Overview of the Redesigned CCRPI

Pioneer RESA

January 2018
Agenda

• The Path Leading to the Redesigned CCRPI
• Overview of the Redesigned CCRPI as approved by USED
The Path Leading to the Redesigned CCRPI

- 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)
Our Opportunity

• Georgians are expecting more from their education system

• ESSA is an opportunity for Georgia
  o to reflect on several years of CCRPI implementation
  o to revise CCRPI to expand upon its successes and address its shortcomings.

• 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.
Developing a Stakeholder-Driven Plan

• A plan for Georgians, by Georgians
  • Stakeholder feedback sessions across the state; social media outreach; email feedback; survey responses; advisory councils; civil rights organizations; business and industry; state agencies, organizations, and nonprofits; RESAs; Metro Chamber; GPEE
  • State Advisory Committee – 40 members from state agencies, organizations, students, parents, teachers, superintendents, advocacy groups
  • 6 working committees – accountability, assessment, federal programs to support school improvement, education of the whole child, educator and leader development, communications
The Path to Approval of the Redesigned CCRPI

• Georgia’s draft ESSA plan (including the redesigned CCRPI) was posted in June 2017 for a 30-day public comment period
• Working committees reviewed feedback and recommended changes
• Georgia’s revised draft ESSA plan was submitted to Governor Nathan Deal in August 2017 for a 30-day review period
• Georgia’s final ESSA plan was submitted to the U.S. Department of Education on September 18, 2017
• Georgia received interim feedback from USED on December 14, 2017
• Georgia’s revised final ESSA plan was resubmitted to USED in January
• Georgia’s ESSA plan was approved by USED on January 19
The Role of the Redesigned CCRPI

- The redesigned CCRPI is simplified, streamlined, and reflects statewide stakeholder feedback and the recommendations of the Accountability Working Committee.

- 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.

- 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.
Redesigned CCRPI

Are students achieving at the level necessary to be prepared for the next grade, college, or career?

How much growth are students demonstrating relative to academically-similar students?

Are all students and all student subgroups making improvements in achievement rates?

Are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?

Are students graduating from high school with a regular diploma in four or five years?

School climate star rating

Financial efficiency star rating

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
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

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
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%:

\[
\text{Adjusted Achievement Score} = \left( \frac{\text{Achievement Score} \times \text{Participation Rate}}{95\%} \right)
\]

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
### Content Mastery Example

#### Elementary/Middle School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Participation Rate</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>98%</td>
<td>18%</td>
<td>26%</td>
<td>44%</td>
<td>12%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>x 0</td>
<td>x 0.5</td>
<td>x 1</td>
<td>x 1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>13</td>
<td>44</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>97%</td>
<td>11%</td>
<td>18%</td>
<td>47%</td>
<td>24%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>x 0</td>
<td>x 0.5</td>
<td>x 1</td>
<td>x 1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>9</td>
<td>47</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>95%</td>
<td>4%</td>
<td>14%</td>
<td>46%</td>
<td>36%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>x 0</td>
<td>x 0.5</td>
<td>x 1</td>
<td>x 1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>7</td>
<td>46</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>92%</td>
<td>20%</td>
<td>32%</td>
<td>42%</td>
<td>6%</td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>x 0</td>
<td>x 0.5</td>
<td>x 1</td>
<td>x 1.5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>16</td>
<td>42</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**ELA Achievement Score** = \(75 \times (37.5\%) + 92 \times (37.5\%) + 100 \times (12.5\%) + 64.9 \times (12.5\%) = 75\)

**Mathematics Achievement Score** = \(92\)

**Science Achievement Score** = \(107\) *  

**Social Studies Achievement Score** = \(67\) 

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

**Content Mastery =** \(83.2\)

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Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
### Content Mastery Example

