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

HIGH SCHOOL
Calculation Guide
for
2017 CCRPI

This calculation guide is provided to assist users in validating rates and scores on the 2017 CCRPI.

September 2017

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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 to the accuracy of the CCRPI reports.

Additional applications utilized to collect/prepare data for the reports include the following: Assessment Matching, Summer Graduate Collection, Cohort Withdrawal Update, Non-Participation Collection, and CCRPI Data Collection (for Innovative Practice and Personalized School Climate).

Significant changes were made to the CCRPI for the 2015 school year: weights for each component were adjusted; new benchmarks were set based on 2014-2015 state level data; and the attendance indicator metric was revised. In addition, the 2014-2015 school year was the inaugural year of the Georgia Milestones Assessment System. Thus, an apples-to-apples comparison cannot be made between the 2015 CCRPI and the CCRPI reports of previous years.

Minor changes were made to the indicators for 2016: 1) the GHSWT (Georgia High School Writing Test) indicator was removed from the high school indicators (the assessment sunsetted); 2) Algebra I and Geometry were added to the high school Content Mastery indicators; 3) mathematics and science EOCs were included in Content Mastery calculations for middle schools (SB 364 mandates that middle school students enrolled in mathematics and/or science high school courses assessed by the EOC no longer take the grade-level EOG in the corresponding content area).

Additional changes have been made to the CCRPI for the 2017 school year: 1) Content Mastery weights at the elementary and middle school levels have been adjusted to reflect the elimination of Georgia Milestones science and social studies assessments in grades 3, 4, 6, and 7; 2) Progress is based on growth (SGPs) in ELA and mathematics only due to the elimination of Georgia Milestones assessments in science and social studies in select grades; 3) Achievement Gap is based on ELA and mathematics due to the elimination of Georgia Milestones in science and social studies assessments in select grades; 4) one elementary school Exceeding the Bar indicator and one high school Exceeding the Bar indicator were moved to the face of the CCRPI; 5) the high school SAT indicator was adjusted to align with the redesigned SAT; and 6) several changes in indicator language were made for clarification purposes.

CCRPI indicators, as well as other resources that serve as companions to this guide, are available at

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx

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 state assessments utilized in CCRPI calculations are as follows:

- Georgia Milestones End of Grade (EOG)
- Georgia Milestones End of Course (EOC)
    - 9th Grade Literature and Composition
    - American Literature and Composition
    - Algebra
    - Coordinate Algebra
    - Geometry
    - Analytic Geometry
    - Biology
    - Physical Science
    - United States History
    - Economics/Business/Free Enterprise
- 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.

<p style="text-align:center">2 1 . 1 2 3 4 5 6 7
X X . X X X X X X X</p>

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 that 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.   Go to this link for resources regarding State Funded Courses: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx

Data Sources for Calculations – CCRPI Date Element Quick Reference Guide

The data elements that are used for CCRPI calculations and their corresponding data source may be found on Accountability's web page in the document titled "2017 CCRPI Data Element Quick Reference Guide".

Benchmarking

Several indicators are benchmarked at the 95th percentile based on state level data. This is not the same as being benchmarked at 95%. To benchmark at the 95th percentile, all scores in the state for a particular indicator are ranked from highest to lowest. The value that is at the 95th percentile is identified; that value becomes the benchmark. The actual performance on the indicator is then adjusted based on the benchmark.

Example using the Attendance Indicator:

The attendance indicator for every school is calculated, and the schools are ranked from highest to lowest. The value at the 95th percentile is identified. If the school at the 95th percentile has an attendance rate of 60%, that becomes the benchmark. For indicators that are benchmarked, the Performance on Indicator is divided by the benchmark to get the Adjusted Performance on Indicator. In this case, if the school's Performance on Indicator is 50, the calculation would be as follows:

Performance on Indicator/ Benchmark = Adjusted Performance on Indicator

50/60 = 83.3%

Achievement

Content Mastery

The calculations for the Content Mastery indicators use assessment and course data. 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 of the CCRPI report 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.

Participation Rate

Using the content area Data Detail file (located within the school's CCRPI report in the MyGaDOE portal) and filtering on Test Enrollment and Test Participant, 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.

