2016 CCRPI Series
Session 2
Achievement, Performance Flags, ED/EL/SWD Performance, ETBs

June 30, 2016
2016 CCRPI Webinar Series

June 23, 2016  CCRPI Overview

June 27, 2016  CCRPI Post-Data Collection Application

June 30, 2016  Achievement, ETBs, Performance Flags, ED/EL/SWD Performance

July 14, 2016  Progress, Achievement Gap, Scoring
Navigating to the CCRPI Report
CCRPI: Public Reports

http://www.gadoe.org/CCRPI/Pages/default.aspx

College and Career Ready Performance Index

What is the College and Career Ready Performance Index (CCRPI)?

CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

View 2015 CCRPI Reports Here

2015 CCRPI Data Files

- EOG and EOC Data by Subgroup - 05.03.16
- Cohort Graduation Rate Data by Subgroup - 05.03.16
- CCRPI Scoring by Component - 05.03.16
- CCRPI Achievement Indicators Data - 05.03.16
- School Climate Star Ratings - 05.01.16

State Level Files
CCRPI: Public Reports
http://ccrpi.gadoe.org/2015/
**CCRPI: Portal Access**

- Access through the GaDOE Portal
  [https://portal.doe.k12.ga.us/login.aspx](https://portal.doe.k12.ga.us/login.aspx)

Select the “CCRPI Data Collection” option under the CCRPI Menu item

If you need additional assistance accessing the portal, please contact the GaDOE Information Systems Customer Support Center:

1-800-869-1011 or [dticket@doe.k12.ga.us](mailto:dticket@doe.k12.ga.us)
## CCRPI: Portal Access

### College and Career Ready Performance Index (CCRPI)

<table>
<thead>
<tr>
<th>District:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Choose a Report Type:**
- School Score
- Elementary School

**CCRPI Score**

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

**Financial Efficiency**
- School Climate
- Data Details

### CCRPI Score

<table>
<thead>
<tr>
<th>CCRPI Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>84.8</td>
</tr>
</tbody>
</table>

**Sum of Achievement, Progress, Achievement Gap, and Challenge Points**

<table>
<thead>
<tr>
<th>Achievement Points</th>
<th>Progress Points</th>
<th>Achievement Gap Points</th>
<th>ED/EL/SWD Performance Points</th>
<th>Exceeding the Bar Points</th>
<th>Financial Efficiency Rating</th>
<th>School Climate Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.8</td>
<td>37.3</td>
<td>6.7</td>
<td>10</td>
<td>.5</td>
<td>NA</td>
<td><strong>⭐⭐⭐⭐</strong></td>
</tr>
</tbody>
</table>

6/30/2016
2016 Achievement Indicators
Summary of Changes

• High School
  • Mathematics content mastery includes both sets of EOCs – Coordinate Algebra/Algebra I and Analytic Geometry/Geometry.
  • GHSWT indicator removed

• Middle School
  • 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.
  • This does not extend to ELA and social studies.
# 2016 College and Career Ready Performance Index
## High School Grades 9 - 12

### CONTENT MASTERY

1. Percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Literature EOC (required participation rate ≥ 95%)
2. Percent of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC (required participation rate ≥ 95%)
3. Percent of students scoring at Developing Learner or above on the Georgia Milestones Algebra I/Coordinate Algebra EOC (required participation rate ≥ 95%)
4. Percent of students scoring at Developing Learner or above on the Georgia Milestones Geometry/Analytic Geometry EOC (required participation rate ≥ 95%)
5. Percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science EOC (required participation rate ≥ 95%)
6. Percent of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC (required participation rate ≥ 95%)
7. Percent of students scoring at Developing Learner or above on the Georgia Milestones US History EOC (required participation rate ≥ 95%)
8. Percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC (required participation rate ≥ 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

### POST HIGH SCHOOL READINESS

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
10. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC
14. Percent of students’ assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOCs
15. Percent of students missing fewer than 6 days of school

### GRADUATION RATE

16. 4-Year Cohort Graduation Rate (%)
17. 5-Year Extended Cohort Graduation Rate (%)
## 2016 College and Career Ready Performance Index
### Middle School Grades 6 - 8