#### High School

<table>
<thead>
<tr>
<th>Subject</th>
<th>Participation Rate</th>
<th>ELA Achievement Score</th>
<th>Mathematics Achievement Score</th>
<th>Social Studies Achievement Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td>98%</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning</td>
<td>18%</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing</td>
<td>26%</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficient</td>
<td>44%</td>
<td>44</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distinguished</td>
<td>12%</td>
<td>18</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ELA Achievement Score Calculation:**

\[
\text{ELA Achievement Score} = \frac{\text{Beginning} \times 0 + \text{Developing} \times 0.5 + \text{Proficient} \times 1 + \text{Distinguished} \times 1.5}{100} = \frac{0 + 13 + 44 + 18}{100} = 0.75 = 75
\]

<table>
<thead>
<tr>
<th><strong>Mathematics</strong></th>
<th>Participation Rate</th>
<th>Mathematics Achievement Score</th>
<th><strong>Social Studies</strong></th>
<th>Participation Rate</th>
<th>Social Studies Achievement Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97%</td>
<td>92</td>
<td></td>
<td>92%</td>
<td>67</td>
</tr>
<tr>
<td>Beginning</td>
<td>11%</td>
<td>0</td>
<td></td>
<td>20%</td>
<td>0</td>
</tr>
<tr>
<td>Developing</td>
<td>18%</td>
<td>9</td>
<td></td>
<td>32%</td>
<td>16</td>
</tr>
<tr>
<td>Proficient</td>
<td>47%</td>
<td>47</td>
<td></td>
<td>42%</td>
<td>42</td>
</tr>
<tr>
<td>Distinguished</td>
<td>24%</td>
<td>36</td>
<td></td>
<td>6%</td>
<td>9</td>
</tr>
</tbody>
</table>

**Mathematics Achievement Score Calculation:**

\[
\text{Mathematics Achievement Score} = \frac{\text{Beginning} \times 0 + \text{Developing} \times 0.5 + \text{Proficient} \times 1 + \text{Distinguished} \times 1.5}{100} = \frac{0 + 9 + 47 + 36}{100} = 1.2 = 92
\]

**Social Studies Achievement Score Calculation:**

\[
\text{Social Studies Achievement Score} = \frac{\text{Beginning} \times 0 + \text{Developing} \times 0.5 + \text{Proficient} \times 1 + \text{Distinguished} \times 1.5}{100} = \frac{0 + 7 + 46 + 54}{100} = 1.54 = 107\star
\]

**Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.**
• Progress scores in English language arts, mathematics, and progress towards 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 towards English language proficiency will receive 10% of the weight

<table>
<thead>
<tr>
<th>ELA and Mathematics SGPs</th>
<th>EL Progress Towards Proficiency – ACCESS for ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SGP Range</strong></td>
<td><strong>Performance Band Movement</strong></td>
</tr>
<tr>
<td>1-29</td>
<td>No positive movement</td>
</tr>
<tr>
<td>30-40</td>
<td>Moved less than one band</td>
</tr>
<tr>
<td>41-65</td>
<td>Moved one band</td>
</tr>
<tr>
<td>66-99</td>
<td>Moved more than one band</td>
</tr>
<tr>
<td><strong>Point Value</strong></td>
<td><strong>Point Value</strong></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>.5</td>
<td>.5</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1.5</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
## Progress Example

<table>
<thead>
<tr>
<th>ELA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>SGPs 1-29</td>
<td>SGPs 1-29</td>
</tr>
<tr>
<td>14%</td>
<td>20%</td>
</tr>
<tr>
<td>x 0 =</td>
<td>x 0 =</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SGPs 30-40</td>
<td>SGPs 30-40</td>
</tr>
<tr>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>x .5 =</td>
<td>x .5 =</td>
</tr>
<tr>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>SGPs 41-65</td>
<td>SGPs 41-65</td>
</tr>
<tr>
<td>40%</td>
<td>44%</td>
</tr>
<tr>
<td>x 1 =</td>
<td>x 1 =</td>
</tr>
<tr>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>SGPs 66-99</td>
<td>SGPs 66-99</td>
</tr>
<tr>
<td>34%</td>
<td>18%</td>
</tr>
<tr>
<td>x 1.5 =</td>
<td>x 1.5 =</td>
</tr>
<tr>
<td>51</td>
<td>27</td>
</tr>
</tbody>
</table>