Using the Content Area data file found on the portal CCRPI report, set the following filters:

1. Test Enrollment = Y
2. Test Participant = Y

<div align="center">Participation Rate = Test Participant / Test Enrollment</div>

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 EOC 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
- EOC Course Not Completed
- EOC Course Not Taken for Core Credit
- EOC 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.

Content Mastery Performance on Indicator (Indicators 1 – 8)

Beginning in 2015, Content Mastery calculations utilize a weighting system. This weighting system acknowledges the level of proficiency attained at each Georgia Milestones Achievement Level and provides incentive to move every student to the next level. Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1 point, and Distinguished Learners earn 1.5 points.

Simple Calculation Steps

Using the Content Area data file found on the portal CCRPI report, set the following filters:
1. FAY Participant = Y.
2. Use the number in the bottom left hand corner of the Excel spreadsheet as the denominator.
3. For the numerator, filter as follows:
   a) Filter on DEV. Multiply the count at the bottom left hand corner of the Excel spreadsheet x .5.
   b) Filter on PRO. Multiply the count at the bottom left hand corner of the Excel spreadsheet x 1.
   c) Filter on ADV. Multiply the count at the bottom left hand corner of the Excel spreadsheet x 1.
   d) Filter on DIS. Multiply the count at the bottom left hand corner of the Excel spreadsheet x 1.5.
4. Sum the products from a) through d) to get the numerator.
5. Proficiency Rate = numerator/denominator.

Detailed Explanation of Content Mastery

The proficiency 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.

High school 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 <u>up</u> 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, each subject assessment is mapped to EOC subject assessments:
- GAA ELA is mapped to American Literature EOC
- GAA math is mapped to Analytic Geometry EOC
- GAA science is mapped to Biology EOC
- GAA social studies is mapped to US History EOC

FAY students with a test score are utilized for the proficiency 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 (2014-2015), 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.

Students who meet the criteria for Credit in Lieu of Course, State Board Rule 160-5-1-.15, are added to both the numerator and denominator for this calculation.

Using the content area Data Detail file and filtering on the FAY Participant = Yes and Performance Codes = Developing, Proficient, Advanced, and Distinguished, the user can obtain the values used for the performance calculations with the proficiency rate formula. **Important Note: For this calculation be sure to use the Assessment Performance Level column and the chart below in order to determine the point value given to each student.**

$$Rate = \frac{0.5 \text{ (DEV Student Count)} + 1.0 \text{ (PRO Student Count + ADV Student Count)} + 1.5 \text{ (DIS Student Count)}}{\text{Total Count of FAY Students with Test Scores}}$$

Assessment	Level	Performance Level	CM Points	Performance-Code
GA Milestones EOG/EOC	Level 1	Beginning Learner	0.0	BEG
GA Milestones EOG/EOC	Level 2	Developing Learner	0.5	DEV
GA Milestones EOG/EOC	Level 3	Proficient Learner	1.0	PRO
GA Milestones EOG/EOC	Level 4	Distinguished Learner	1.5	DIS
GAA	Level 1	Emerging Progress	0.0	DNM
GAA	Level 2	Established Progress	1.0	PRO
GAA	Level 3	Extending Progress	1.0	ADV

Move on When Ready (MOWR)

SBOE Rule 160-3-1-.07 Testing Programs – Student Assessment was amended in Fall 2016 in order to exempt _certain_ dual enrollment/Move on When Ready (MOWR) students from the Georgia Milestones End of Course (EOC) assessment beginning in 2016-2017. To ensure high schools are not negatively impacted, the college-issued course grade will be used in the CCRPI for the eligible EOC-related MOWR courses. Courses eligible for this flexibility include American Literature, Physical Science, US History, and Economics. All students, regardless of the location of enrollment, must participate in the following EOC measures to fulfill federal accountability requirements: 9th Grade Literature, Algebra /Coordinate Algebra, Geometry/Analytic Geometry, and Biology.

Students who earn an A (90-100), B (80-89), or C (70-79) in applicable MOWR courses shall count as "Proficient Learners" in CCRPI indicators that utilize achievement levels. Students earning less than a C (70) shall count as "Beginning Learners.

