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"Educating Georgia's Future"

MIDDLE SCHOOL
Calculation Guide
for
2017 CCRPI

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

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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 CCRPI for the 2016 school year: 1) the GHSWT (Georgia High School Writing Test) indicator was removed from the high school index (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 calculations for middle schools (Georgia's ESEA Flexibility Waiver specifies 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.

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 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.

Middle school students who are continuously enrolled during the EOG 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.

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

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

Participation Rate = Test Participant / 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.

Content Mastery Performance on Indicator (Indicators 1 – 4)

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.

In accordance with Georgia's ESEA Flexibility Waiver, beginning in 2016 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. The EOC scores will be included in CCRPI calculations for the middle school.

In addition, ALL EOC scores for middle school students will continue to be included at the high school level when the student is a first-time ninth grader if the student remains in the same district.

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 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.

For students taking a GAA, each subject assessment is mapped to EOG subject assessments:

- GAA ELA is mapped to EOG ELA
- GAA math is mapped to EOG math
- GAA science is mapped to EOG science
- GAA social studies is mapped to EOG social studies

English Learners (EL) are removed from the proficiency 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 = 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 Code column and the chart below in order to determine the point value given to each student.**

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

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

Post Middle School Readiness

Indicator 5: Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs

This calculation relies on SR data, particularly students who are coded as EL 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:

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.

Indicator 6: Percent of Students With Disabilities served in general education environments at least 80% of the school day

Data Element	Element Definition
FTE044	REPORT TYPE =S (Special Education Student)
FTE102	SPECIAL ED ENVIRONMENT = 1 (Regular Class - 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 (Parentally Placed in Private School - 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 = # of children with IEPs served inside the regular class 80% or more of the day / Total # of students aged 6 through 21 with IEPs

This indicator is benchmarked at 65%.

Indicator 7: Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG

The Lexile score is found within the ELA EOG data file. The denominator is the count of FAY students with a Lexile score. The numerator is the count of FAY students with a reading Lexile score that is ≥ 1050. Using the ELA EOG 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

Rate = Lexile Count ≥ 1050 / FAY Participant Count

Indicator 8: 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

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.

Rate = Grade 8 Students Coded Active Year End with A Career Related Assessment/Inventory and an IGP / Grade 8 Students Coded Active Year End

Indicator 9: 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 (77.7%).

Indicator 10: Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs

The calculation for this indicator allows for duplication of students in the denominator as well as the numerator because students take EOG assessments in each subject area. The denominator value is the aggregate count of FAY students with an EOG score. The numerator value is the aggregate count of FAY students with an EOG 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 or Distinguished or Advanced (for GAA)
    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

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

- GAA ELA is mapped to EOG ELA
- GAA math is mapped to EOG math
- GAA science is mapped to EOG science
- GAA social studies is mapped to EOG social studies

Rate = Count of Performance Code Proficient, Distinguished, or Advanced for Each Subject / Count of FAY Participants for Each Subject

Exceeding the Bar Indicators

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)

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 Content Completer (2014, 2015, 2016, 2017).

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. Using the Pathways data file found on the portal CCRPI report, set the following filters:

1. Active Year End = Y. Record this number.
2. 3 years Course History = N AND Meets Indicator Criteria = N
   Subtract this number from the count of Active Year End.
   This count is the denominator.
3. Clear all filters.
4. Meets Indicator Criteria = Y
   This count is the numerator.

Rate = Count of Students in Grade 8 Coded Active Year End Meeting Indicator Criteria /
Count of Students in Grade 8 Coded Active Year End

This indicator is benchmarked at the 95th percentile, which is 100%, based on 2014-2015 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 Proficient Learner or above on the required Georgia Milestones EOCs

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

- GAA ELA is mapped to EOG ELA
- GAA math is mapped to EOG math
- GAA science is mapped to EOG science
- GAA social studies is mapped to EOG social studies

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. Scored at Proficient or Above on all required EOCs

Using the High School Credit data file found on the portal CCRPI report, set the following filters:

1. Active Year End = Yes
   This count is the denominator.
2. Meets Indicator Criteria = Yes
   This count is the numerator.

Rate = Count of Students in Grade 8 Coded Active Year End Meeting Indicator Criteria /
Count of Students in Grade 8 Coded Active Year End

This indicator is benchmarked at the 95th percentile based on 2014-2015 data (73.8%).

Middle School ETB 3: School has earned a Georgia Science, Technology, Engineering and Math (STEM) or Science, Technology, Engineering, Arts, and Math (STEAM) 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)

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.

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.

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.

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.

