Agenda

• ESSA and how we arrived at the redesigned CCRPI
• Overview of the redesigned CCRPI as submitted in Georgia’s ESSA plan
• Preparing for the 2018 CCRPI
ESSA

The development of Georgia’s state plan
Elementary and Secondary Education Act (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

• 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.
Stakeholder Feedback

• A plan for Georgians, by Georgians
  • 8 stakeholder feedback sessions across the state; social media outreach; email feedback; survey responses
  • Advisory councils – superintendents, parents, teachers, and students
  • Civil rights organizations, business & industry
  • State agencies, organizations, nonprofits, and stakeholders were at the table
  • Meetings: RESAs, conferences, Lt. Gov Business & Industry Summit, Metro Chamber, GPEE, etc.
State Advisory Committee

- 40 members
- State agencies, organizations, students, parents, teachers, superintendents, advocacy groups
- Facilitated by the Carl Vinson Institute of the University of Georgia
- Charge
  - Develop areas of focus and guiding principles
  - Receive and discuss stakeholder feedback
  - Review the draft of Georgia’s ESSA State Plan
  - Provide feedback regarding the draft of Georgia’s ESSA State Plan
Working Committees

- 6 working committees
  - Accountability
  - Assessment
  - Federal Programs to Support School Improvement
  - Education of the Whole Child
  - Educator & Leader Development
  - Communications
- 20 members
  - 5 GaDOE staff; 15 stakeholders
- Scope
  - Develop feedback questions for stakeholders
  - Discuss stakeholder input, USED’s regulations and guidance, areas of focus, and assigned portions of ESSA
  - Coordinate with other working committees to write Georgia’s draft state plan
Accountability Working Committee

• Chairs:
  • Allison Timberlake, Ph.D.
    Director of Accountability
  • Molly Howard, Ph.D.
    Superintendent of Jefferson County School District

• Members of the committee included:
  • 3 Superintendents or Assistant Superintendents;
  • 6 District Administrators – Assessment, Accountability, and/or Data; School Improvement; Special Education; Instruction; and STEM;
  • 3 Principals or Assistant Principals;
  • 1 Teacher;
  • 1 RESA Representative;
  • 1 GOSA Representative; and
  • 5 GaDOE staff focusing on assessment and accountability; research and policy; data collections and privacy; special education; and career, technical, and agricultural education
Georgia’s Plan

• Georgia’s draft ESSA plan 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 on January 4, 2018
• A response is expected from USED in the coming weeks
Accountability
Redesigning the CCRPI
Background

• ESSA provided an 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 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

- Content Mastery: Are students achieving at the level necessary to be prepared for the next grade, college, or career?
- Progress: How much growth are students demonstrating relative to academically-similar students?
- Closing Gaps: Are all students and all student subgroups making improvements in achievement rates?
- Readiness: Are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?
- Graduation Rate: Are students graduating from high school with a regular diploma in four or five years?

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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%:

\[
\text{Achievement Score} \times \frac{\text{Participation Rate}}{95\%} = \text{Adjusted Achievement Score}
\]
## Content Mastery Example

### ELA
- **Participation Rate**: 98%
- **Beginning**: 18% \( \times 0 = 0 
- **Developing**: 26% \( \times 0.5 = 13 
- **Proficient**: 44% \( \times 1 = 44 
- **Distinguished**: 12% \( \times 1.5 = 18 

**ELA Achievement Score** = \( 75 \)

### Mathematics
- **Participation Rate**: 97%
- **Beginning**: 11% \( \times 0 = 0 
- **Developing**: 18% \( \times 0.5 = 9 
- **Proficient**: 47% \( \times 1 = 47 
- **Distinguished**: 24% \( \times 1.5 = 36 

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

### Science
- **Participation Rate**: 95%
- **Beginning**: 4% \( \times 0 = 0 
- **Developing**: 14% \( \times 0.5 = 7 
- **Proficient**: 46% \( \times 1 = 46 
- **Distinguished**: 36% \( \times 1.5 = 54 