Post High School Readiness

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

Guidance documents for the described pathways are posted on the GaDOE Career Pathways webpage. 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,C,B,V). 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. Data files for students who complete an IB Career Related Programme are provided by the high schools offering said programme. Using the High School Pathways Completer data file found on the portal CCRPI report, set the following filters:
1. Diploma Type = G
   Record this number.
2. 3 years Course History = N AND Meets Indicator Criteria = N
   Subtract this number from the number of Diploma Type = G.
   This count is the denominator.
3. Clear all filters.
4. Meets Indicator Criteria = Y
   This count is the numerator.

   Rate = Graduates Meeting the Indicator Criteria / Graduates

Indicator 10: Percent of graduates completing a CTAE pathway and earning a national industry recognized credential (passing an end of pathway assessment)

Students earning a national industry recognized credential are collected through the End of Pathway Assessment (EOPA) collection. The denominator value is the count of graduates who are CTAE pathway completers. The numerator value is

the count of graduates who earned a national industry recognized credential. Using the High School Pathway Credential data file found on the portal CCRPI report, set the following filters:

1. CTAE Pathway Completer = Y
   This count is the denominator
2. Meets Indicator Criteria = Y
   This count is the numerator

Rate = Graduates Who Earn a National Industry Recognized Credential / Graduates Who are CTAE Pathway Completers

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (75.4%)

Indicator 11: Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 480 out of 800 on Evidence-Based Reading and Writing and 530 out of 800 on Math on the SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams

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 who are in any of the files for any of the options. The numerator value is the count of graduates who meet the criteria described in the indicator. Using the College Readiness data file found on the portal CCRPI report, set the following filters:

1. Diploma Type = G
2. Meets Indicator Criteria = Y

Rate = Graduates Meeting the Indicator Criteria / Graduates

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (84.2%)

Indicator 12: Percent of graduates earning high school credit(s) for accelerated enrollment via Move On When Ready (MOWR), Advanced Placement courses, or International Baccalaureate courses

Dual enrollment courses are denoted by placing a 4 in the 5th digit position to the right of the decimal (XX.XXXX**4**XXX). 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. Using the Dual Enrollment data file found on the portal CCRPI report, set the following filters:

1. Diploma Type = G
2. Meets Indicator Criteria = Y

Rate = Graduates Meeting the Indicator Criteria / Graduates

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (75.4%).

Indicator 13: : Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects)

Work-Based Learning courses are denoted by the following:

XX.**7**XXXXXXX

The denominator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G). The numerator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G) who also earn credit in a work-based learning course or who complete a career-related Capstone Project. Using the Work-Based Learning/Capstone data file found on the portal CCRPI report, set the following filters:
1. Diploma Type = G
   This count is the denominator.
2. Meets Indicator Criteria = Y
   This count is the numerator.

Rate = Graduates Meeting Indicator Criteria / Graduates

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (90.9%).

Indicator 14: Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC

The Lexile score is found within the American Literature EOC 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 students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOCs

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 EOC score. The numerator value is the aggregate count of FAY students with an EOC score at the Proficient or Distinguished 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 = Proficient, Distinguished, and Advanced
   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 EOC subject assessments:
- GAA ELA is mapped to American Literature EOC
- GAA math is mapped to Analytic Geometry EOC
- GAA science is mapped to Biology EOC
- GAA social studies is mapped to US History EOC

Rate = Count of Performance Code (Proficient, Distinguished, and Advanced) for Each Subject / Count of FAY Participant for Each Subject

Indicator 16: Percent of students missing fewer than 6 days of school

The denominator value is the count of non-duplicated student enrollment records for the school. The numerator value is the count of students who are absent fewer than 6 days of school. The type of absence (excused or unexcused) is not considered. Using the Attendance Rate data file found on the portal CCRPI report, set the following filters:
1. If the school has more than one grade band, filter on the appropriate grade band. Otherwise, no filters are necessary.
   The count of students in the file is the denominator.
2. Days Absent = 0,1,2,3,4,5
   This count is the numerator.

Rate = Students Absent Fewer Than 6 Days of School / Count of Enrollment Records

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (82.2%).

