

Redesigned CCRPI 101

RESA Summit

April 2018

Topics

- Path Leading to Redesigned CCRPI
- Role of Accountability
- Highlights of Redesigned CCRPI
- Components of Redesigned CCRPI
- Improvement Targets
- Identifying Schools for Support

Georgia Department of Education

The Path Leading to the Redesigned CCRPI



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Georgia's School Superintendent
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- ESEA signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- Main federal law governing public education
- Reauthorized in different versions:
 - No Child Left Behind (2001)
 - Every Student Succeeds Act (2015)

Georgia Department of Education

Our Opportunity

- ESSA is an opportunity for Georgia – Georgians are expecting more from their education system
- **Our Mission**
 - Offering a *holistic education* to each and every child in the state
- **Our Vision**
 - *Educating Georgia's Future* by graduating students who are ready to learn, ready to live, and ready to lead
- Georgia reflected on 6 years of CCRPI implementation and revise CCRPI to expand on its successes and address its shortcomings.
- Georgia's ESSA plan (including the Redesigned CCRPI) was approved by USED on January 19, 2018

What We Heard...

- Simplify
- Focus on key opportunities and outcomes
- Avoid gaming and chasing points
- Minimize annual changes
- Focus on school improvement
- Update the online reporting system
- Provide more comparative information
- Release results earlier

What We Did...

- Reduced the number of indicators
- Focused the indicators on key opportunities and outcomes
 - Minimizes chasing points
 - Minimizes annual changes
 - Provides opportunities to show growth and improvement
- Simplified scoring
 - All indicators and components reported on a 0-100 point scale
- Started developing a new online reporting system
 - Easier to comprehend and navigate
 - Provides more comparative information
- Streamlined GaDOE processes to release results earlier

Role of Accountability

- Accountability should play a supporting role in assisting schools, districts, and the state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life.
- Accountability should not be the driving force behind decisions about educating children.
- The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement.