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 Middle Schools:

ELA EOG
Math EOG

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 (Column H) 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 middle school grade band (74.8%). 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 math, choose Age, Alg, Cal, Geo and M.
    - For ELA, choose only E.
4. Choose FAY Participant = Y (Column AD).
5. Highlight and copy the Z Scores for that content area (Column BF) 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 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 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 (Column AQ).
   - For math, choose Age, Alg, Cal, Geo and M.
   - For ELA, choose only E.
4. Choose FAY Participant = Y (Column AD).
5. Choose the Z scores Prior column (BJ).
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 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 BK), and then choose from the toolbar.
8. In the popup box, Choose Statistical for the category and Percentile.Inc (or Percentile for 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 .25 in the K box.
12. Choose Ok.
13. This provides the 25th percentile value. Copy the value.
14. In Column BJ, 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 BI (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 EOG assessments through 2021 for the All Students group (State Target) as well as for each subgroup. 2017 targets for science and social studies have been updated to reflect the reduction in science and social studies assessments. 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 EOG and GAA Grades 3-8.

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 each of the EOGs
- Subgroup Performance for each subgroup for each of the EOGs
- Performance Targets for the All Students Group and each subgroup for each of the EOGs

To award Performance Flags for each content area, the weighted percent of students scoring at Developing Learner or above on each EOG 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

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 EOG 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 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
   - 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. 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. Middle schools have 12 possibilities for the subgroup to meet the performance target. Subtract any NA flags for the ED/EL/SWD subgroups from the denominator.
   - 6 subgroups out of 12 meet the subgroup performance target
   - (6/12) X 100 = 50%

4. Calculate the points earned.
   a. Percent meeting subgroup performance target X maximum points = points earned toward overall score
   - 50% X 6 = .50 X 6 = 3 (points earned by example school)

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

ELA and mathematics indicators are each assigned a value of 15 points, while science and socials studies are assigned values of 5 points each. The remaining six indicators are each 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

For Post Middle 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 Middle 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).

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

Middle School
Content Mastery (40%) - EOG
40% x 50 = .40 x 50 = 20 4 indicators ELA = 3/8* of 20 = 7.5 points Math = 3/8* of 20 = 7.5 points Science = 1/8* of 20 = 2.5 points Social Studies = 1/8* of 20 = 2.5 points
Post Readiness (30%)
30% x 50 = .30 x 50 = 15 5 indicators 15 / 5 = 3 points each
Grad Rate/Predictor (30%)
30% x 50 = .30 x 50 = 15 1 indicators 15 / 1 = 15 points each

*Due to the elimination of Georgia Milestones science and social studies assessments in grades 3, 4, 6 and 7, ELA/math are worth 3/4 of the points and science/social studies are worth 1/4 of the points.

Progress Points

The Progress calculation is explained in detail on page 16. The Progress score is benchmarked at the 95th percentile based on state level data for each grade band. The middle school benchmark is 74.8%. 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 18.

Performance Flags

The Performance Flag calculation is explained in detail on page 22.

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 23.

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.