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

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

$$4\text{-Year Cohort Graduation Rate} = \frac{\text{\# of 2017 Cohort Members Who Graduated with a Regular Education Diploma in 2017 (diploma type = General)}}{\text{\# of First Time 9th Graders in 2014 + Transfers In - Transfers Out, Emigrate or Die in 2014, 2015, 2016, and 2017}}$$

Indicator 18: 5-Year Extended Cohort Graduation Rate (%)

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

$$5\text{-Year Cohort Graduation Rate} = \frac{\text{\# of 2016 Cohort Members Who Graduated with a Regular Education Diploma in 2016 or 2017 (diploma type = G, C, B, V, W)}}{\text{\# of First Time 9th Graders in 2012 + Transfers In - Transfers Out, Emigrate or Die in 2013, 2014, 2015, 2016, and 2017}}$$

Exceeding the Bar Indicators

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

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). The numerator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G) who also earn credit in a physics course. Using the Physics data file found on the portal CCRPI report, set the following filters:

1. Diploma Type = G
   This count is the denominator.
2. Meets Indicator Criteria = Y
   This count is the numerator.

$$Rate = Graduates\ Meeting\ Indicator\ Criteria\ /\ Graduates$$

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (95.8%).

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 Developing Learner or above on all required Georgia Milestones EOCs

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

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

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 Georgia Milestones EOCs (at Developing Learner or above). Using the Core Credit for 9th Grade SWD Students data file found on the portal CCRPI report, set the following filters:

1. SWD = Y
2. First Time 9th Grade Student = Y
3. Withdrawal Reason Code = #
   This count is the denominator.
4. Meets Indicator Criteria = Yes
   This count is the numerator.

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

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (38.4%).

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 Proficient Learner or above on all required Georgia Milestones EOCs

For students taking a GAA, the counts for each subject assessment are mapped to EOC subject assessments:
- GAA ELA is mapped to American Literature EOC
- GAA math is mapped to Analytic Geometry EOC
- GAA science is mapped to Biology EOC
- GAA social studies is mapped to US History EOC

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 who pass all required Georgia Milestones EOCs (at Proficient Learner or above). Using the Core Credit for 9th Grade All Students data file found on the portal CCRPI report, set the following filters:
1. First Time 9th Grade Student = Y
2. Withdrawal Reason Code = #
   This count is the denominator.
3. Meets Indicator Criteria = Yes
   This count is the numerator.

Rate = Count of First Time 9th Grade Students Coded Active Year End Meeting Indicator Criteria / Count of First Time 9th Grade Students Coded Active Year End

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (38.2%).

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

Schools which are approved by GaDOE as STEM or STEAM schools or that contain an approved STEM or STEAM 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

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:

These bands were updated for 2016-2017 to align with the ACCESS 2.0 assessment.	
Performance Band	**ACCESS-Composite Score**
I	1.0-2.1
II	2.2-2.8
III	2.9-3.1
IV	3.2-3.4
V	3.5-3.7
VI	3.8-4.0
VII	4.1-4.2
VIII	4.3+

Rate =   EL Students Moving From One Performance Band to a Higher Performance Band /
EL Students with a Current Year and Prior Year ACCESS Composite Score

This indicator will be benchmarked at the 95th percentile based on 2016-2017 data.

High School ETB 6: Percent of graduates earning 3 or more high school credits in the same world language

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). The numerator value is the count of graduates (early, on-time, 5-year +) earning a regular high school diploma (G) and 3 or more credits in the same world language.   Using the World Language data file found on the portal CCRPI report, set the following filters:
1. Diploma Type = G
    This count is the denominator.
2. Meets Indicator = Y
    This count is the numerator.

Rate = Graduates Meeting Indicator Criteria / Graduates

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (47.1%).

High School ETB 7: Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)

To earn the 0.5 point credit for this indicator, the following is considered:

1. 50% of the school's teachers (as reported in CPI for your school) accumulate an average of 50 or more page views per month during the period of June 1, 2016 through May 31, 2017
2. Teacher views include any of the teacher SLDS applications:
    a. SLDS teacher level dashboards
    b. Teacher Resource Link (TRL)
    c. Growth Model
    d. GOFAR system

The Usage Report is currently reporting page view counts for the SLDS, TRL, IIS, and Growth Model applications. Although teachers' page views in the GOFAR and GOIEP applications are not being displayed on the Usage Report yet, page views within these applications are also being counted and will be displayed on the report soon.

The average 50 page views or more per month is an average throughout the collection window (June 1, 2016 - May 31, 2017). Teachers obtaining 500 page hits by the end of the collection window will count towards meeting the criteria.