### CONTENT MASTERY

1. Percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate ≥ 95%)
2. Percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG or EOC (required participation rate ≥ 95%)
3. Percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG or EOC (required participation rate ≥ 95%)
4. Percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate ≥ 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.*

### POST MIDDLE SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
7. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050 on the Georgia Milestones ELA EOG
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
9. Percent of students missing fewer than 6 days of school

### PREDICTOR FOR HIGH SCHOOL GRADUATION

10. Percent of students’ assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs or EOCs
2016 College and Career Ready Performance Index
Elementary School Grades K - 5

CONTENT MASTERY

1. Percent of students scoring at Developing Learner or above on the Georgia Milestones English Language Arts EOG (required participation rate ≥ 95%)
2. Percent of students scoring at Developing Learner or above on the Georgia Milestones mathematics EOG (required participation rate ≥ 95%)
3. Percent of students scoring at Developing Learner or above on the Georgia Milestones science EOG (required participation rate ≥ 95%)
4. Percent of students scoring at Developing Learner or above on the Georgia Milestones social studies EOG (required participation rate ≥ 95%)

*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.

POST ELEMENTARY SCHOOL READINESS

5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
6. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
7. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650 on the Georgia Milestones ELA EOG
8. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850 on the Georgia Milestones ELA EOG
9. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia’s 17 Career Clusters
10. Percent of students missing fewer than 6 days of school

PREDICTOR FOR HIGH SCHOOL GRADUATION

11. Percent of students’ assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOGs
Achievement
Achievement

• Answers the questions:
  • Are students engaged in opportunities to prepare them for college and careers?
  • Are students graduating high school or are they on track to graduate high school?
  • Are students achieving at college and career ready levels?
Achievement

• Post Readiness
  • Elementary & Middle
    • English Learners making positive movement on the ACCESS for ELLs
    • Students with Disabilities served in a general education environment
    • 3rd, 5th, and 8th grade Lexile performance (literacy)
    • Completion of career awareness lessons
    • Student attendance
  • High
    • Percent of graduates who completed a Pathway and/or completed CTAE pathway completers and passed associated assessments
    • Percent of graduates who were college ready
    • Percent of graduates who earned credit for accelerated enrollment
    • Lexile performance of students who took American Literature (literacy)
    • Students scoring at the highest levels on state assessments
    • Student attendance

• Graduation Rate or Predictor for High School Graduation
  • Elementary & Middle – percent of students scoring Proficient or Distinguished Learner on state assessments.
  • High – 4-year and 5-year cohort graduation Rate
Achievement

- Content Mastery
  - Student Performance on State Assessments
  - Points based on weighted proficiency rates
  - Acknowledges the level of proficiency attained at each Achievement Level and provides incentive to move every student to the next level

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Level</th>
<th>Performance Level</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ga Milestones EOG/EOC</td>
<td>1</td>
<td>Beginning Learner (BEG)</td>
<td>0.0</td>
</tr>
<tr>
<td>Ga Milestones EOG/EOC</td>
<td>2</td>
<td>Developing Learner (DEV)</td>
<td>0.5</td>
</tr>
<tr>
<td>Ga Milestones EOG/EOC</td>
<td>3</td>
<td>Proficient Learner (PRO)</td>
<td>1.0</td>
</tr>
<tr>
<td>Ga Milestones EOG/EOC</td>
<td>4</td>
<td>Distinguished Learner (DIS)</td>
<td>1.5</td>
</tr>
<tr>
<td>GAA</td>
<td>1</td>
<td>Does Not Meet (DNM)</td>
<td>0.0</td>
</tr>
<tr>
<td>GAA</td>
<td>2</td>
<td>Proficient (PRO)</td>
<td>1.0</td>
</tr>
<tr>
<td>GAA</td>
<td>3</td>
<td>Advanced (ADV)</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Content mastery Example

\[
Rate = \frac{.5(\text{Dev Student Count}) + 1.0(\text{Pro Student Count} + \text{ADV Student Count}) + 1.5(\text{DIS Student Count})}{\text{Total Count of FAY Students with Test Scores}}
\]

