Health Survey II (GSHS II) - Elementary School
 - Georgia Student Health Survey II (GSHS II) - Middle School/ High School
 - Georgia School Personnel Survey (GSPS)
 - Georgia Parent Survey (GPS)
 - Student Count FTE
 - Employee Count Certified/Classified Personnel Information
- School Discipline
 - Student Record
 - Student Count FTE
- Safe and Drug Free Learning Environment
 - Student Record
 - Student Count FTE
 - Georgia Student Health Survey II – Elementary School
 - Georgia Student Health Survey II - Middle School/ High School
- School Wide Attendance
 - Student Attendance Data from Student Record
 - Administrator, Staff, and Teacher Attendance Data from Certified/Classified Personnel Information

School Climate

The School Climate Rating is calculated using data gathered from the Georgia Student Health Survey II (GSHS II – Elementary School or GSHS II-Middle School/ High School), Georgia School Personnel Survey (GSPS), and the Georgia Parent Survey (GPS).

Participation

In order for survey responses to be included in this domain rating, a minimum of 75% participation rate is required on the applicable GSHS II and GSPS surveys. For elementary schools, only 4th and 5th grade student level student counts were included in the participation calculation. Primary schools which do not have 4th or 5th grade students but do have 3rd grade, only the 3rd grade student count was used to calculate participation. The total number of surveys completed is compared to the total number of students or personnel associated with the school as recorded in FTE1 to determine if the minimum participation rate is met. If the minimum participation rate was not met for the student perception or personnel perception score, then “LP” (Low Participation) will appear in these fields in the final report.

$$\text{Student Survey Participation} = \frac{\text{Number of GSHS II Survey Participants}}{\text{Number of Students Reported in FTE1}}$$

$$\text{Personnel Survey Participation} = \frac{\text{Number of GSPS Survey Participants}}{\text{Number of Personnel Reported in CPI}}$$

A minimum participation rate is not required for parents. All parent survey responses are included in the domain calculation. The * denotes that the total count of parent surveys completed was less than 15. "NA" in the field for Parent Perception indicates that no surveys were completed for the school.

Any combination of GSHS II, GSPS, and GPS survey responses is included in the School Climate calculation.

Example: The school calculation may include the personnel participation and parent participation but not student participation, because the minimum 75% was not met for student survey responses.

Survey Questions

Specific survey questions from the GSHS II, GSPS, and GPS are included in this calculation. All of the surveys utilize a four point Likert Scale using the following ratings: 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree. The questions from each of the surveys included in this calculation are listed below.

GSHS II – Elementary School

1. I like school.
2. I feel like I do well in school.
3. My school wants me to do well.
4. My school has clear rules for behavior.
5. I know what to do if there is an emergency at my school.
6. Teachers treat me with respect.
7. Good behavior is noticed at my school.
8. Students treat each other well.
9. There is an adult at my school who will help me if I need it.
10. Students in my class behave so that teachers can teach.

GSHS II – Middle/High School

1. I like school.
2. I feel successful at school.
3. I feel my school has high standards for achievement.
4. My school sets clear rules for behavior.
5. I know what to do if there is an emergency at my school.
6. Teachers treat me with respect.
7. The behaviors in my classroom allow the teacher to teach so I can learn.
8. Students are frequently recognized for their good behavior.
9. I feel my school counselor would be helpful to me if I needed assistance.
10. School is a place at which I feel safe.

GSPS

1. Teachers at my school treat all students with respect.
2. Teachers at my school frequently recognize students for good behavior.
3. Teachers at my school have high standards for achievement.
4. Teachers at my school set clear rules for behavior.
5. Students at my school demonstrate behaviors that allow teachers to teach and students to learn.
6. Students at my school know what to do in the case of a school emergency.
7. My students feel successful at school.
8. Students at my school feel the counselor would be helpful if they needed assistance.
9. I like my school.
10. I feel safe at my school.

GPS

1. My child likes school.
2. My child feels successful at school.
3. My child's school has high standards for achievement.
4. My child's school sets clear rules for student behavior.
5. My child knows what to do in case of a school emergency.
6. I feel my child is safe at school.
7. Student behaviors in my child's classroom allow the teacher to teach.
8. Students at my child's school are frequently recognized for their good behavior.

Calculations

To obtain a final school climate score, (1) survey data are recoded, (2) aggregate responses for surveys are calculated, (3) climate perception score is calculated, (4) variance and inverse percentile rank are calculated, and (5) the total school climate domain is calculated.

