

# 2018 CCRPI Elementary School Calculation Guide



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

May 2018

## Contents

Overview .....	3
Assessment Data .....	3
Course Numbering System Legend .....	4
Data Sources for Calculations .....	5
Minimum N Size .....	6
Full Academic Year .....	6
Targets .....	6
CCRPI Scoring and Reporting .....	6
District and State CCRPI Scores .....	7
Content Mastery .....	7
Content Mastery Calculation .....	8
Content Mastery Indicator Example .....	8
Progress.....	9
Progress Calculation.....	9
ELA / Mathematics Indicator Example.....	9
English Learners Progress Towards English Language Proficiency (ELP) Indicator Example .....	10
Closing Gaps.....	11
Closing Gaps Example .....	11
Readiness .....	12
Readiness Calculation .....	12
Readiness Example.....	13
Literacy Indicator Calculation .....	13
Attendance Indicator Calculation .....	13
Beyond the Core Indicator Calculation .....	14
Final Scoring Calculation .....	14
CCRPI Score Example .....	14
School Climate and Financial Efficiency Star Ratings.....	15

## Overview

Georgia's College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (AYP). Georgia's Elementary and Secondary Education Act (ESEA) Waiver provided the opportunity to implement a new accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the Adequate Yearly Progress (AYP) system.

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), the reauthorization of ESEA. With ESSA, Georgia seized the opportunity to reflect on several years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings. The redesigned CCRPI is a simpler, streamlined reflection of stakeholder feedback and the recommendations of the ESSA Accountability Working Committee. CCRPI includes five components: Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate (high schools only). These components and the indicators within them reflect the identified purpose and goals of CCRPI.

The purpose of this guide is to provide detailed information on the calculations utilized to populate the CCRPI reports. The CCRPI calculations rely heavily on data submitted annually in Student Record and Student Class. Many of the calculations utilize the current year's data as well as data submitted in previous years. It is important to note that accuracy of data submitted in Student Record and Student Class is critical to the accuracy of the CCRPI reports. Additional applications utilized to collect/prepare data for the reports include the following: Assessment Matching, Non-Participation Collection, Summer Graduate Collection, and Cohort Withdrawal Update.

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 utilized prominently in the CCRPI. They are utilized in the Content Mastery, Progress, Closing Gaps, and Readiness calculations. The state assessments utilized in CCRPI calculations are as follows:

- Georgia Milestones End of Grade (EOG)
- Georgia Milestones End of Course (EOC)
  - Ninth 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)

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. When a student has a score and a retest score in the same school year for the same assessment, the higher of the scores is utilized for CCRPI.

## 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 Student Class, 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.

21.1234567  
XX.XXXXXXX

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 GENERAL  
XX.1 REMEDIAL  
XX.2 GIFTED  
XX.3 DISTANCE LEARNING  
XX.4 ONE-HOUR LAB  
XX.5 TWO-HOUR LAB  
XX.7 WORK BASED LEARNING  
XX.8 GENERAL EDUCATION COURSE IN A SPECIAL EDUCATION SETTING  
XX.9 GENERAL EDUCATION COURSE IN A GENERAL EDUCATION SETTING WITH SPECIAL EDUCATION SUPPORT

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

EXAMPLE: 53.06XXXXX = MUSIC  
GENERAL INSTRUCTION  
ETHNIC AND FOLK

The third numerical digit to the right of the decimal identifies the specific course or subject.

EXAMPLE: 53.063XXXX = MUSIC  
GENERAL INSTRUCTION  
ETHNIC AND FOLK  
JAZZ

The fourth numerical digit to the right of the decimal further identifies the type of course or subject.

EXAMPLE: 53.0641XXX = MUSIC  
GENERAL INSTRUCTION  
ETHNIC AND FOLK  
JAZZ  
BEGINNING JAZZ I

The fifth numerical digit to the right of the decimal reserves 0 and 1 for use by the Department. A 0 is always used as the fifth numerical digit to the right of the decimal unless one of the following descriptions for the use of digits 2 through 9 apply.

23. 06100XX = RESERVED FOR STATE USE  
23. 06101XX = RESERVED FOR STATE USE  
23. 06102XX = LOCALLY FUNDED  
23. 06103XX = CREDIT IN LIEU OF ENROLLMENT  
23. 06104XX = DUAL ENROLLMENT 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  
23. 06109XX = HOME SCHOOL CREDIT

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

The following data sources are used for CCRPI calculations:

- Assessment data
- CCRPI applications
- EOPA Collection
- FTE – 1
- FTE Survey
- Student Class (SC)
- Student Record (SR)
- TCSG and USG data files

For further information, please consult the Data Element Quick Reference Guide on the [CCRPI Resources for Educators](#) webpage.