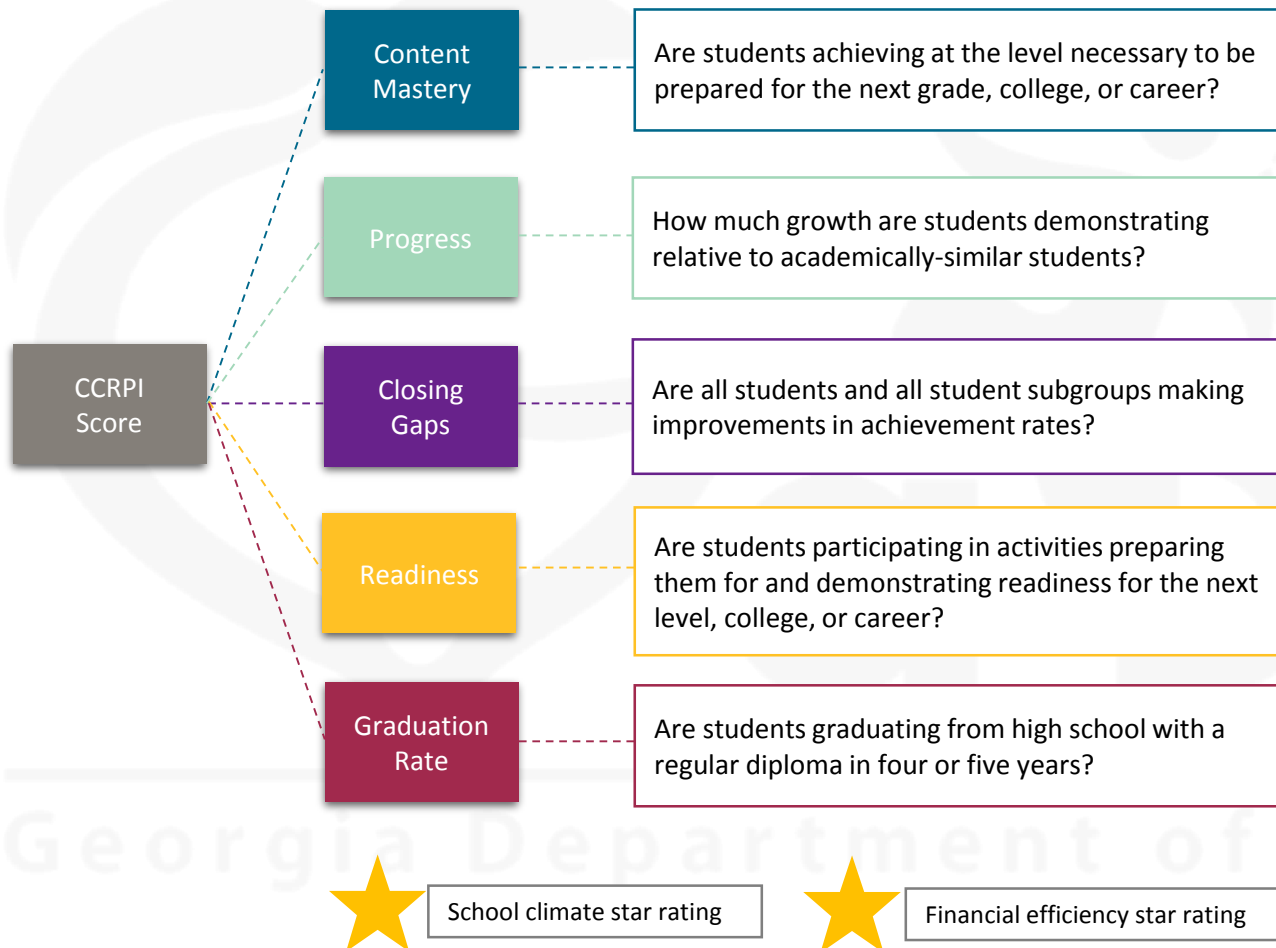
Highlights of the Redesigned CCRPI

- The redesigned CCRPI is simplified, streamlined, and reflects stakeholder feedback and the recommendations of the Accountability Working Committee.
- The index focuses on the opportunities and outcomes expected of all students.
 - Maximizes local flexibility to determine the programs and policies that best meet the needs of students.
 - Schools should not feel pressured to “chase points” by adopting a particular program or policy because it earns extra points on CCRPI.
- The index includes multiple measures.
 - Different ways of looking at student performance – content mastery, student growth, improvement – and non-test based indicators of opportunities and outcomes

Highlights of the Redesigned CCRPI

- The redesigned CCRPI values educating the whole child.
 - Exposure to a well rounded curriculum (Beyond the Core)
 - Engagement/climate and skills for success (Student Attendance)
 - Relevance (Pathway Completion)
 - Accelerated enrollment opportunities (AP, IB, DE)
 - Postsecondary readiness (College and Career Readiness – multiple opportunities to demonstrate readiness)
- The index is designed to award points where possible as opposed to denying points when expectations are not met.
 - Partial points when progress is made but targets are not met
 - Extra points when targets are exceeded
 - Progress and Closing Gaps capture growth and improvement

Redesigned CCRPI



Vision

Accountability should play a supporting role in assisting our state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life. Accountability should not be the driving force behind decisions about educating children.

Purpose

The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement.

Content Mastery



- Achievement scores in English language arts, mathematics, science, and social studies
 - Utilize weights based on achievement level to incentivize moving all students to the next level:
 - Beginning Learners = 0 points
 - Developing Learners = 0.5 points
 - Proficient Learners = 1.0 point
 - Distinguished Learners = 1.5 points
 - Content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band

Content Mastery



- If the participation rate for all students or a subgroup of students falls below 95%, the achievement score for that group of students will be 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 will be 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 Example Elementary/Middle School



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ELA	Participation Rate = 98%			
	Beginning	18%	$\times 0 =$	0
	Developing	26%	$\times .5 =$	13
	Proficient	44%	$\times 1 =$	44
	Distinguished	12%	$\times 1.5 =$	18
ELA Achievement Score =				75

Science	Participation Rate = 95%			
	Beginning	4%	$\times 0 =$	0
	Developing	14%	$\times .5 =$	7
	Proficient	46%	$\times 1 =$	46
	Distinguished	36%	$\times 1.5 =$	54
Science Achievement Score =				107 *

Mathematics	Participation Rate = 97%			
	Beginning	11%	$\times 0 =$	0
	Developing	18%	$\times .5 =$	9
	Proficient	47%	$\times 1 =$	47
	Distinguished	24%	$\times 1.5 =$	36
Mathematics Achievement Score =				92

Social Studies	Participation Rate = 92%			
	Beginning	20%	$\times 0 =$	0
	Developing	32%	$\times .5 =$	16
	Proficient	42%	$\times 1 =$	42
	Distinguished	6%	$\times 1.5 =$	9
Social Studies Achievement Score =				67

Participation
Rate Adjustment:
 $67 \times (92/95) =$
64.9

Content Mastery = $75 \times (37.5\%) + 92 \times (37.5\%) + 100 \times (12.5\%) + 64.9 (12.5\%) =$

83.2

Content Mastery Example High School



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ELA	Participation Rate = 98%			
	Beginning	18%	$\times 0 =$	0
	Developing	26%	$\times .5 =$	13
	Proficient	44%	$\times 1 =$	44
	Distinguished	12%	$\times 1.5 =$	18
ELA Achievement Score =				75

Science	Participation Rate = 95%			
	Beginning	4%	$\times 0 =$	0
	Developing	14%	$\times .5 =$	7
	Proficient	46%	$\times 1 =$	46
	Distinguished	36%	$\times 1.5 =$	54
Science Achievement Score =				107 *

Mathematics	Participation Rate = 97%			
	Beginning	11%	$\times 0 =$	0
	Developing	18%	$\times .5 =$	9
	Proficient	47%	$\times 1 =$	47
	Distinguished	24%	$\times 1.5 =$	36
Mathematics Achievement Score =				92