The first two steps are to recode the data and compute the aggregate survey response for each survey (GSHS II, GSPS, and GPS). The data are recoded in accordance with the table below.

Data Recoding
If the value of the response for any of the questions is "1", then recode the value to "3".
If the value of the response for any of the questions is "2", then retain that value of "2".
If the value of the response for any of the questions is "3", then recode the value to "1".
If the value of the response for any of the questions is "4", then recode the value to "0".

The sum of individual response values to all questions is calculated and divided by the number of questions answered. The average is reported to three decimal places.

$$\text{Average GSHS II} = \frac{\text{Sum of Individual Values for Answered Questions}}{\text{Total Number of Questions Answered}}$$

$$\text{Average GSPS} = \frac{\text{Sum of Individual Values for Answered Questions}}{\text{Total Number of Questions Answered}}$$

$$\text{Average GPS} = \frac{\text{Sum of Individual Values for Answered Questions}}{\text{Total Number of Questions Answered}}$$

Response Scores

Response scores for each of the survey averages (Average GSHS II, Average GSPS, Average GPS) are calculated by dividing each survey average by the number of surveys completed and multiply that value by 100. A school must have a minimum of two response scores to have a climate perception score. Response scores are reported to three decimal places.

Example 1: For a school having GSHS II, GSPS, and GPS scores

$$\text{Student Responses (GSHS II)} = 100 \left(\frac{\text{Average GSHS II}}{3} \right)$$

$$\text{Teacher, Staff, Administrator Response (GSPS)} = 100 \left(\frac{\text{GSPS}}{3} \right)$$

$$\text{Parent Response (GPS)} = 100 \left(\frac{\text{GPS}}{3} \right)$$

Example 2: For a school having only GSHS II and GSPS scores

$$\text{Student Responses (GSHS II)} = 100 \left(\frac{\text{Average GSHS II}}{2} \right)$$

$$\text{Teacher, Staff, Administrator Response (GSPS)} = 100 \left(\frac{\text{GSPS}}{2} \right)$$

School Wide Agreement

The School Wide Agreement score is calculated by first calculating the variances of the climate perception scores and then determining the inverse percentile rank. The variance of the climate perception scores is calculated as follows.

$$\text{Variance} = \frac{1}{N} \sum_{j=1}^N (S_j - \bar{S})^2$$

Where N is the number eligible surveys, S_j denotes the jth eligible survey, and \bar{S} is the average of all eligible surveys. In order to receive a variance score, the school must receive scores for two of the three perception ratings (student, personnel, or parent). If this minimum is not met, then “LP” (Low Participation) appears in the field.

The inverse percentile rank is calculated by subtracting the percentile rank from 100 and reported to three decimal places. If the school did not receive a variance score then “LP” (Low Participation) appears in the field as the inverse percentile cannot be calculated. The School Wide agreement is reported to three decimal places.

Inverse Percentile Rank = $100 - \text{Percent Rank of All Variances in the State as Compared to the Variance for Each Individual School}$

School Climate

The final school climate domain is then calculated by averaging the perception scores and inverse percentile rank and reported to three decimal places.

School Climate Domain =

$$\frac{\text{Student Climate Perception Score} + \text{Personnel Climate Perception Score, Parent Climate Perception Score} + \text{Inverse Percentile Rank}}{4}$$

School Discipline

The data for School Discipline come from the reported Student Record Discipline Data as submitted to the state. The score derived from this domain is the weighted suspension rate which is reported as the school discipline rate. The details of how this score is determined are explained below.

Weighted Suspension Rate

Student level discipline data are weighted according to the points displayed in the table below.

Weighting Rates	
Action	Points
No Action	0.0
Any # of ISS	0.5
1-2 OSS (Out of School Suspension)	1.0
3-4 OSS	3.0
5-9 OSS	5.0
10 or more OSS	7.0
Alternative School Assignment	6.0
Expulsion	7.0

Compute the sum of all of the individual suspension weights calculated in the previous step to three decimal places. This sum is then divided by the total number of students enrolled at the school as stated in the FTE1 count, and reported to three decimal places.