The Usage Reports application within SLDS allows those with school or district level access in SLDS to monitor teachers' page view counts. Here is a link to the Usage Reports User Guide.

High School ETB 8: 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.

Applications are approved or denied based on the Scoring Sheet provided in the Data Collections User Guide.   The data detail download in the portal report provides the scoring sheet results.

High School ETB 9: 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.

Applications are approved or denied based on the Scoring Sheet provided in the Data Collections User Guide.   The data detail download in the portal report provides the scoring sheet results. Schools that did not meet the participation requirements for GSHS 2.0 will not receive the .5 point for this ETB.

Progress

The Progress calculation is based upon the Student Growth Percentiles (SGPs) for FAY students for each content area. The content areas are described below. GAA assessment scores are not utilized for this calculation, nor are retest scores.

For High Schools:
> ELA EOC: 9th Grade Literature and Composition and American Literature and Composition
> Math EOC: Coordinate Algebra/Algebra and Analytic Geometry/Geometry

The denominator value is FAY Participants with an SGP. The numerator value is FAY Participants with an SGP meeting Typical or High Growth. Using the Progress – Student Growth Percentiles data download file on the portal CCRPI report, put on the following filters:

1. FAY Participant = Yes
   This count is the denominator.
2. SGP Growth = Typical Growth and High Growth
   This count is the numerator.

> Rate = Students Meeting Typical and High Growth / FAY Participants with an SGP

To replicate the Count of Student Growth Percentiles and the Count of Students Meeting Typical/High Growth for each content area, filter on the Assessment Subject Area Code and then complete steps 1 and 2 above.

The Progress score is benchmarked at the 95th percentile based on 2014-2015 state level data for the high school grade band. The school's Percent Meeting Typical/High Growth is divided by the decimal value of the benchmark to obtain the Adjusted Performance. The Adjusted Performance is then multiplied by 40. The result is the Progress Points Earned.

> For more information related to SGPs, click [here](#).

Achievement Gap

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

Gap Size

This calculation finds the difference between the state mean z score (0) and the mean z score of the school's current 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

To replicate Gap Size, download the Achievement Gap Z scores file on the secure MyGaDOE portal CCRPI report.

1. Save the file as an Excel document.
2. Highlight the entire worksheet by clicking on the triangle at the top left corner of the file. Once the entire sheet is highlighted, turn on the filters.
3. Choose the Assessment Subject Code (Column AQ).
   - For EOC ELA, choose both 9th and Ame
   - For EOC Math, choose Cal, Alg, Age, and Geo
4. Choose FAY Participant = Y (Column AC.)
5. Highlight and copy the Z Scores for that content area (Column BJ) and put in a new worksheet.
6. Turn on the filters on the new worksheet.
7. Sort the z scores lowest to highest by highlighting the column of scores, choosing the Data tab on the ribbon at the top of the screen, and clicking on the $\frac{A}{Z}\downarrow$ feature. (This will take the blanks out of the column so that you do not miss any scores when choosing them for the array.)
8. To find the 25th percentile value, click in the cell to the right of the first z score in the column.
9. Click on the f_x feature on the toolbar.
10. In the popup box, Choose Statistical for the category and Percentile.Inc (or Percentile for older versions of Excel) for the function.
11. Click Ok.
12. For the array, click on the first z score in the column, and hold the click and pull down until you have captured all z scores in the column. (Note: the selected array is denoted by dotted lines. The lines captured are denoted in the Function Arguments box.) Be sure to keep going to the last score in the column. This fills in the array box with the cells needed.
13. Type .25 in the K box.
14. Click Ok.
15. The 25th percentile value will now display in the blank cell.
16. Click on the cell with the 25th percentile value and copy the value.

17. Click on the drop down arrow for the z score, choose Number Filters, then Less Than or Equal To and paste in the 25th percentile value. Click Ok. This will filter on the 25th percentile z score and all z scores lower than the 25th percentile value; in other words, these scores comprise the lowest quartile.
18. Highlight the column of filtered z scores. The Average (mean z score) for the lowest quartile is displayed on the ribbon at the bottom of the page.
19. Subtract this average from the state mean (0) to get the gap size.
20. Compare the gap size to the rubric to determine the score.

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

21. Complete this process for ELA and mathematics.

Gap Progress

This calculation is the 2017 mean Student Growth Percentile (SGP) of the lowest 25% based on prior scores. This mean SGP is compared to the following rubric and points are assigned.