Social Studies	Participation Rate = 92%			
	Beginning	20%	$\times 0 =$	0
	Developing	32%	$\times .5 =$	16
	Proficient	42%	$\times 1 =$	42
	Distinguished	6%	$\times 1.5 =$	9
Social Studies Achievement Score =				67

Participation
Rate Adjustment:
 $67 \times (92/95) =$
64.9

Content Mastery = $75 \times (25\%) + 92 \times (25\%) + 100 \times (25\%) + 64.9 \times (25\%) =$

83.0

Progress



- Progress scores in English language arts, mathematics, and progress toward English language proficiency (EL students)
 - Utilize weights based on level of growth to incentivize moving all students to the next level
 - ELA and mathematics will receive 90% of the weight, and progress toward English language proficiency will receive 10% of the weight

ELA and Mathematics SGPs

SGP Range	Point Value
1-29	0
30-40	.5
41-65	1
66-99	1.5

EL Progress toward Proficiency – ACCESS for ELLs

Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

Progress Example

ELA	SGPs 1-29	14%	x 0 =	0
	SGPs 30-40	12%	x .5 =	6
	SGPs 41-65	40%	x 1 =	40
	SGPs 66-99	34%	x 1.5 =	51
	ELA Progress Score =			97

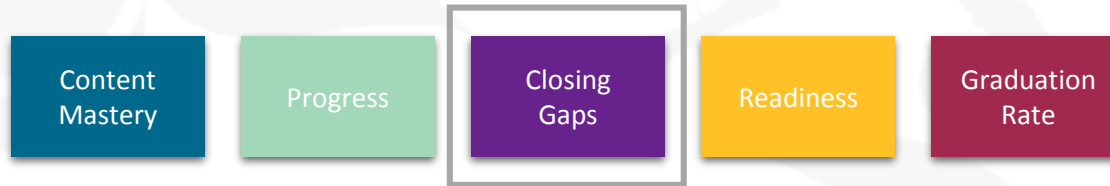
Mathematics	SGPs 1-29	20%	x 0 =	0
	SGPs 30-40	18%	x .5 =	9
	SGPs 41-65	44%	x 1 =	44
	SGPs 66-99	18%	x 1.5 =	27
	Mathematics Progress Score =			80

Progress Toward ELP	No positive movement	10%	x 0 =	0
	Moved less than one band	22%	x .5 =	11
	Moved one band	50%	x 1 =	50
	Moved more than one band	18%	x 1.5 =	27
Progress Toward ELP Score =				88





Progress = $97 \times (45\%) + 80 \times (45\%) + 88 \times (10\%) =$

88.5

Closing Gaps



- CCRPI achievement improvement targets will be calculated individually for all schools and districts (all students and each subgroup of students)
 - $Improvement\ Target = (100 - baseline_{2017}) \times 0.03$
- Sets an expectation of improvement or maintenance of high achievement for all students and provides an opportunity for schools to demonstrate improvement
- Closing Gaps measures the extent to which all students and all subgroups met improvement targets
- Improvement targets will also be calculated for graduation rates and EL progress toward English language proficiency but they will not be included in Closing Gaps

Subgroup Performance:	Improvement Flag:	Closing Gaps Points:
Did not improve		0
Improved but did not meet the 3% target		0.5
Met the 3% target		1.0
Met the 6% target <small>*Available for ED, EL, SWD subgroups</small>		1.5

Improvement Targets Example

Students With Disability

Baseline ₂₀₁₇	42.8	
Improvement Target (3%)	$(100 - 42.8) \times .03 = 1.72$	$42.8 + 1.72 = 44.52$
Improvement Target (6%)	$(100 - 42.8) \times .06 = 3.43$	$42.8 + 3.43 = 46.23$

If the 2018 score is:

≤ 42.8

> 42.8 but < 44.52

≥ 44.52 but < 46.23

≥ 46.23

the subgroup:

did not improve

improved but did not meet the 3% target





























met the 3% target

met the 6% target

and the flag will be:



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		
	Yellow	7	x .5 =	3.5		
	Green	11	x 1 =	11		
	Green (6%)	3	x 1.5 =	4.5		
		28		<hr/> 19	Closing Gaps =	(19 / 28) x 100

Readiness



- Elementary and middle school readiness focus on foundational skills, such as literacy, attendance, and enrichment beyond the traditional core.
- In high school, literacy and attendance continue to be critical indicators of postsecondary readiness. Students should also participate in accelerated enrollment opportunities – academic or technical; complete a pathway; and demonstrate college or career readiness.
- Readiness indicators will be weighted equally.

DEFINING READINESS

- **Early grades:** Foundational skills and concepts
- **Later grades:** Multiple paths to succeed by expanding opportunities and personalizing learning
- **Graduates** are college and/or career ready
- **Life-long learning**

Readiness



CCRPI Readiness Indicators

Elementary School

Literacy: 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.

Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.

Beyond the Core: Percent of students earning a passing score in fine arts or world language.

Middle School

Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.

Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days.

Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.

Readiness



CCRPI Readiness Indicators

High School

Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each course.

Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.

Accelerated Enrollment: Percent of 12th graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.

