Ensuring Accurate CCRPI Data and Using CCRPI Results

GELI

September 2019

Purpose

- After reviewing data sources utilized for CCRPI, participants will delve into the meaning of a CCRPI score, pondering the story that it tells: What is going well? What are areas that need improvement? What other information is needed? Participants will learn how to dig into the details to maximize CCRPI data for thoughtful decision-making regarding staffing, instructional programs and initiatives, professional learning, and resource allocation.

Today's Presentation

- 2019 CCRPI Reports
- Ensuring Accurate CCRPI Data
- The Story a CCRPI Report Tells
- Understanding and Using CCRPI Data
- Resources
- Questions

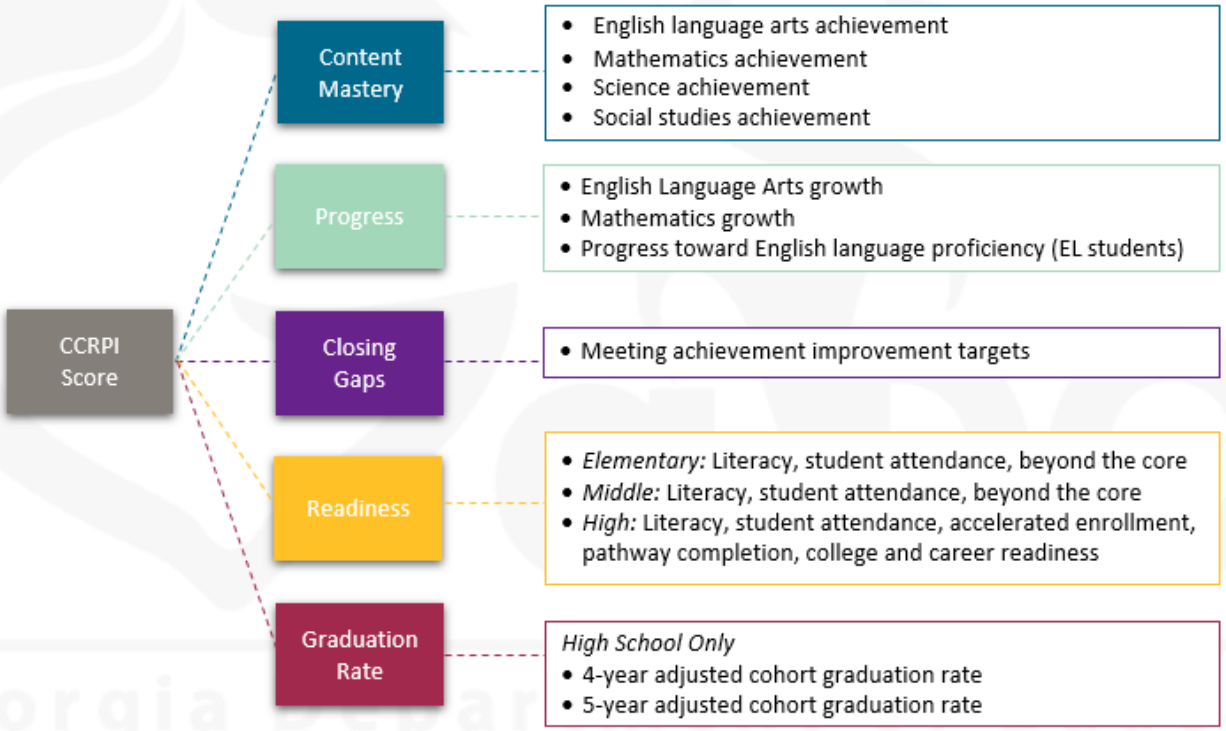
First…do you know?

- Who is the accountability specialist at the GaDOE assigned to assist your district?
- Who is the accountability Point of Contact (POC) in your district appointed by your superintendent?

2019 CCRPI Reports

CCRPI

The College and Career Ready Performance Index or CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