• 267 students at Main Street ES took the ELA EOG or GAA.
• 259 of those students are FAY Participants.
  ✓ 59 students scored at Beginning Learner. \((59 \times 0 = 0)\)
  ✓ 102 students scored at Developing Learner. \((102 \times .5 = 51)\)
  ✓ 85 students scored at Proficient Learner or Advanced. \((85 \times 1 = 85)\)
  ✓ 13 students scored at Distinguished Learner. \((13 \times 1.5 = 19.5)\)

\[
Main Street Elementary ELA Content Mastery Rate = \frac{51 + 85 + 19.5}{259} = .60038
\]
# Achievement Scoring Details

## 2016 CCRPI

<table>
<thead>
<tr>
<th>Achievement – 50 points</th>
<th>Elementary School</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Mastery (40%) - EOG</strong></td>
<td>40% x 50 = .40 x 50 = 20</td>
<td>40% x 50 = .40 x 50 = 20</td>
<td>40% x 50 = .40 x 60 = 20</td>
</tr>
<tr>
<td>4 indicators</td>
<td>4 indicators</td>
<td>8 indicators</td>
<td>20 / 8 = 2.5 points each</td>
</tr>
<tr>
<td>20 / 4 = 5 points each</td>
<td>20 / 4 = 5 points each</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post Readiness (30%)</strong></td>
<td>30% x 50 = .30 x 50 = 15</td>
<td>30% x 50 = .30 x 50 = 15</td>
<td>30% x 50 = .30 x 50 = 15</td>
</tr>
<tr>
<td>6 indicators</td>
<td>5 indicators</td>
<td>7 indicators</td>
<td>15 / 7 = 2.143 points each</td>
</tr>
<tr>
<td>15 / 6 = 2.5 points each</td>
<td>15 / 5 = 3 points each</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grad Rate/Predictor (30%)</strong></td>
<td>30% x 50 = .30 x 50 = 15</td>
<td>30% x 50 = .30 x 50 = 15</td>
<td>30% x 50 = .30 x 50 = 15</td>
</tr>
<tr>
<td>1 indicators</td>
<td>1 indicators</td>
<td>2 indicators</td>
<td>4-year cohort grad rate = 2/3 of 15 = 10 points</td>
</tr>
<tr>
<td>15 / 1 = 15 points each</td>
<td>15 / 1 = 15 points each</td>
<td>5-year cohort grad rate = 1/3 of 15 = 5 points</td>
<td></td>
</tr>
</tbody>
</table>
Performance Flags
Performance Flags

• Answers the question:
  • Are student subgroups meeting state and subgroup targets for participation, performance, and graduation rate?
  • Measures: To what extent are students performing in comparison to state performance targets.
Performance Flags

• Visual representation of subgroup performance.
  • Green — Indicates that a school met both the State Performance Target and the Subgroup Performance Target
  • Yellow — Indicates that a school met either the Subgroup Performance Target or the State Performance Target.
  • Red — Indicates that a school has not met either the State Performance Target or the Subgroup Performance Target.
Performance Flags

<table>
<thead>
<tr>
<th>Legend:</th>
<th>Subgroup met both State and Subgroup Performance Targets</th>
<th>Subgroup met Subgroup but not State Performance Target</th>
<th>Subgroup met State but not Subgroup Performance Target</th>
<th>Subgroup did not meet either the State or Subgroup Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target</td>
<td>Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target</td>
<td>Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target</td>
<td>Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets</td>
</tr>
</tbody>
</table>

• 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.
## Performance Flags

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

### Subgroup Performance

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>End of Grade Mathematics</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Black</td>
<td>P-SG</td>
<td>P</td>
</tr>
<tr>
<td>Hispanic</td>
<td>P-SG</td>
<td>P-SG</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>White</td>
<td>P-SG</td>
<td>P</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>P-SG</td>
<td>P</td>
</tr>
<tr>
<td>English Learners</td>
<td>P-SG</td>
<td>P</td>
</tr>
<tr>
<td>Students With Disability</td>
<td>P-SG</td>
<td>P</td>
</tr>
</tbody>
</table>
Performance Targets

• Georgia Milestones End-of-Grade 2015 proficiency rates and 2016-2021 performance targets include Georgia Milestones EOG and GAA Grades 3-8.