**ELA Progress Score** = 97

| Mathematics Progress Score = 80

<table>
<thead>
<tr>
<th>Progress Toward ELP</th>
<th>Progress Toward ELP</th>
</tr>
</thead>
<tbody>
<tr>
<td>No positive movement</td>
<td>10% x 0 = 0</td>
</tr>
<tr>
<td>Moved less than one band</td>
<td>22% x .5 = 11</td>
</tr>
<tr>
<td>Moved one band</td>
<td>50% x 1 = 50</td>
</tr>
<tr>
<td>Moved more than one band</td>
<td>18% x 1.5 = 27</td>
</tr>
</tbody>
</table>

**Progress Toward ELP Score** = 88

**Progress =** 97 x (45%) + 80 x (45%) + 88 x (10%) = **88.5**

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Closing Gaps

- CCRPI achievement improvement targets will be calculated individually for all schools and districts (all students and each subgroup of students)
  - Improvement Target = \(100 - \text{baseline}_{2017}\) \(\times 0.03\)
- Sets an expectation of improvement or maintenance of high achievement for all students and provides an opportunity for schools to demonstrate improvement
- 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

<table>
<thead>
<tr>
<th>Subgroup Performance:</th>
<th>Improvement Flag:</th>
<th>Closing Gaps Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not improve</td>
<td>Red</td>
<td>0</td>
</tr>
<tr>
<td>Improved but did not meet the 3% target</td>
<td>Yellow</td>
<td>0.5</td>
</tr>
<tr>
<td>Met the 3% target</td>
<td>Green</td>
<td>1.0</td>
</tr>
<tr>
<td>Met the 6% target</td>
<td>Green with star</td>
<td>1.5</td>
</tr>
</tbody>
</table>

*Available for ED, EL, SWD subgroups

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Improvement Targets

Example

<table>
<thead>
<tr>
<th>Students With Disability</th>
<th>42.8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline_{2017}</td>
<td></td>
</tr>
<tr>
<td>Improvement Target (3%)</td>
<td>(100 - 42.8) x 0.03 = 1.72</td>
</tr>
<tr>
<td>Improvement Target (6%)</td>
<td>(100 - 42.8) x 0.06 = 3.43</td>
</tr>
</tbody>
</table>

If the 2018 score is:

- ≤ 42.8 did not improve
- > 42.8 but < 44.52 improved but did not meet the 3% target
- ≥ 44.52 but < 46.23 met the 3% target
- ≥ 46.23 met the 6% target

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
### Closing Gaps Example

<table>
<thead>
<tr>
<th>Flag Count</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>7</td>
<td>0</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Yellow</td>
<td>7</td>
<td>3.5</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Green</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Green (6%)</td>
<td>3</td>
<td>4.5</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
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**

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
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.

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
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.

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Readiness Example
Elementary/Middle School

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.

95%

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.

95%

Readiness = $70 \times (33.3\%) + 90 \times (33.3\%) + 95 \times (33.3\%) = 84.9$

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Readiness Example
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. 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%

\[
\text{Readiness} = 68 \times (20\%) + 91 \times (20\%) + 72 \times (20\%) + 89 \times (20\%) + 74 \times (20\%) = 78.8
\]

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

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
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 2/3 of the points and the five-year graduation rate will be worth 1/3 of the points

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
# Graduation Rate Example

<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>84.6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year adjusted cohort graduation rate</td>
<td></td>
</tr>
<tr>
<td>5-year adjusted cohort graduation rate</td>
<td>88.5%</td>
</tr>
</tbody>
</table>

**Graduation Rate** = \[
84.6 \times \left(\frac{2}{3}\right) + 88.5 \times \left(\frac{1}{3}\right) = 85.9
\]
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.