## Minimum N Size

CCRPI utilizes a minimum N size of 15 for an indicator to be included in reporting and scoring. A minimum N size of 15 provides the best balance between 1) protecting student confidentiality 2) maximizing reliability, and 3) maximizing the number of students and student subgroups included in accountability.

## Full Academic Year

Full Academic Year (FAY) is used to determine students who are included in several CCRPI calculations. For elementary schools and middle schools, FAY is calculated by determining if the student was enrolled 65% of the number of days from the start date of the school year to the close of the state testing window.

## Targets

CCRPI utilizes a target structure in which improvement or maintenance of high achievement levels is expected of all schools and all subgroups. The goal of this structure is to incentivize continuous, sustainable improvement. CCRPI improvement targets are defined as 3% of the gap between a baseline and 100%:

$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) * 0.03$$

Six percent (6%) improvement targets have also been calculated for the Economically Disadvantaged (ED), English Learner (EL), and Students with Disability (SWD) subgroups.

Each year, schools will be expected to meet the improvement target based on the prior year's performance. Improvement targets have been calculated using 2017 as the baseline for academic achievement rates in ELA, mathematics, science and social studies; four- and five-year adjusted cohort graduation rates (high schools only); and the English Learner (EL) progress towards English language proficiency indicator. Achievement targets are used in the Closing Gaps component of CCRPI to generate flags; graduation rate targets and EL proficiency targets are for information purposes only. Lists of all targets for the state, as well as more information regarding targets, are posted on the [Accountability](#) webpage.

## CCRPI Scoring and Reporting

Consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score is reported on a 0-100 scale. To increase ease of understanding and interpretation, each CCRPI indicator and component is also reported on a 0-100 scale. The maximum score for an indicator or component is 100.

The overall CCRPI score and all components are rounded to one decimal place, and all indicators and sub-indicators are rounded to two decimal places. Components are weighted and combined according to the weights defined in the table to the right to determine the overall CCRPI score.

	Elementary	Middle	High
Content Mastery	30%	30%	30%
Progress	35%	35%	30%
Closing Gaps	15%	15%	10%
Readiness	20%	20%	15%
Graduation Rate	--	--	15%

While component scores are calculated and combined to produce the overall CCRPI score, each indicator is reported separately and disaggregated by subgroup. If a school does not have an indicator available, the weight associated with that indicator is redistributed proportionally to the other indicators within the applicable

component. If a component is not available, the weight associated with that component is redistributed proportionally to other components.

A school with grade levels spanning more than one of the established grade bands (K-5, 6-8, 9-12) receives a CCRPI score for each grade band based on the indicators specific to that grade band. The grade-band CCRPI scores are weighted based on enrollment and combined to produce a single CCRPI score of the school. This methodology ensures that such schools receive a CCRPI score that fairly represents the grade levels included at the school and allows for a CCRPI score that is comparable to other schools. All schools with a Content Mastery score are assigned an overall CCRPI 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.

## Content Mastery

Content Mastery addresses the question: *are students achieving at the level necessary to be prepared for the next grade, college, or career?* This component includes an achievement score in English language arts, mathematics, science, and social studies based on student performance on the Georgia Milestones Assessment System and the Georgia Alternate Assessment (GAA). The achievement score utilizes weights based on achievement level, where Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. The content areas for all three grade bands are weighted according to the number of state tests administered within each grade band.

ESSA requires that at least 95% of all students and 95% of each student subgroup participate in state assessments. To satisfy the requirement that state accountability systems account for insufficient participation rates, if the participation rate for all students or a subgroup of students is less than 95%, the achievement score for that group of students is multiplied by the actual participation rate divided by 95%. This ensures the adjustment is proportional to the extent to which the 95% participation rate was not attained. The adjusted achievement score is utilized in CCRPI calculations.

### 95% Assessment Participation Requirement

If the participation rate for all students or a subgroup of students falls below 95%:

$$\text{Achievement Score} \times \frac{\text{Participation Rate}}{95\%} = \text{Adjusted Achievement Score}$$

## Content Mastery Calculation

$$(ELA \times 37.5\%) + (Math \times 37.5\%) + (Science \times 12.5\%) + (Social \text{ Studies} \times 12.5\%)$$

At the component level for elementary schools, ELA and mathematics are weighted more than science and social studies because more grades are assessed in those content areas.

## Content Mastery Indicator Example

Participation Rate = 98%			
Beginning	18%	x 0.0 =	0.00
Developing	26%	x 0.5 =	13.00
Proficient	44%	x 1.0 =	44.00
Distinguished	12%	x 1.5 =	18.00
Achievement Score =			<hr/> 75.00

### Notes:

1. Content Mastery contains four indicators (ELA, mathematics, science, and social studies), each receiving an achievement score of 0-100.
2. The achievement score is based on the percent of Full Academic Year (FAY) students in grades 3 – 5 at each of the following achievement levels on state assessments.