Pathway Completion: Percent of 12th graders completing an advanced academic, CTAE, fine arts, or world language pathway.

College and Career Readiness: Percent of 12th graders entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.

Readiness Example

Elementary/Middle School

Readiness

Elementary School

Literacy: 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%

Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days. 90%

Beyond the Core: Percent of students earning a passing score in fine arts or world language. 95%

Readiness =

$$70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$$

84.9

Readiness

Middle School

Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level. 70%

Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days. 90%

Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory. 95%

Readiness =

$$70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) =$$

84.9



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Readiness Example High School

Readiness

Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each course. 68%

Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days. 91%

Accelerated Enrollment: Percent of 12th graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses. 72%

Pathway Completion: Percent of 12th graders completing an advanced academic, CTAE, fine arts, or world language pathway. 89%

College and Career Readiness: Percent of 12th graders entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program. 74%

Readiness =

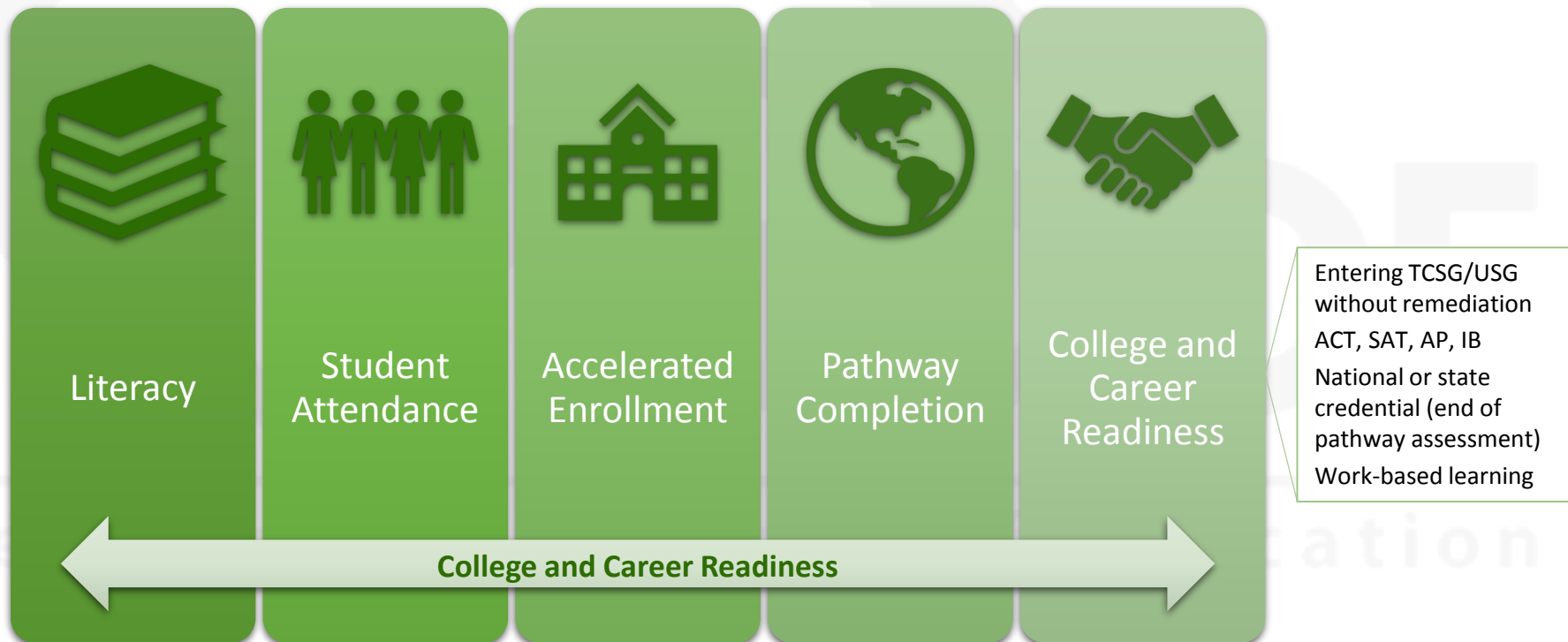
$$68 \times (20\%) + 91 \times (20\%) + 72 \times (20\%) + 89 \times (20\%) + 74 \times (20\%) =$$

78.8

Accelerated Enrollment will be benchmarked at the 75th percentile of school performance (2018).

Balancing College and Career Readiness

In addition to content mastery and high school graduation, CCRPI includes multiple measures of college and career readiness and values multiple pathways to success.