Example:

Student ID	# of ISS*	# of OSS**	Alternative Schools Assignment	Expulsion	Final Student Suspension Weight
S1	0	0	No	No	0.000
S2	2	2	No	No	1.000
S3	0	4	Yes	No	6.000
S4	1	5	No	Yes	7.000
S5	4	0	No	No	0.500
TOTAL					14.500

* In School Suspension

** Out of school Suspension

$$\text{Weighted Suspension Rate} = 100 \left(1 - \frac{\text{Sum of the Individual Weighted Suspension Rates}}{\text{Total Number of Students Enrolled at the School}} \right)$$

School Discipline Rate

The School Discipline Rate is the weighted suspension rate. Both numbers are reported to three decimal places

Safe and Drug-Free Learning Environment

Safe and Drug -Free Learning Environment is calculated using data collected through Student Record on reported incidents in the school and survey data from the Georgia Student Health Survey II-Middle School/High School.

Reported Incidents Data

Data are collected from Student Record by school according to the recorded incident. The total number of incidents is calculated using data for the following categories:

- Academic Dishonesty
- Alcohol
- Arson
- Battery
- Bullying
- Burglary
- Computer Trespass
- Disorderly Conduct
- Drugs not Alcohol
- Fighting
- Gang Related
- Homicide
- Kidnapping

- Larceny/Theft
- Motor Vehicle Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sex Offenses
- Threat/Intimidation
- Tobacco
- Trespassing
- Vandalism
- Weapon: Knife
- Weapon: Handgun
- Weapon: Rifle
- Weapon: Other Firearm
- Serious Bodily Injury
- Other: Attendance Related
- Other: Dress Code
- Other: Possess Unapproved Item
- Other: Student Incivility
- Other: Discipline Incident
- Repeated Offenses
- Other Non-Discipline Incident

Reported incidents are divided into several domains. Three of the domains are Drug Related Incidents, Bullying and Harassment Incidents, and Violent Incidents. Each domain comprises multiple categories from the incidents list. The total number of incidents across all categories and the three separate domains used for this purpose are calculated and reported to three decimal places. “Total incidents” refers to the total number of incidents reported across all 36 of the categories. They are as follows.

Drug Related Incidents Domain	Bullying and Harassment Incidents	Violent Incidents	Total Incidents
Alcohol Drugs: Not Alcohol Tobacco	Bullying Threat/Intimidation	Arson Battery Burglary Fighting Gang Related Homicide Kidnapping Robbery Sexual Battery Sexual Harassment Sex Offenses Weapon: Knife Weapon: Handgun Weapon: Rifle Weapon: Other	Total number of incidents across all categories

		Weapon: Other Firearm Serious Bodily Injury	
--	--	--	--

Participation

In order to not unfairly disadvantage schools with low incident rates, the following steps are taken. A state total incidents-to-FTE ratio is calculated for each school. From these computed ratios, all schools with a score less than or equal to 1 are selected to serve as a subset of the total state data. The corresponding mean and standard deviation are calculated using this subset of the state data. The ratio cut-off to determine if the scores will be reported is the State Mean – Standard Deviation and is reported to three decimal places. Any school having a corresponding ratio less than or equal to the State ratio cut-off score will receive an “LI” (Low Incident) for that reporting area.

Year	State Mean	State Standard Deviation	State Cut-Off
2014	.263	.248	.015

Example

School	Violent Incidents	Drug Related Incidents	Bullying and Harassment Incidents	Total Incidents across all domains	FTE	Ratio
School 1	0	0	0	1	509	.001
School 2	LI	0	LI	11	810	.014
School 3	5	0	3	9	451	.020
School 4	60	13	7	752	1077	.698

Reported Incidents Calculation

The inverse-percentage is calculated for each of the 3 domains above and is reported to three decimal places. This inverse percentage is the sub-domain score within the Safe and Drug Free Learning Environment Domain.

$$\text{Violent Incidents (Data)} = 100 \left(1 - \frac{\text{Total Violent Incidents}}{\text{Total Incidents}} \right)$$

$$\text{Drug Related Incidents (Data)} = 100 \left(1 - \frac{\text{Total Drug Related Incidents}}{\text{Total Incidents}} \right)$$

$$\text{Bullying \& Harassment Incidents (Data)} = 100 \left(1 - \frac{\text{Total Bullying \& Harassment Incidents}}{\text{Total Incidents}} \right)$$

Example

School	Violent Incidents	Drug Related Incidents	Bullying and Harassment Incidents	Total Incidents	FTE	Ratio
School 1	100%	100%	100%	1	509	.001
School 2	LI	100%	LI	11	810	.014
School 3	44.44%	100%	66.67%	9	451	.020
School 4	92.0%	98.3%	99.1%	752	1077	.698

Georgia Student Health Survey Data

The Safe and Substance Free Learning component is calculated using collected survey data. The Bullying and Harassment Incidents (Data), Student Drug Abuse (Data), and Violent Incidents (Data) School Climate Rating is calculated using data gathered from the Georgia Student Health Survey II for middle and elementary school.