• Georgia Milestones End-Of-Course 2015 proficiency rates and 2016-2021 performance targets include Georgia Milestones EOC and GAA Grade 11.

• Performance targets are based on a weighted average

Accessing Performance Targets

accountability.gadoe.org
# Performance Targets

## Georgia Milestones End-Of-Grade Performance Targets

These 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.

<table>
<thead>
<tr>
<th>Statewide Assessment</th>
<th>Student Group</th>
<th>2015 Proficiency Rate</th>
<th>2016 Performance Target</th>
<th>2017 Performance Target</th>
<th>2018 Performance Target</th>
<th>2019 Performance Target</th>
<th>2020 Performance Target</th>
<th>2021 Performance Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>State Target / All Students</td>
<td>60.3</td>
<td>63.6</td>
<td>66.9</td>
<td>70.2</td>
<td>73.5</td>
<td>76.8</td>
<td>80.1</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaskan</td>
<td>62.8</td>
<td>65.9</td>
<td>69.0</td>
<td>72.1</td>
<td>75.2</td>
<td>78.3</td>
<td>81.4</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>92.7</td>
<td>93.3</td>
<td>93.9</td>
<td>94.5</td>
<td>95.1</td>
<td>95.7</td>
<td>96.3</td>
</tr>
<tr>
<td></td>
<td>Black</td>
<td>45.1</td>
<td>49.7</td>
<td>54.3</td>
<td>58.9</td>
<td>63.5</td>
<td>68.1</td>
<td>72.7</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>51.3</td>
<td>55.4</td>
<td>59.5</td>
<td>63.6</td>
<td>67.7</td>
<td>71.8</td>
<td>75.9</td>
</tr>
<tr>
<td></td>
<td>Multi-Racial</td>
<td>65.5</td>
<td>68.4</td>
<td>71.3</td>
<td>74.2</td>
<td>77.1</td>
<td>80.0</td>
<td>82.9</td>
</tr>
<tr>
<td></td>
<td>White</td>
<td>72.8</td>
<td>75.1</td>
<td>77.4</td>
<td>79.7</td>
<td>82.0</td>
<td>84.3</td>
<td>86.6</td>
</tr>
<tr>
<td></td>
<td>Economically Disadvantaged</td>
<td>47.5</td>
<td>51.9</td>
<td>56.3</td>
<td>60.7</td>
<td>65.1</td>
<td>69.5</td>
<td>73.9</td>
</tr>
<tr>
<td></td>
<td>English Learners</td>
<td>36.3</td>
<td>41.6</td>
<td>46.9</td>
<td>52.2</td>
<td>57.5</td>
<td>62.8</td>
<td>68.1</td>
</tr>
<tr>
<td></td>
<td>Students With Disability</td>
<td>31.6</td>
<td>37.3</td>
<td>43.0</td>
<td>48.7</td>
<td>54.4</td>
<td>60.1</td>
<td>65.8</td>
</tr>
</tbody>
</table>

| Mathematics          | State Target / All Students        | 63.8                  | 66.8                    | 69.8                    | 72.8                    | 75.8                    | 78.8                    | 81.8                    |
|                      | American Indian/Alaskan            | 65.7                  | 68.6                    | 71.5                    | 74.4                    | 77.3                    | 80.2                    | 83.1                    |
|                      | Asian/Pacific Islander             | 100.0                 | 100.0                   | 100.0                   | 100.0                   | 100.0                   | 100.0                   | 100.0                   |
|                      | Black                              | 46.2                  | 50.7                    | 55.2                    | 59.7                    | 64.2                    | 68.7                    | 73.2                    |
|                      | Hispanic                           | 56.7                  | 60.3                    | 63.9                    | 67.5                    | 71.1                    | 74.7                    | 78.3                    |
|                      | Multi-Racial                       | 67.5                  | 70.2                    | 72.9                    | 75.6                    | 78.3                    | 81.0                    | 83.7                    |
|                      | White                              | 77.2                  | 79.1                    | 81.0                    | 82.9                    | 84.8                    | 86.7                    | 88.6                    |
|                      | Economically Disadvantaged         | 51.2                  | 55.3                    | 59.4                    | 63.5                    | 67.6                    | 71.7                    | 75.8                    |
|                      | English Learners                   | 46.1                  | 50.6                    | 55.1                    | 59.6                    | 64.1                    | 68.6                    | 73.1                    |
|                      | Students With Disability           | 36.9                  | 42.2                    | 47.5                    | 52.8                    | 58.1                    | 63.4                    | 68.7                    |
Performance Targets