Graduation Rate



- High schools only
- Includes both the four-year and five-year adjusted cohort graduation rate
- Emphasizes graduating in four years while placing value on continuing to work with and graduate students who need more time
- The four-year graduation rate will be worth $\frac{2}{3}$ of the points and the five-year graduation rate will be worth $\frac{1}{3}$ of the points

Graduation Rate Example

Graduation Rate

4-year adjusted cohort graduation rate

84.6%

5-year adjusted cohort graduation rate

88.5%

Graduation Rate = $84.6 \times (2/3) + 88.5 \times (1/3) =$

85.9

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Scoring and Reporting

- Consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score will be reported on a 0-100 scale.
- The minimum N size for an indicator or component to be reported and included in CCRPI is 15.
- To increase ease of understanding and interpretation, each CCRPI indicator and component will also be reported on a 0-100 scale.
- The maximum score for an indicator or component is 100.
- Components will be 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%

Scoring Example

Elementary/Middle School

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
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Scoring Example High School

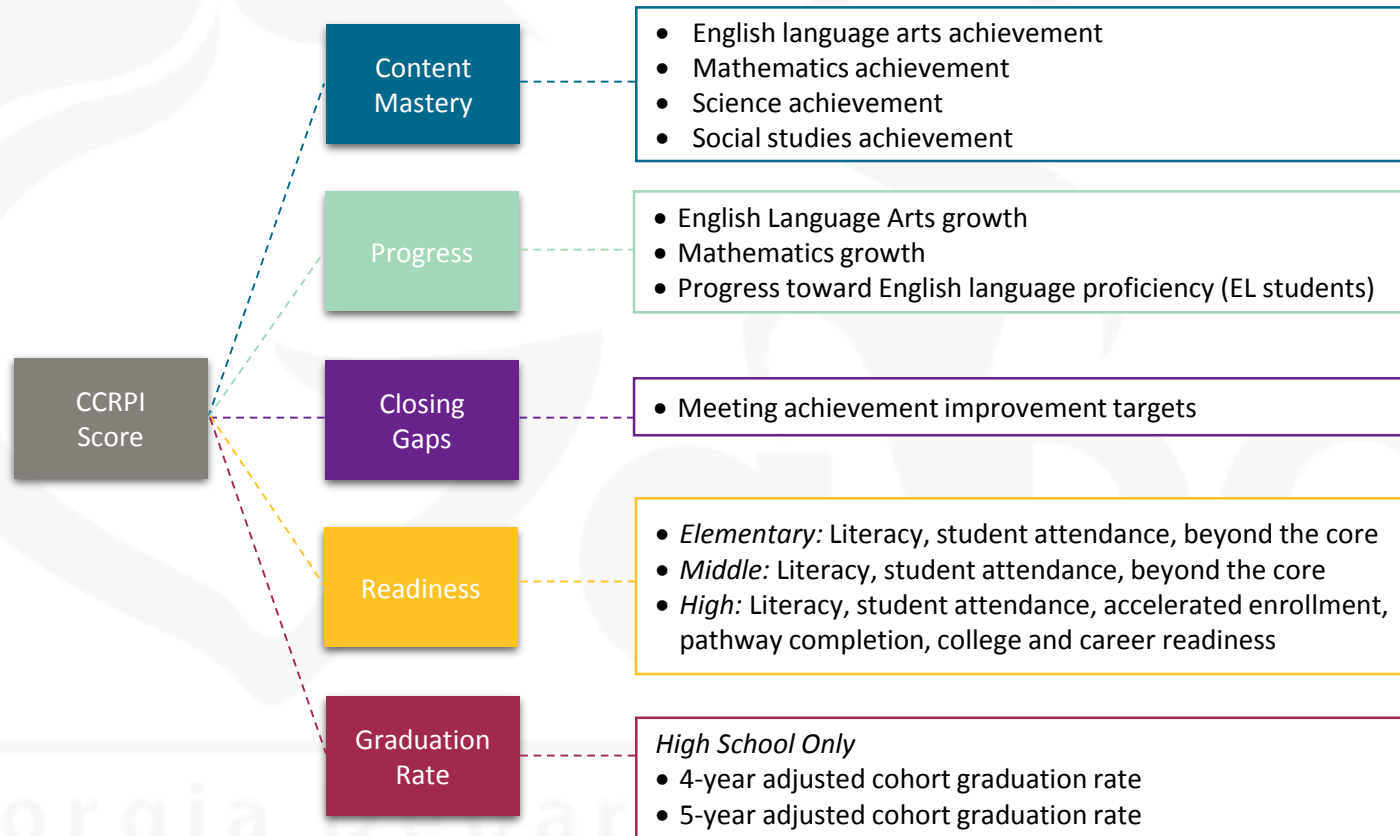
Content Mastery	83.0
Progress	88.5
Closing Gaps	67.9
Readiness	78.8
Graduation Rate	85.9

CCRPI Score =

$$83.0 \times (30\%) + 88.5 \times (30\%) + 67.9 \times (10\%) + 78.8 \times (15\%) + 85.9 \times (15\%) =$$