Gap Progress	Score
meanGP < 35	0
35 ≤ meanGP < 50	1
50 ≤ meanGP ≤ 65	2
meanGP > 65	3

To replicate Gap Progress, download the Achievement Gap Z scores file on the secure MyGaDOE portal CCRPI report.

1. Save the file as an Excel document.
2. Highlight the entire worksheet by clicking on the triangle at the top left corner of the file. Once the entire sheet is highlighted, turn on the filters.
3. Choose the assessment subject code (Column AQ).
    - For EOC ELA, choose both 9th and Ame
    - For EOC Math, choose both Cal, Alg, Age, and Geo
4. Choose FAY Participant = Y (Column AC).
5. Choose the Z scores Prior (Column BN).
6. Sort the z scores lowest to highest by highlighting the column of scores, choosing the Data tab on the ribbon at the top of the screen, and clicking on the $\begin{smallmatrix}A\\Z\end{smallmatrix}\downarrow$ feature. (This will take the blanks out of the column so that you do not miss any scores when choosing them for the array.)
7. Click in the blank cell next to the first score (in column BO), and then choose f_x from the toolbar.
8. In the popup box, Choose Statistical for the category and Percentile.Inc (or Percentile with older versions of Excel) for the function.
9. Choose Ok.
10. For the array, click on the first z score in the column, and hold the click and pull down until you have captured all z scores in the column. (Note: the selected array is denoted by dotted lines. The lines captured are denoted in the Function Arguments box.) Be sure to keep going to the last score in the column. This fills in the array box with the cells needed.
11. Type in .25 in the K box.
12. Choose Ok.
13. This provides the 25th percentile value.
14. In Column BN, use the drop down arrow and choose Number Filters, then Less Than or Equal To and paste in the 25th percentile value. Click Ok. This will filter on the 25th percentile z score and all z scores less than the 25th percentile value; in other words, these scores comprise the lowest quartile.
15. Highlight Column BM (SGP Score). Look at the bottom right ribbon of the file and see the Average. This is the average (mean) SGP for the lowest quartile in that subject.
16. Compare the average to the rubric to determine the score.

Gap Progress	Score
meanGP < 35	0
35 ≤ meanGP < 50	1
50 ≤ meanGP ≤ 65	2
meanGP > 65	3

17. This is the score for that content area for Gap Progress.
18. The higher of Gap Size and Gap Progress will be awarded.
19. Complete the process for ELA and mathematics.

Scoring Notes:

- NA for Gap Size indicates Not Applicable because there are no scores.
- NA for Gap Progress indicates Not Applicable because there are no scores.
- NA for Higher of Gap Size/Gap Progress and for final scoring indicates Not Applicable because there is no Gap Progress Score. (If a school or district has an NA for Gap Progress, it automatically receives an NA for Achievement Gap.)
- TFS indicates that there are Too Few Students (1 – 14, which is less than the n size of 15) in the lowest quartile.

Performance Flags

Performance Flags are the means by which subgroup performance is reported. Performance Flags are triggered by Performance Targets. Performance Targets have been re-established for EOC assessments and graduation rates through 2021 for the All Students group (State Target) as well as for each subgroup. The targets are based on a weighted average where Beginning Learners earn 0.0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Rates and targets include Georgia Milestones EOC and GAA Grade 11. The Four-Year Graduation Rate Targets have been recalculated to align with the recalculated Performance Targets.

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.

By clicking on the links on the Performance Targets tab, you can view the following:

- Performance Flags for your school or district for the 4-Year Graduation Rate and each of the EOCs
- Subgroup Performance for each subgroup for Graduation Rate and each of the EOCs
- Performance Targets for the All Students Group and each subgroup for Graduation Rate and each of the EOCs

To award Performance Flags for each content area, the weighted percent of students scoring at Developing Learner or above on each EOC is calculated using the following formula:

$$\text{Rate} = \frac{0.5 \,(\text{DEV Student Count})+1.0 \,(\text{PRO Student Count}+\text{ADV Student Count})+1.5 \,(\text{DIS Student Count})}{\text{Total Count of FAY Students with Test Scores}}$$

Using the content area data files found on the portal CCRPI report, use the following steps:

1. Download Content Area Data Detail File.
2. Filter on FAY Participant = Y.
3. Filter on the Subgroup using either the Race Code column or ED, EL, or SWD = Y. (For SWD, include the students who are marked 1 and 2 in the SWD Monitored column.)
4. Use the number in the bottom left hand corner of the Excel spreadsheet as the denominator.
5. For the numerator, filter as follows:
    a. Filter on DEV. Multiply the count at the bottom left hand corner of the Excel spreadsheet x .5.
    b. Filter on PRO. Multiply the count at the bottom left hand corner of the Excel spreadsheet x 1.
    c. Filter on ADV. Multiply the count at the bottom left hand corner of the Excel spreadsheet x 1.
    d. Filter on DIS. Multiply the count at the bottom left hand corner of the Excel spreadsheet x 1.5.
6. Sum the products from a) through d) to get the numerator.
7. Proficiency Rate = numerator/denominator.
8. Compare this rate to the State and Subgroup Performance Targets on the Performance Targets Link.
9. The following legend is used to award flags based on these comparisons.

PERFORMANCE

Legend:							
	🟢	Subgroup met both State and Subgroup Performance Targets	SG	Subgroup met Subgroup but not State Performance Target	S	Subgroup met State but not Subgroup Performance Target	🔴 Subgroup did not meet either the State or Subgroup Performance Targets
NA — Not Applicable	P	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	P-SG	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	P-S	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	P Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

To award Performance Flags for Graduation Rate, the 4 Year Cohort Graduation Rate for each subgroup is calculated using the following formula:

$$\text{4 Year Cohort Grad Rate} = \frac{\text{\# of 2017 Cohort Members Who Graduated with a Regular Education Diploma in 2017 (diploma type = G, C. B. V)}}{\text{\# of First Time 9th Graders in 2013 + Transfers In - Transfers Out, Emigrate or Die in 2014, 2015, 2016, and 2017}}$$

Using the Graduation Rate data file found on the portal CCRPI report, use the following steps:

4. Cohort (column A) = 4
5. Filter on the Subgroup using either the Race Code column or ED, EL, or SWD = Y.
6. Updated Withdrawal Code (column AI) = deselect codes 1, 2, 3, 4, D, H, J, K, N, T, V, W, X, Y, Z
   a. The resulting count is the denominator
7. Updated Diploma Type (column AL) = G, C, B, V
   b. The resulting count is the numerator
4. Graduation Rate = Numerator/Denominator
5. Compare this rate to the State and Subgroup Performance Targets on the Performance Targets Link.
6. The following legend is used to award flags based on these comparisons.

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.   Using the EOC files on the portal report and filtering on FAY Participants for each subgroup:

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:
      • A school has 1000 test scores for FAY Students, 600 are coded as ED/EL/SWD
      • The percent of ED/EL/SWD students with test scores 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
      - 60% x 10 = .60 x 10 = 6
      - 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). This calculation utilizes the Performance Flags.

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

   a. High schools have 27 possibilities for the subgroup to meet the performance target. Subtract any NA flags for the ED/EL/SWD subgroups from the denominator.
      - 20 subgroups out of 27 meet the subgroup performance target
      - (20/27) = .74.074 X 100 = 74.074%.

4. Calculate the points earned.
   a. Percent meeting subgroup performance target X maximum points = points earned toward overall score
      - 74.074% X 6 = .741 X 6 = 4.5 (points earned by example school)

Scoring

2017 College and Career Ready Performance Index (CCRPI)
100 Points

Achievement – 50 points

- Content Mastery Weighted Performance – (possible 20 points)
- Post Readiness Weighted Performance – (possible 15 points)
- Graduation Rate/Predictor for High School Graduation Weighted Performance – (possible 15 points)
- Sum of Weighted Performances x 50 = Points Earned

Progress – 40 points

- Percent Meeting Typical/High Growth / Benchmark = Adjusted Percent Meeting Typical/High Growth
- Adjusted Percent Meeting Typical/High Growth x 40 = Points Earned

Achievement Gap – 10 points

- Percent of Higher of Gap Size/Gap Progress x 10 = Points Earned

Challenge Points – Maximum 10 additional points

- ED/EL/SWD Performance – Potential Points x % Flag Count for ED/EL/SWD Meeting Subgroup Performance and Participation Rate = Points Earned
- Exceeding the Bar - .5 point for each ETB met = Points Earned

Notes

1. 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 < denominator < 15, then TFS or Too Few Students will be displayed on the report.
   - If the denominator ≥ 15, then the actual performance will be displayed.