Survey Questions

Specific survey questions from the GSHS II Middle/High School surveys are included in this calculation. The majority of questions have student's self-report frequency of use within the last 30 days. There is one additional question found on the High School GSHS II Survey which has students respond with either "yes" or "no" which is not listed on the GSHS II Middle School. The survey questions included in this calculation are listed below.

GSHS II Elementary

There are no questions from this survey included in this domain.

GSHS II Middle/High School

Student Drug Abuse Domain

In the last 30 days I have used alcohol.

In the last 30 days I have used smoking tobacco (cigarettes, cigars, pipes).

In the last 30 days I have used chewing tobacco (dip, snuff, spit tobacco).

In the last 30 days I have used marijuana (grass, pot).

In the last 30 days I have used cocaine (powder, rock, freebase, crack).

In the last 30 days I have used inhalants (sniffing or huffing glue, solvents, gas).

In the last 30 days I have used steroids.

In the last 30 days I have used ecstasy.

In the last 30 days I have used methamphetamines (meth, ice, crank).

In the last 30 days I have used hallucinogens (LSD, mescaline, etc.).

In the last 30 days I have used prescription medications that were not prescribed for me.

Bullying and Harassment Incident Domain

During the past 30 days I have been bullied or threatened by other students (30 days).

During the past 30 days I have been picked on or teased at school (Strongly Agree – Strongly Disagree).

Violent Incidents Domain

During the past 30 days I have brought a weapon (gun, knife, club) to school.

During the past 30 days I have participated in illegal gang activities.

High School Only: During the past 12 months have you been in a physical fight on school property?
(Yes/No)

Recode Data

Data are recoded for each of the questions above for each category. A value of “0” is assigned for each survey response coded as “0 Days”. A value of “1” is assigned if the student responded between “1 Day” and “30 Days” for any of the questions in any of the 3 domains.

If a student responded with a number other than “0” for multiple questions within a domain, then that survey is given a “1” for the first responded questions and all other questions are coded as “0.” This results in a “1” in that domain for that student survey.

Calculation of Data

The aggregate score is then computed for each of the domains by school and for the total number of surveys completed.

The inverse percentage is calculated by the three incident domains and reported to three decimal places.

Bullying and Harrassment (Survey)

$$= 100 - 100 \left(\frac{\text{Sum of Responses for Bullying and Harrassement}}{\text{Total Number of Surveys Completed}} \right)$$

$$\text{Student Drug Abuse (Survey)} = 100 - 100 \left(\frac{\text{Sum of Responses for Student Drug Abuse}}{\text{Total Number of Surveys Completed}} \right)$$

$$\text{Violent Incidents (Survey)} = 100 - 100 \left(\frac{\text{Sum of Responses for Violent Incidents}}{\text{Total Number of Surveys Completed}} \right)$$

Safe and Drug Free Learning Environment

The final domain score is an average of the six sub-domains reported to three decimal places. The total of the domains is added and divided by the total number of sub-domains for which there are data.

Safe and Drug Free Learning Environment

$$= \frac{\text{SDFLVI(Data)} + \text{DRI(Data)} + \text{BHI(Data)} + \text{VI(Survey)} + \text{SDA(Survey)} + \text{BH(Survey)}}{6}$$

SDFLVI = Safe and Drug Free Learning Violent Incidents

DRI = Drug Related Incidents
BHI = Bully and Harassment Incidents
VI = Violent Incidents
SDA = Student Drug Abuse
BH = Bullying and Harassment

School Wide Attendance

School Wide attendance includes student attendance data, staff attendance data, teacher attendance data, and administrator attendance data. The student attendance data come from the Student Record attendance data. The staff, teacher, and administrator attendance data come from the Certified/Classified Personal Information (CPI) data.