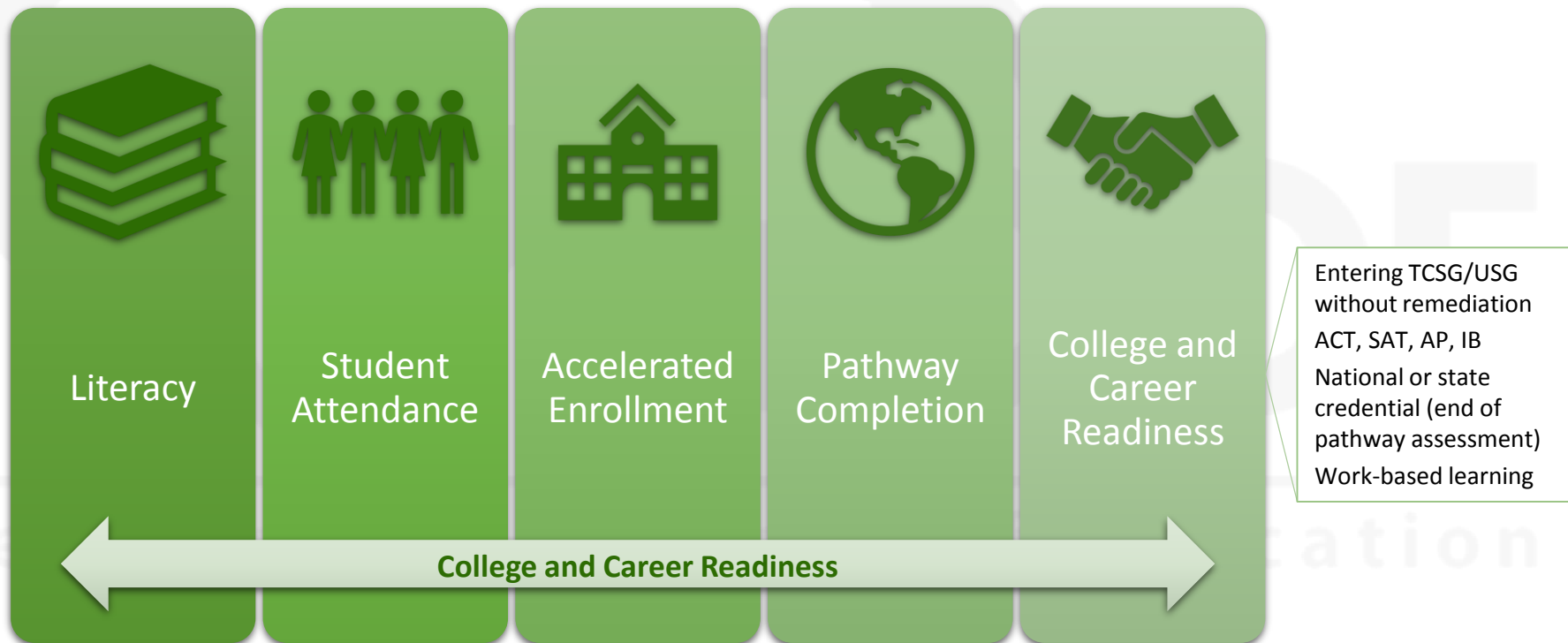
82.9

Redesigned CCRPI



Balancing College and Career Readiness

In addition to content mastery and high school graduation, CCRPI includes multiple measures of college and career readiness and values multiple pathways to success.



Improvement Targets

- The Redesigned CCRPI utilizes a new target structure in which improvement or maintenance of high achievement levels is expected of all schools and all subgroups.
 - The goal of this new target structure is to incentivize continuous, sustainable improvement.
- Annual targets have been set for each school and district for all students and for all accountability subgroups, ensuring that the school's or district's starting point is taken into consideration.
- CCRPI improvement targets are defined as 3% of the gap between a baseline and 100%:
 - $Improvement\ Target = (100 - baseline_{2017}) * 0.03$

Improvement Targets

- Each year, schools will be expected to meet the improvement target based on the **prior year's performance**.
 - The improvement target is an expected gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue to focus on improvement.
- Improvement targets have been calculated using 2017 data as the baseline for
 - academic achievement rates in English language arts, mathematics, science, and social studies (participation rate adjustments applied);
 - four- and five-year adjusted cohort graduation rates; and
 - the English Learner (EL) progress toward English language proficiency indicator.

Improvement Targets

- A system of improvement flags will be used to indicate the extent to which targets are met:
 - Green will indicate that the target was met
 - Yellow will indicate that improvement was made but the target was not met
 - Red will indicate that no improvement was made
- Once a performance rate of 90% has been attained, the target will be to remain at or above that level of performance; this is referred to as the maintenance level.
- Targets will be reset every 5 years. The next reset will use the 2022 data as the baseline.

Achievement Targets

- Achievement targets are calculated for English language arts, mathematics, science, and social studies
- Targets are based on the achievement rates calculated for the Content Mastery component of CCRPI
- Achievement targets will be utilized for the Closing Gaps components of CCRPI
 - In addition to the 3% targets, 6% targets for achievement rates have been calculated for Economically Disadvantaged (ED), English Learner (EL), and Students with Disabilities (SWD) subgroups
 - These subgroups can earn extra points in Closing Gaps for meeting the 6% target. The maintenance level for these targets is 95%.