<table>
<thead>
<tr>
<th></th>
<th>Elementary</th>
<th>Middle</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery</td>
<td>30%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>Progress</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>Closing Gaps</td>
<td>15%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Readiness</td>
<td>20%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>--</td>
<td>--</td>
<td>15%</td>
</tr>
</tbody>
</table>

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
### Scoring Example

**Elementary/Middle School**

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery</td>
<td>83.2</td>
</tr>
<tr>
<td>Progress</td>
<td>88.5</td>
</tr>
<tr>
<td>Closing Gaps</td>
<td>67.9</td>
</tr>
<tr>
<td>Readiness</td>
<td>84.9</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**CCRPI Score** = 83.0 x (30%) + 88.5 x (35%) + 67.9 x (15%) + 84.9 x (20%) = 83.1

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
### Scoring Example
#### High School

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Mastery</td>
<td>83.0</td>
</tr>
<tr>
<td>Progress</td>
<td>88.5</td>
</tr>
<tr>
<td>Closing Gaps</td>
<td>67.9</td>
</tr>
<tr>
<td>Readiness</td>
<td>78.8</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>85.9</td>
</tr>
</tbody>
</table>

**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 as approved in Georgia’s ESSA Plan byUSED on January 19, 2018.
Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Highlights of the Redesigned CCRPI

• The redesigned CCRPI 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.

• CCRPI values educating the whole child.
  • Exposure to a well rounded curriculum (Beyond the Core)
  • Engagement/climate and skills for success (Student Attendance)
  • Relevance and in-depth study (Pathway Completion)
  • Accelerated enrollment opportunities (AP, IB, Dual Enrollment)
  • Postsecondary readiness (College and Career Readiness – multiple opportunities to demonstrate readiness)

• CCRPI 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 as approved in Georgia’s ESSA Plan by USED on January 19, 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.

- Literacy
- Student Attendance
- Accelerated Enrollment
- Pathway Completion
- College and Career Readiness

Entering TCSG/USG without remediation
ACT, SAT, AP, IB
National or state credential (end of pathway assessment)
Work-based learning

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Identifying Schools for Support

• Comprehensive Support and Improvement (CSI)
  o Lowest 5% of Title I Schools when ranked according to their three-year CCRPI average plus
  o All high schools with a 4-year cohort graduation rate ≤ 67% plus
  o Additional Targeted Support schools that remain on the TSI list for three consecutive years without exiting

• Targeted Support and Improvement (TSI)
  o 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
  o 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
  o 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

Redesigned CCRPI as approved in Georgia’s ESSA Plan by USED on January 19, 2018.
Identifying Schools for Support

• Entrance and exit criteria will be run annually for both CSI and TSI schools.
• The first CSI and TSI lists will be run in the fall of 2018.
• Exit criteria are available in Georgia’s ESSA Plan.
Calculation Updates

• Detailed business rules for the 2018 CCRPI are under development.

• Where possible, no changes are expected (e.g., graduation rate calculations, FAY calculation, etc.).

• Most updates will be straightforward.
  • Adding the participation rate adjustment to Content Mastery
  • Adding the weighting to Progress indicators

• Beyond the Core (ES, MS) will not utilize “content completer.”
  • CCRPI will look for course enrollment and passing score

• It is anticipated that Student Attendance will utilize
  • Days absent / (Days absent + Days present) < 10%
Calculation Updates

• Work-based learning (WBL) programs are structured experiences that connect the student’s career goal and classroom learning with a productive work environment.

• For the high school College and Career Readiness indicator, completion of a WBL program must be tied to another course in the pathway.