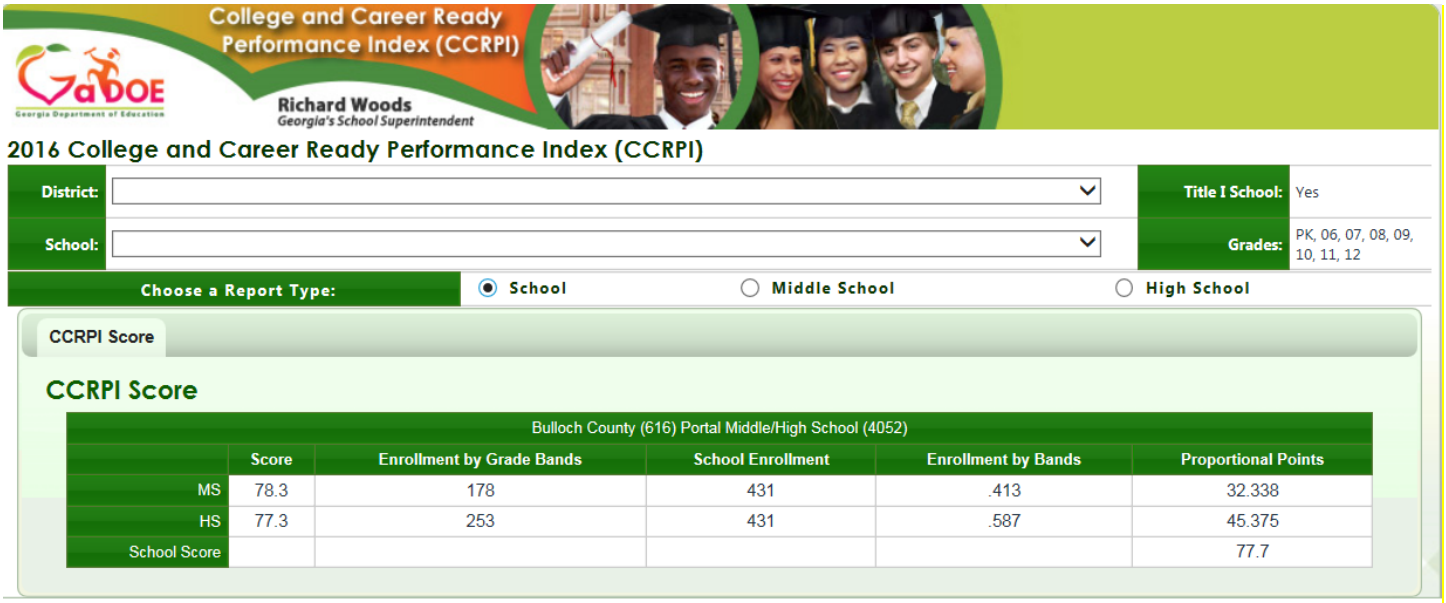
CCRPI Score

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.

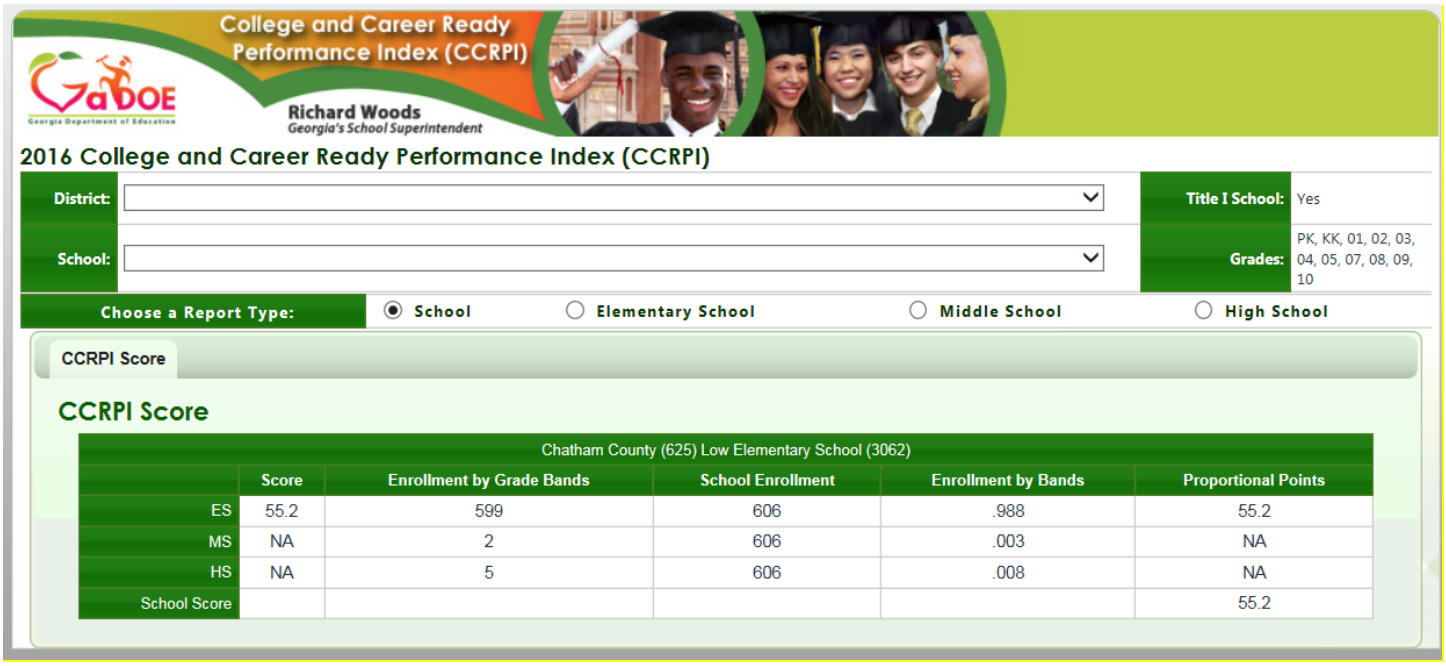


Bulloch County (616) Portal Middle/High School (4052)

	Score	Enrollment by Grade Bands	School Enrollment	Enrollment by Bands	Proportional Points
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.



Chatham County (625) Low Elementary School (3062)

	Score	Enrollment by Grade Bands	School Enrollment	Enrollment by Bands	Proportional Points
ES	55.2	599	606	.988	55.2
MS	NA	2	606	.003	NA
HS	NA	5	606	.008	NA
School Score					55.2

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.