Targets Details

- Targets are based on 2017 school lists
- Targets are calculated for each grade band (schools and districts)
- **Achievement** – up to 40 targets per school/district (4 content areas x 10 subgroups) – these generate flags which are used for Closing Gaps
- **English Learner Progress toward English Language Proficiency** – one target per school/district – used for reporting and informational purposes only
- **Graduation Rate** – High schools only – used for reporting and informational purposes only
 - Up to ten 4-year graduation rate targets per school/district (one for all students and each subgroup)
 - Up to ten 5-year graduation rate targets per school/district (one for all students and each subgroup)

Achievement Targets

Target Calculation

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

- If the 2017 achievement rate = 64.90
- Then the improvement target is
 $(100 - 64.9) \times .03 = 1.05$
- The improvement expected each year is 1.05

Achievement Targets

Example

Students With Disability

Baseline ₂₀₁₇	42.8	
Improvement Target (3%)	$(100 - 42.8) \times .03 = 1.72$	$42.8 + 1.72 = 44.52$
Improvement Target (6%)	$(100 - 42.8) \times .06 = 3.43$	$42.8 + 3.43 = 46.23$

If the 2018 score is:

≤ 42.8

> 42.8 but < 44.52

≥ 44.52 but < 46.23

≥ 46.23

the subgroup:

did not improve

improved but did not meet the 3% target

met the 3% target

met the 6% target



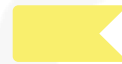



and the flag will be:































Achievement Targets



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Subgroup	2017 Rate	3% Target	6% Target	2018 Rate	2018 Flag	2019 Goal
All Students	91.40	Maintain 90 or Above	NA	89.20		90.00
Hispanic	67.70	0.97	NA	69.00		69.97
White	54.10	1.38	NA	54.80		56.18
ED	72.90	0.81	1.63	72.90		3% - 73.71 6% - 74.53
EL	95.80	Maintain 90 or Above	Maintain 95 or Above	92.70		3% - 90.00 6% - 95
SWD	83.20	0.50	1.01	85.90		3% - 86.40 6% - 86.91

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		
	Yellow	7	x .5 =	3.5		
	Green	11	x 1 =	11		
	Green (6%)	3	x 1.5 =	4.5		
		28		<hr/> 19	Closing Gaps =	(19 / 28) x 100

EL Progress Toward ELP Targets



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- Targets are calculated for EL progress toward English language proficiency
- Targets are based on the Progress Toward ELP indicator calculated for the Progress component of CCRPI
- Each school/district received one EL progress toward ELP target per grade band
- EL progress toward ELP targets are for informational and reporting purposes only; they are not used in Closing Gaps/CCRPI calculations

Progress Toward ELP Targets



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Target Calculation





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

- If the 2017 Progress Toward ELP rate = 88.0
- Then the improvement target is
 $(100 - 88.0) \times .03 = 0.36$
- The improvement expected each year is 0.36

Progress Toward ELP Targets



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School	2017 Rate	Target Calc	3% Target	2018 Rate	2018 Flag	2019 Goal
A	92.40	NA	Maintain 90 or Above	89.20		90.00
B	35.60	$(100-35.6)*.03$	1.93	38.80		40.73
C	73.80	$(100-73.8)*.03$	0.79	74.10		74.89
D	59.30	$(100-59.3)*.03$	1.22	59.10		60.32
E	95.40	NA	Maintain 90 or Above	93.80		90.00
F	88.20	$(100-88.2)*.03$	0.35	88.90		89.25

Graduation Rate Targets

- Targets are calculated for both the four- and five-year adjusted cohort graduation rates
- Targets are based on the graduation rates calculated for the Graduation Rate component of CCRPI – high schools only
- School/district subgroups without a graduation rate will not receive a graduation rate target
- Graduation rate targets are for informational and reporting purposes only – they are not used in Closing Gaps/CCRPI calculations

Graduation Rate Targets

Target Calculation

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

- If the 2017 graduation rate = 85.0
- Then the improvement target is
 $(100 - 85.0) \times .03 = 0.45$
- The improvement expected each year is 0.45

Graduation Rate Targets

School	2017 Rate	Target Calc	3% Target	2018 Rate	2018 Flag	2019 Goal
A	94.50	NA	Maintain 90 or Above	88.90		90.00
B	46.60	$(100-46.6)*.03$	1.60	48.20		49.80
C	63.50	$(100-63.5)*.03$	1.10	63.80		64.90
D	82.70	$(100-82.7)*.03$	0.52	82.70		83.22
E	92.60	NA	Maintain 90 or Above	91.50		90.00
F	88.30	$(100-88.3)*.03$	0.35	90.20		90.00