The 2015 Subgroup Performance displays the rate only when the FAY Count > 0. Otherwise, the cell is blank.
### Performance Targets

**Performance Targets**

<table>
<thead>
<tr>
<th>Subgroup Performance Targets</th>
<th>End of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English Language Arts</td>
</tr>
<tr>
<td>State Performance Target for All Students</td>
<td>60.3</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>62.8</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>92.7</td>
</tr>
<tr>
<td>Black</td>
<td>45.1</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51.3</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>65.5</td>
</tr>
<tr>
<td>White</td>
<td>72.8</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>47.5</td>
</tr>
<tr>
<td>English Learners</td>
<td>36.3</td>
</tr>
<tr>
<td>Students With Disability</td>
<td>31.6</td>
</tr>
</tbody>
</table>
ED/EL/SWD Performance
ED/EL/SWD Performance

• Answers the question:
  • *Are student subgroups meeting achievement performance goals?*

• Measures:
  • ED/EL/SWD Performance – To what extent did Economically Disadvantaged (ED) students, English Learners (EL), and Students with Disabilities (SWD) meet their subgroup performance targets?
ED/EL/SWD Performance Challenge Points

Performance Flags inform the ED/EL/SWD Performance Section of the CCRPI

Possibility of 27 flags for high schools, 12 flags for elementary/middle schools
Exceeding the Bar
Exceeding the Bar Indicators

• Answer the questions:
  • Are schools implementing other practices to improve achievement and prepare students for college and careers?
  • To what extent are schools implementing other practices associated with college and career readiness?
Exceeding the Bar Indicators

• Exceeding the Bar indicators provide an opportunity for schools to earn extra points for practices that “exceed expectations”

• In order for a school to receive the .5 point for a benchmarked ETB, it must meet or exceed the benchmark.

• ETB points are awarded on an “all or none” basis. There is no “partial credit.”
High School: Exceeding the Bar Indicators

In addition to the seventeen (17) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

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

To be included after statewide implementation:
Percent of tested students scoring at a proficient level on a Soft Skills Assessment
School’s performance on the Georgia Teacher Effectiveness Measure (TEM)
School’s performance on the Georgia Leader Effectiveness Measure (LEM)
Middle School: Exceeding the Bar Indicators

In addition to the ten (10) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

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

To be included after statewide implementation:

School’s performance on the Georgia Teacher Effectiveness Measure (TEM)
School’s performance on the Georgia Leader Effectiveness Measure (LEM)
**Elementary School: Exceeding the Bar Indicators**

In addition to the eleven (11) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

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

**To be included after statewide implementation:**

School’s performance on the Georgia Teacher Effectiveness Measure (TEM)

School’s performance on the Georgia Leader Effectiveness Measure (LEM)
Resources – All resources are available through the Accountability Webpage

- Accountability Website
- CCRPI Website - Website
- 2015 CCRPI Public Reports - Website
- Navigating the CCRPI Reports - Video
- GaDOE Portal - Website
- 2016 Indicators - PDF
- CCRPI Overview - PDF
- Principal’s Guide to the CCRPI (FAQ Format) - PDF
- Achievement Scoring Details - PDF
- EOG Performance Targets - PDF
- EOC Performance Targets - PDF
- Graduation Targets – PDF
- 2015 Elementary, Middle, High CCRPI Calculation Guide – PDF
- Accountability Specialist
- Past Webinars – Posted on Accountability Website

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