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

### Social Studies
- **Participation Rate**: 92%
- **Beginning**: 20% \( \times 0 = 0 
- **Developing**: 32% \( \times 0.5 = 16 
- **Proficient**: 42% \( \times 1 = 42 
- **Distinguished**: 6% \( \times 1.5 = 9 

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

**Participation Rate Adjustment**: \( 67 \times \frac{92}{95} = 64.9 \)

**Content Mastery** = \( 75 \times 0.25 + 92 \times 0.25 + 100 \times 0.25 + 64.9 \times 0.25 = 83.0 \)

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*Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.*
Progress

- 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>SGP Range</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-29</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>30-40</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>41-65</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>66-99</td>
<td>1.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EL Progress Towards Proficiency – ACCESS for ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Band Movement</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>No positive movement</td>
</tr>
<tr>
<td>Moved less than one band</td>
</tr>
<tr>
<td>Moved one band</td>
</tr>
<tr>
<td>Moved more than one band</td>
</tr>
</tbody>
</table>

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.
**Progress Example**

<table>
<thead>
<tr>
<th>ELA</th>
<th>SGPs 1-29</th>
<th>14% x 0 = 0</th>
<th>SGPs 30-40</th>
<th>12% x .5 = 6</th>
<th>SGPs 41-65</th>
<th>40% x 1 = 40</th>
<th>SGPs 66-99</th>
<th>34% x 1.5 = 51</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ELA Progress Score = 97</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>SGPs 1-29</th>
<th>20% x 0 = 0</th>
<th>SGPs 30-40</th>
<th>18% x .5 = 9</th>
<th>SGPs 41-65</th>
<th>44% x 1 = 44</th>
<th>SGPs 66-99</th>
<th>18% x 1.5 = 27</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mathematics Progress Score = 80</td>
</tr>
</tbody>
</table>

- **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 =**

\[ 97 \times (45\%) + 80 \times (45\%) + 88 \times (10\%) = 88.5 \]

*Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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>🟥</td>
<td>0</td>
</tr>
<tr>
<td>Improved but did not meet the 3% target</td>
<td>🟦</td>
<td>0.5</td>
</tr>
<tr>
<td>Met the 3% target</td>
<td>🟢</td>
<td>1.0</td>
</tr>
<tr>
<td>Met the 6% target</td>
<td>🟠</td>
<td>1.5</td>
</tr>
</tbody>
</table>

*Available for ED, EL, SWD subgroups
## Closing Gaps Example

### Students With Disability

<table>
<thead>
<tr>
<th>Baseline 2017</th>
<th>Improvement Target (3%)</th>
<th>Improvement Target (6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.8</td>
<td>((100 - 42.8) \times 0.03 = 1.72)</td>
<td>((100 - 42.8) \times 0.06 = 3.43)</td>
</tr>
</tbody>
</table>

If the 2018 score is: the subgroup: and the flag will be:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
<th>Flag</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\leq 42.8)</td>
<td>did not improve</td>
<td>red</td>
</tr>
<tr>
<td>(&gt; 42.8 \text{ but } &lt; 44.52)</td>
<td>improved but did not meet the 3% target</td>
<td>yellow</td>
</tr>
<tr>
<td>(\geq 44.52 \text{ but } &lt; 46.23)</td>
<td>met the 3% target</td>
<td>green</td>
</tr>
<tr>
<td>(\geq 46.23)</td>
<td>met the 6% target</td>
<td>green star</td>
</tr>
</tbody>
</table>
## Closing Gaps Example

<table>
<thead>
<tr>
<th>Category</th>
<th>ELA</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>Green</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yellow</td>
<td>Red</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>Green</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Yellow</td>
<td>Red</td>
<td>Green</td>
<td>Yellow</td>
</tr>
<tr>
<td>English Learners</td>
<td>Red</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
</tr>
<tr>
<td>Students With Disability</td>
<td>Green</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Flag Count</th>
<th>7 x 0 =</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>7 x .5  =</td>
<td>3.5</td>
</tr>
<tr>
<td>Yellow</td>
<td>11 x 1 =</td>
<td>11</td>
</tr>
<tr>
<td>Green (6%)</td>
<td>3 x 1.5 =</td>
<td>4.5</td>
</tr>
<tr>
<td>Green</td>
<td>28 x 1.5 =</td>
<td>42</td>
</tr>
</tbody>
</table>

Closing Gaps = \(\frac{19}{28} \times 100\) = 67.9

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*Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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**
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.