Additional Details

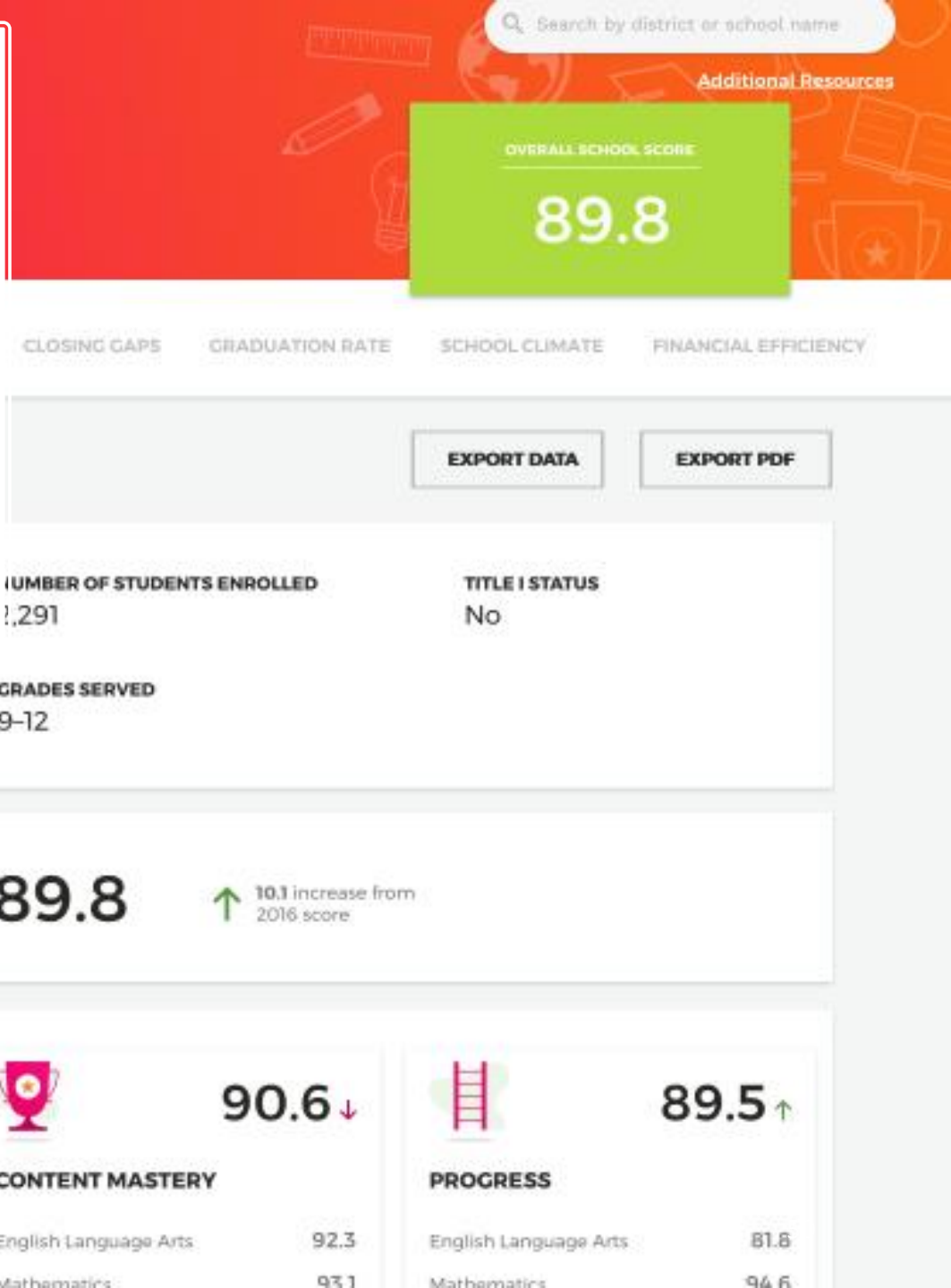
- Annual improvement targets are an expected gain and not an absolute number.
 - The extent to which targets are met will be based on the **current year's improvement over the previous year's rate**
- Targets will be reset every 5 years; 2022 will be the next baseline.
- Subgroups with an N size less than 15 will not receive a target or flag.
- Subgroups must have 1 year of data to generate a target and 2 years of consecutive data to generate a flag.
- Finalized targets have been submitted to USED and posted publicly.

Identifying Schools for Support

- Comprehensive Support and Improvement (CSI)
 - Lowest 5% of Title I Schools when ranked according to their three-year CCRPI average *plus*
 - All high schools with a 4-year cohort graduation rate $\leq 67\%$ *plus*
 - Additional Targeted Support schools that remain on the TSI list for three consecutive years without exiting
- Targeted Support and Improvement (TSI)
 - Consistently Underperforming Subgroup – all schools that have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components
 - Additional Targeted Support – Among all schools identified for Consistently Underperforming Subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components
 - Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years
- Entrance and exit criteria will be run annually, beginning fall 2018

New CCRPI Reporting System

- We are pleased to present a prototype of the new CCRPI online reports.
- Please watch a video overview and tour the prototype at accountability.gadoe.org.



More Information

- Information about the **Redesigned CCRPI** can be found in Georgia's final ESSA Plan that was approved by USED on January 19, 2018
 - gadoe.org/essa
- Additional documentation is on the accountability website
 - accountability.gadoe.org
 - Redesigned CCRPI Overview; Redesigned CCRPI Indicators; CCRPI Key Changes; CCRPI Side-by-Side
 - Note: more documents will be available soon



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GaDOE Customer Service Survey:
<http://gadoe.org/surveys/AsAc-H8PBVZM>