Achievement Level	Value
Beginning Learner	0.0
Developing Learner	0.5
Proficient Learner	1.0
Distinguished Learner	1.5

3. Participation rate is based on all test enrolled students.
4. Participation rate = (test participant)/(test enrolled).
5. If the participation rate is less than 95.00%, the adjusted achievement score = achievement score x (participation rate/95).
6. At the component level, ELA and mathematics are weighted more than science and social studies because more grades are assessed in those content areas.



## Progress

Progress addresses the question: *how much growth are students demonstrating relative to academically-similar students?* This component utilizes Student Growth Percentiles (SGPs) to measure progress in both English language arts and mathematics. SGPs describe the amount of growth a student has demonstrated relative to academically-similar students. In other words, SGPs take into consideration a student’s starting point when determining his or her growth. With SGPs, all students – low and high achieving – have the opportunity to demonstrate all levels of growth. The ELA and mathematics progress scores utilize weights based on growth level. SGPs of 1-29 earn 0 points, 30-40 earn 0.5 points, 41-65 earn 1.0 point, and 66-99 earn 1.5 points. This sets the expectation that students need to make academic improvement by demonstrating greater than 40<sup>th</sup> percentile growth.

A third progress indicator measures the extent to which English Learners (EL) are making progress towards English language proficiency, as measured by EL students moving from one state-defined Performance Band to a higher Performance Band on the ACCESS for ELLs. EL students making no progress towards proficiency earn 0 points, those making progress but not moving one band earn 0.5 points, those moving one band earn 1.0 point, and those moving more than one band earn 1.5 points.

## Progress Calculation

ELA x (45%) + Mathematics x (45%) + Progress Towards English Language Proficiency x (10%)

As stated previously, if a school does not have an indicator available, the weight associated with that indicator is redistributed proportionally to the other indicators within the applicable components.

## ELA / Mathematics Indicator Example

ELA	SGPs 1-29	14%	x 0.0 =	0.00
	SGPs 30-40	12%	x 0.5 =	6.00
	SGPs 41-65	40%	x 1.0 =	40.00
	SGPs 66-99	34%	x 1.5 =	51.00
	ELA Progress Score =			<hr/>

### Notes:

1. The ELA and Mathematics indicators each receive a maximum score of 100.
2. The score is based on the percent of Full Academic Year (FAY) students in grades 3-5 at each of the following SGP levels, assigning the point value to each level:

SGP Range	Point Value
1-29	0.0
30-40	0.5
41-65	1.0
66-99	1.5

## English Learners Progress Towards English Language Proficiency (ELP) Indicator Example

Progress Toward ELP	No positive movement	10%	x 0.0 =	0.00
	Moved less than one band	22%	x 0.5 =	11.00
	Moved one band	50%	x 1.0 =	50.00
	Moved more than one band	18%	x 1.5 =	27.00
	Progress Towards ELP Score =			88.00

### Notes:

1. The score for EL Progress Towards ELP indicator receives a maximum score of 100 points.
2. Students with 2 consecutive years of ACCESS scores are included.
3. The following table is used to determine the performance band for each student.

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+

4. The score is based on the percent of students in grades K-5 (Kindergarten repeaters included) at each of the following levels, assigning the point value to each level:

Performance Band Movement	Point Value
No positive movement	0.0
Moved less than one band	0.5
Moved one band	1.0
Moved more than one band	1.5

## Closing Gaps

Closing Gaps addresses the question: *are all students and all student subgroups making improvements in achievement rates?* This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags. For each available academic achievement improvement target, 0 points are earned when performance does not improve (red flag), 0.5 points are earned when progress is made but the target is not met (yellow flag), and 1.0 point is earned when the target is met (green flag). Economically Disadvantaged (ED), English Learner (EL), and Students with Disability (SWD) subgroups can earn 1.5 points when a 6% improvement target is met. This incentivizes greater improvement among these historically underperforming subgroups.

This component sets the expectation that all students and all subgroups of students continue to make improvements and, once a certain threshold is attained, sustain high levels of achievement. It provides an opportunity for schools to demonstrate the progress they are making to improve student performance. This component also provides better alignment between CCRPI and the improvement flags by incorporating progress towards improvement targets into CCRPI scoring.