Student Attendance Data

Student Days absent are summed and then divided by the sum of total days present and total days absent to calculate the attendance rate for the school and reported to three decimal places.

$$\text{Student Attendance Rate} = \frac{\text{Total Days Present}}{\text{Total Days Present} + \text{Total Days Absent}}$$

Administrator, Staff, and Teacher Attendance Rate

Staff, Teacher, and Administrator Attendance are calculated using data reported to the State through the Certified/Classified Personal Information (CPI). For teachers and administrators the “Certified Days” serve as the frequency measure for days attended. Staff member attendance rates are calculated using “Classified Contract Days” count. For staff members who have both “Classified Contract Days” and “Certified Days” in the system, the “Classified Contract Days” count is utilized.

The “Total Leave Days” is the total number of sick leave days reported to the State through the CPI. In the event that an individual employee’s “Total Leave Days” exceeds 30, then that value is recoded back to 30. For example, if a Teacher has a total of 60 “Total Leave Days” reported in the system, then that number is recoded back to “30” for the purposes of this calculation (e.g. extended medical leave). Employee duplicates, such as the same employee listed twice with different job codes, are left in the system as is and included in the calculation.

An aggregate of the “Total Leave Days”, “Certified Days” and “Classified Days” is calculated by each of the three job categories (Administrator, Teacher, and Staff). Then the average attendance is computed as outlined below and reported to three decimal places.

The average attendance is computed as follows for the administrator, teacher, and staff job categories and reported to three decimal places.

$$\text{Administrator Attendance} = 100 \left(1 - \frac{\text{Total Leave Days}}{\text{Total Certified Days}} \right)$$

$$\text{Teacher Attendance} = 100 \left(1 - \frac{\text{Total Leave Days}}{\text{Total Certified Days}} \right)$$

$$\text{Staff Attendance} = 100 \left(1 - \frac{\text{Total Leave Days}}{\text{Total Classified Days}} \right)$$

School Wide Attendance

The four attendance rates are then averaged and reported to three decimal places, to determine the final attendance rate value for this domain.

School Wide Attendance

$$= \frac{\text{Student Attendance} + \text{Administrator Attendance} + \text{Staff Attendance} + \text{Teacher Attendance}}{4}$$

In the event that a school did not report Administrator, Staff, and/or Teacher attendance, the final score is divided by the total number of reported domains. For Example, if Student Attendance and Staff Attendance were the only reported categories, the School Wide attendance would be calculated as follows.

$$\text{School Wide attendance} = \frac{\text{Student Attendance} + \text{Staff Attendance}}{2}$$

Initial Score

The initial score is an average of the four previously calculated domains reported to three decimal places.

Initial Score =

$$\frac{\text{School Climate} + \text{School Discipline+ Safe and Drug Free Learning Environment+ School Wide Attendance}}{4}$$

Personalized Climate

Personalized Climate provides an opportunity for a school to earn 5 additional points to be added to their Initial School Climate Rating. Personalized Climate points are earned when the school submits and has approved, by the State, a plan which includes a research/evidence-based program or practice that supports the four domains of School Climate.

Final Score and Final Star Rating

Final Score

The final score comprises the initial score and the personalized climate score reported to one decimal place. Star Ratings are assigned based on the final score as follows.

$$\text{Final Score} = \text{Initial Score} + \text{Personalized Climate}$$

Final Star Rating

The final score, calculated in the previous step, is used to determine the final star ratings. There is an average state score and standard deviation for elementary schools (K-5) and an average state score and standard deviation for middle schools, high schools, and K-12 Schools. The table below shows how the Final Score translates into a Star Rating.

Stars	Determination
5	Higher than one standard deviation above the State mean
4	Between the state mean and one standard deviation above the state mean
3	Between the state mean and one standard deviation below the state mean
2	Below one standard deviation below the state mean
1	Below 2 standard deviations below the state mean

Stars	2014 Elementary	2014 Middle, High, and K12
5	≥ 94.8	≥ 88.6
4	≥ 90.3	≥ 82.5
3	≥ 85.8	≥ 76.4
2	≥ 81.3	≥ 70.3
1	< 81.3	< 70.3

Notes:

1. Residential Treatment Centers do not receive a Star Climate Rating and are given a score of "NA."

2. Schools receiving multiple CCRPI reports due to school configuration will have only one climate score which will be reflected across all reports for that school. School Climate Star Ratings are calculated for the building as a whole and not by grade band. The final star rating is calculated based on the one grade band which the school is aligned with (Elementary or Middle, High, and K12) in the facilities database.