• Work-based learning courses are coded using XX.7

• This helps ensure that the work-based learning experience is within the student’s program of study; however, it does not require completion of the pathway.
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.
Preparing for the 2018 CCRPI

Updates and Data Quality
Middle School Assessment Waiver

• ESSA provides assessment flexibility for 8th grade advanced mathematics students.
  • 8th grade students who complete a high school mathematics course and are administered the end-of-course assessment are not required to be double tested by taking the grade 8 end-of-grade mathematics assessment.

• The State believes the exception is not sufficiently inclusive, given the allowable flexibility is limited to grade 8 students completing high school mathematics coursework.
  • Georgia’s ESEA Flexibility Waiver provided an exception for all middle school students completing high school courses in mathematics and science that ensured these students were assessed only once using the end-of-course assessment.

• Georgia has requested a waiver to expand ESSA flexibility to include any middle school student (grades 6, 7 and 8) completing a high school course associated with an end-of-course assessment in English language arts, mathematics, and science.
Alternate Assessment Participation Cap Waiver

- ESSA includes a new statewide 1.0% *participation* cap on alternate assessments (designed specifically for students with the most significant cognitive disabilities)
- A State has the option of requesting a one-year waiver from the requirement if the State believes it will exceed the cap.
  - The one-year waiver is intended to give SEAs time to implement policies and supports to districts to allow the State to not exceed the cap.
- GaDOE anticipates that Georgia will be above the 1.0% cap in at least one content area.
  - GaDOE requested that US ED allow the State one year to develop and implement guidelines and guidance to support LEAs in ensuring the appropriate use and administration of the GAA.
EL Subgroup

• ESSA allows states to include in the English Learner (EL) subgroup former EL students for not more than four years after the student ceases to be identified as an English learner.

• Georgia will take advantage of this flexibility – this was updated in the Student Testing State Board Rule last year.

• Beginning in 2017-2018, former EL students should be marked as such in Student Record for 4 years after ceasing to be identified as an English learner.
Recently Arrived English Learners

• Previously –
  • Recently arrived English learner students could be exempted from the ELA and social studies EOG assessments in year one. No assessment results for these students were included in accountability calculations.
  • In year two, assessment results (achievement and growth) were included in accountability calculations.

• Per Georgia’s ESSA plan –
  • All recently arrived English learner students will be tested in year one; however, their results will not be included in accountability calculations.
  • In year two, accountability calculations will include student growth.
  • In year three, accountability calculations will include student growth and achievement.

• The SBOE adopted this change to the Student Testing Rule at the November Board Meeting.
Pathways in CCRPI

• A student is considered a pathway completer for CCRPI if the student:
  1. Completed a GaDOE-defined pathway
     • GaDOE determines if a student completed a GaDOE-defined pathway based on the course codes and credit earned submitted to GaDOE Data Collections by districts
  2. Earned a Technical Certificate of Credit (TCC)
     • TCSG provides GaDOE with a file of all high school students earning one or more TCCs
  3. Completed a locally-developed, state-approved pathway (more information available [here](#))
     • GaDOE will determine if a student completed a locally-created, state-approved pathway based on course codes and credit earned submitted to GaDOE Data Collections by districts

Data Quality Reminders

- Planning for the 2018 CCRPI starts now!
  - Attendance (days present and days absent)
  - Marking students as ED and/or marking the school as CEP
  - Marking appropriate students in all grades as GAA
  - Using the correct date first entered ninth grade
  - Using accurate withdrawal codes
  - Enrolling students in courses with the correct course codes
    - EOC-required courses (more information [here](#))
      - Algebra vs Coordinate Algebra and Geometry vs Analytic Geometry
      - Middle school math and science EOC courses
    - Beyond the Core courses
    - Pathway courses
    - Dual enrollment courses (particularly those that are exempt from the associated EOC)
  - Marking periods in FTE
  - *Investigate issues and call us before windows close!*
More Information

• Information about the 2018 CCRPI can be found in Georgia’s updated 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 shortly
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GaDOE Customer Service Survey:
http://gadoe.org/surveys/AsAc-H8PBVZM