2. 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 or school is coded as CEP in school level layout file.

3. Data for Residential Treatment Centers (RTC) will be included on the RTC's CCRPI report. 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.

Achievement Points

Each indicator (except graduation rate indicators)) 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 = 94.348
   .94348 x 10 = 9.435
   Points Earned on Indicator are 9.435

The 4-year cohort graduation rate indicator is assigned a 6.667-point value, while the 5-year graduation rate indicator is assigned a 3.333-point value (2/3 and 1/3 of the graduation rate value).

For Post High School Readiness, some of the indicators are benchmarked at a value which is less than 100%. For the indicators that are benchmarked, divide the Performance on Indicator by the Benchmark. This product is the Adjusted Performance on Indicator (%). Multiply the decimal value of the result by 10. This product represents the Points Earned on Indicator.

For each category (Content Mastery, Post High School Readiness, Graduation Rate), 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).

The Total Achievement Points Earned is calculated by adding the Weighted Performance for each category to get the Sum of Weighted Performances, then multiplying this sum by 50.

Actual Achievement Indicator Points Possible

High School
Content Mastery (40%) - EOC
40% x 50 = .40 x 60 = 20 8 indicators 20 / 8 = 2.5 points each
Post Readiness (30%)
30% x 50 = .30 x 50 = 15 8 indicators 15 / 8 = 1.875 points each
Grad Rate/Predictor (30%)
30% x 50 = .30 x 50 = 15 2 indicators 4-year cohort grad rate = 2/3 of 15 = 10 points 5-year cohort grad rate = 1/3 of 15 = 5 points

Progress Points

The Progress calculation is explained in detail on page 20. The Progress score is benchmarked at the 95th percentile based on state level data for each grade band. The high school benchmark is 75.4%. The school's weighted performance is divided by the decimal value of the benchmark to obtain the adjusted performance. The Adjusted Percent Meeting Typical/High Growth is then multiplied by 40. The result is the Progress Points Earned.

Achievement Gap Points

The Achievement Gap calculation is explained in detail on page 21.

Performance Flags

The Performance Flag calculation is explained in detail on page 25.

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

The ED/EL/SWD calculation is explained in detail on page 27.

Exceeding the Bar Points

Schools may earn 0.5 point for each Exceeding the Bar indicator. Points are awarded on an "all or none" 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

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 Full Academic Year (FAY) students with test scores to receive Progress Points (40 points possible) or Achievement Gap Points (10 points possible) and an NA is displayed for Progress Points or Achievement Gap Points, then remove the point value(s) from 100 and divide the numerator by the adjusted denominator.

A single score for a school is calculated when the school configuration crosses over the predefined grade bands. The school's student enrollment count at each grade band is calculated (K-5 for ES, 6-8 for MS, 9-12 for HS), and the school's total student enrollment count is calculated. The percent of enrollment by grade band is calculated by dividing the school's enrollment count at each grade band by the school's total enrollment count. The percent of enrollment for each grade band is multiplied by the CCRPI score for each grade band. The resulting values are the proportional points by grade band. The sum is the single score for the school.

2016 College and Career Ready Performance Index (CCRPI)

| District: | | Title I School: | Yes |
| School: | | Grades: | PK, 06, 07, 08, 09, 10, 11, 12 |

Choose a Report Type: ◉ School   ○ Middle School   ○ High School

CCRPI Score

	Score	Enrollment by Grade Bands	School Enrollment	Enrollment by Bands	Proportional Points
		Bulloch County (616) Portal Middle/High School (4052)			
MS	78.3	178	431	.413	32.338
HS	77.3	253	431	.587	45.375
School Score					77.7

If a grade band has an NA for the CCRPI score, remove the enrollment count for that grade band from the school's total enrollment count when calculating a single score.

In the following example, the middle and high school portions of this K-12 school do not have a CCRPI score; therefore, the percent of Enrollment by Band for these schools will not be included when calculating the School Score. Based on the rule above, 100% of the score is derived from the elementary school's score.

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 a Score + Average ETB. This Score + Average ETB 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.