### Closing Gaps Example





	ELA	Mathematics	Science	Social Studies
All Students				
American Indian / Alaskan				
Asian / Pacific Islander				
Black				
Hispanic				
Multi-Racial				
White				
Economically Disadvantaged				
English Learners				
Students with Disability				

Flag Count	Red	7	x 0.0 =	0.00
	Yellow	7	x 0.5 =	3.50
	Green	11	x 1.0 =	11.00
	Green (6%)	3	x 1.5 =	4.50
		28		<u>19.00</u>

**Closing Gaps =**  $(19 / 28) \times 100$  **67.9**

**Notes:**

1. Three percent (3%) achievement improvement targets were set for the all students group and all subgroups in each content area using 2017 Content Mastery as a baseline.
2. Six percent (6%) achievement improvement targets were set for Economically Disadvantaged, English Learner, and Students with Disability subgroups using 2017 Content Mastery as a baseline.
3. Performance towards targets is represented by flags with each flag assigned a weight.

Academic Performance	Flag Representation	Flag Weight
No improvement in performance		0.0
Improvement in performance but 3% target not met		0.5
3% Target met		1.0
6% target met (ED, EL, SWD only)		1.5

**Readiness**

Readiness addresses the question: *are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?* There are three readiness indicators for elementary schools, all weighted equally. If an indicator is not applicable, the other indicators are weighted equally.

**Readiness Calculation**

Attendance x (33.3%) + Literacy x (33.3%) + Beyond the Core x (33.3%)

## Readiness Example

Readiness	<b>Elementary School</b>	
	<b>Literacy:</b> Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.	70.00%
	<b>Student Attendance:</b> Percent of students in grades K-5 absent less than 10% of enrolled days.	90.00%
	<b>Beyond the Core:</b> Percent of students earning a passing score in fine arts or world language.	95.00%
<b>Readiness =</b>	$70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%)$	<b>84.90</b>

## Literacy Indicator Calculation

Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.

$$\frac{\text{Count of FAY students in grades 3–5 with a Lexile score at or above the midpoint stretch band}}{\text{Count of FAY students in grades 3–5 with a Lexile score}} \times 100$$

Grade	Midpoint Lexile Score
3	670L
4	840L
5	920L

## Attendance Indicator Calculation

Percent of students in grades K-5 absent less than 10% of enrolled days

Notes:

1. Every student with an enrollment record is considered.
2. There is not rounding at the student level.
3. To determine if a student is absent less than 10% of enrolled days, the following calculation is applied at the student level:

$$\frac{\text{Days Absent}}{\text{Days Absent} + \text{Days Present}} \times 100$$

4. If this absence rate is less than 10%, the student meets the indicator criterion.
5. A student enrolled less than a total of 30 days is removed from the calculation unless the student meets the 10% criterion. In that case, the student is included in the calculation.

$$\frac{\text{Count of students in grades K–5 with an enrollment record absent less than 10% of enrolled days}}{\text{Count of students in grades K–5 with an enrollment record}} \times 100$$

## Beyond the Core Indicator Calculation

*Percent of students earning a passing score in fine arts or world language*

Notes:

1. All students in grades K-5 who are active year end are included in this indicator.
2. World language and fine arts courses that have state standards are the only acceptable courses for this indicator. A list of eligible courses is posted on the CCRPI Resources for Educators webpage.
3. A student must receive a passing score in one applicable course to meet the indicator criteria.
4. The rate calculation is displayed below.

$$\frac{\text{Count of students in grades K-5 coded as active year end with a passing grade in a BTC course}}{\text{Count of students in grades K-5 coded as active year end}} \times 100$$

## Final Scoring Calculation

Content Mastery x (30%) + Progress x (35%) + Closing Gaps x (15%) + Readiness x (20%)

### CCRPI Score Example

Content Mastery	83.2
Progress	88.5
Closing Gaps	67.9
Readiness	84.9
Graduation Rate	N/A
CCRPI Score	$83.2 \times (30\%) + 88.5 \times (35\%) + 67.9 \times (15\%) + 84.9 \times (20\%) = 83.1$

Rounding at the indicator and sub-indicator level is to two decimal places, while rounding at the component level and overall score is to one decimal place.

## School Climate and Financial Efficiency Star Ratings

Positive school climate is a necessary condition for students to learn, grow, and be prepared for their next steps. Georgia's School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. Schools receive a 1-5-star rating, with five stars representing an excellent school climate and one star representing a school climate most in need of improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) student attendance. <http://www.gadoe.org/external-Affairs-and-Policy/policy/Pages/School-Climate.aspx>

The Financial Efficiency Star Rating is a 0.5-5-star rating that provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. The star rating is an informational tool for school and district leaders, parents, and community stakeholders to use in conjunction with other information as they work towards improved student opportunities and outcomes. <https://gosa.georgia.gov/financial-efficiency-star-rating-0>

School Climate and Financial Efficiency are not included in CCRPI calculations. These ratings are provided for informational purposes to support a holistic view of school performance.