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.
**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 graduates earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.

**Pathway Completion:** Percent of graduates completing an advanced academic, CTAE, fine arts, or world language pathway.

**College and Career Readiness:** Percent of graduates 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.

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*Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.*
Readiness Example

**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 graduates earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses. 72%

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

**College and Career Readiness:** Percent of graduates 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%

![Image](image.png)

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

Note: Accelerated Enrollment is under consideration for being benchmarked.

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Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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
Graduation Rate Example

4-year adjusted cohort graduation rate 84.6%

5-year adjusted cohort graduation rate 88.5%

\[
\text{Graduation Rate} = 84.6 \times \frac{2}{3} + 88.5 \times \frac{1}{3} = 85.9
\]

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.
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>

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.
### Scoring Example

<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**

\[
\text{CCRPI Score} = 83.0 \times (30\%) + 88.5 \times (30\%) + 67.9 \times (10\%) + 78.8 \times (15\%) + 85.9 \times (15\%) = 82.9
\]

*Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.*
Redesigned CCRPI

- **Content Mastery**
  - English language arts achievement
  - Mathematics achievement
  - Science achievement
  - Social studies achievement

- **Progress**
  - English Language Arts growth
  - Mathematics growth
  - Progress towards English language proficiency (EL students)

- **Closing Gaps**
  - Meeting achievement improvement targets

- **Readiness**
  - **Elementary**: Literacy, student attendance, beyond the core
  - **Middle**: Literacy, student attendance, beyond the core
  - **High**: Literacy, student attendance, accelerated enrollment, pathway completion, college and career readiness

- **Graduation Rate**
  - **High School Only**
    - 4-year adjusted cohort graduation rate
    - 5-year adjusted cohort graduation rate

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 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

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.
Identifying Schools for Support - CSI

<table>
<thead>
<tr>
<th>Criteria #</th>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lowest 5%</td>
<td><strong>Title I Schools Only:</strong> When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification.</td>
<td>A school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score.</td>
</tr>
<tr>
<td>2</td>
<td>Low Graduation Rate</td>
<td><strong>All High Schools:</strong> Have a four-year adjusted cohort graduation rate less than or equal to 67%.</td>
<td>Attain a four-year adjusted cohort graduation rate greater than 67%.</td>
</tr>
<tr>
<td>3</td>
<td>TSI Additional Targeted Support</td>
<td><strong>Title I Schools Only:</strong> Have been identified as a targeted support and improvement (TSI) school for additional targeted support for three consecutive years without exiting TSI status.</td>
<td>Meet the TSI exit criteria.</td>
</tr>
</tbody>
</table>

Draft CCRPI based on updated ESSA Plan submitted to USED for review in January 2018.
## Identifying Schools for Support - TSI

<table>
<thead>
<tr>
<th>Criteria #</th>
<th>Criteria Category</th>
<th>Entrance Criteria</th>
<th>Exit Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
<td>Consistently Underperforming Subgroup</td>
<td><strong>All Schools:</strong> Have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components.</td>
<td>A school may exit if no subgroup is performing in the lowest 5% of all schools in at least 50% of CCRPI components.</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Additional Targeted Support</td>
<td><strong>All Schools:</strong> 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.</td>
<td>A school may exit if no subgroup is performing in the lowest 5% of all schools in all CCRPI components.</td>
</tr>
</tbody>
</table>

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.
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 **2018 CCRPI** can be found in Georgia’s updated ESSA Plan that was submitted to USED in January 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, FAQs
  - Note: need to update documents
Preparing for the 2018 CCRPI

Updates and Data Quality
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 is requesting 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.
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 is requesting 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.
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
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.
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
    • MOWR courses (particularly those that are exempt from the associated EOC)
• Marking periods in FTE
• *Investigate issues and call us before windows close!*
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GaDOE Customer Service Survey:
http://gadoe.org/surveys/AsAc-H8PBVZM