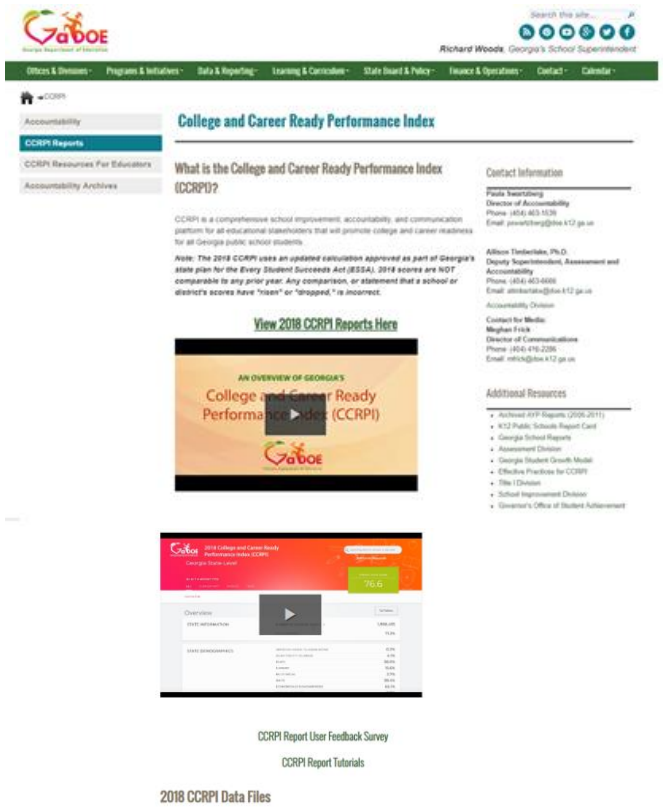


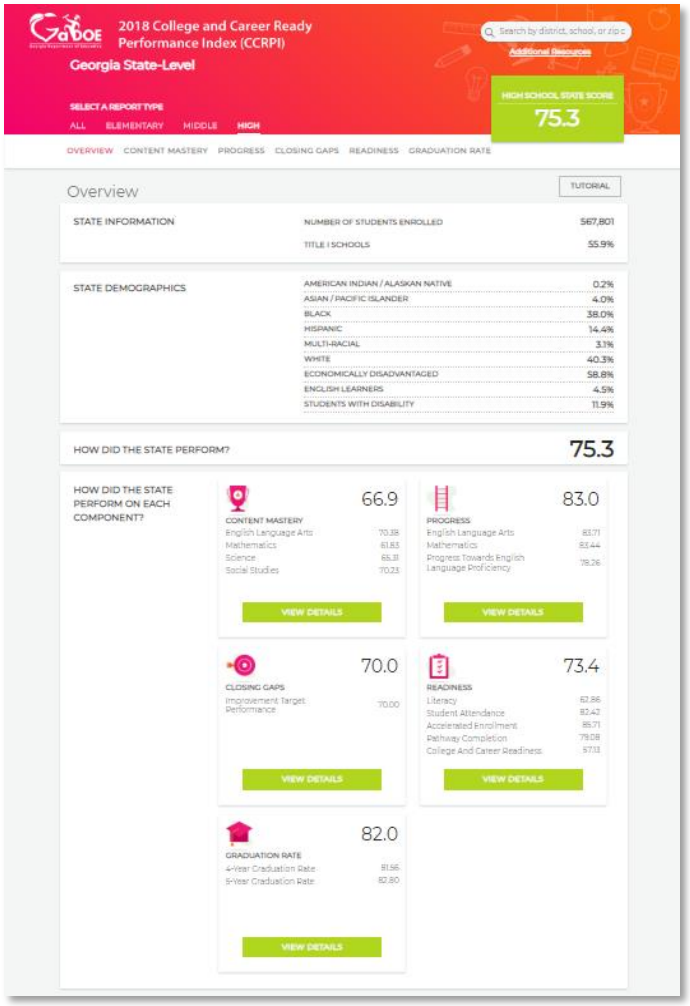
2019 CCRPI Reports

- Will be released this fall
- Capture the 2018-2019 school year
- Utilize the same business rules as the 2018 CCRPI reports
- Feature some enhancements to the 2018 CCRPI report, such as trend arrows

Accessing Reports

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





New on the 2019 CCRPI!

HOW DID THE DISTRICT PERFORM ON EACH COMPONENT?

CONTENT MASTERY 96.6↑

English Language Arts	98.40
Mathematics	95.80
Science	100.00+
Social Studies	92.27

VIEW DETAILS

PROGRESS 94.5↑

English Language Arts	88.95
Mathematics	100.00+
Progress Towards English Language Proficiency	Too Few Students

VIEW DETAILS

CLOSING GAPS 93.1↑

Improvement Target Performance	93.10

VIEW DETAILS

READINESS 93.9↑

Literacy	N/A
Student Attendance	85.45
Accelerated Enrollment	100.00
Pathway Completion	96.25
College And Career Readiness	N/A

VIEW DETAILS

GRADUATION RATE 95.5↓

4-Year Graduation Rate	95.18
5-Year Graduation Rate	96.11

VIEW DETAILS

FINANCIAL EFFICIENCY

PPE Percentile	N/A
3-Year Average Per Pupil Expenditure	N/A

VIEW DETAILS

Trend arrows will display for each component on the overview page.

New on the 2019 CCRPI!

Trend arrows with values will display on component tabs.

Graduation Rate

WHAT IS GRADUATION RATE?

Graduation Rate measures whether students are graduating from high school with a regular diploma in four or five years. This component includes both the four- and five-year adjusted cohort graduation rates and is only applicable to high schools.

HOW DID THE SCHOOL PERFORM ON GRADUATION RATE?

89.0 ↑ +1.8

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	74.8
STATE SCORE	

HOW DID THE SCHOOL PERFORM ON 4- AND 5-YEAR GRADUATION RATES?

4-YEAR GRADUATION RATE	88.99%	↑ +2.97
5-YEAR GRADUATION RATE	89.13%	↓ -0.32

Data Sources

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

CCRPI Data Sources

Component	Assessment Data	CCRPI Applications	EOPA Collection	FTE-1 and/or FTE Survey	Student Record and/or Student Class and Free and Reduced Meal Application	TCSG and/or USG Files
Content Mastery	x	x		x	x	
Progress	x	x		x	x	
Closing Gaps	x	x		x	x	
Readiness	x		x	x	x	x
Graduation Rate		x			x	

Data Element Quick Reference Guide

- Excel document that lists every indicator and displays data elements used
- Available on the CCRPI Resources for Educators webpage
- CCRPI Data Element Quick Reference Guide 04.16.19

Assessment Data

- Georgia Milestones
  - EOG
  - EOC
- GAA 2.0
- ACCESS for ELLs
- Alternate ACCESS for ELLs

CCRPI Applications

- Assessment Matching *(District)**
- Non-Participation *(District)**
- Summer Graduates *(District)**
- Cohort Withdrawal Update *(District)**

**Check the process for your district!*

EOPA Application (CTAE)

- End of Pathway Assessment
  - Used for high school *College and Career Readiness* indicator (lagging indicator)
  - High schools can verify the data on the **Pathway Completers District Summary and Signoff Report** in the EOPA application.
  - The EOPA application opens after the end-of-year Student Class data collection has been completed and signed off.

FTE-1 and FTE Survey

- Accurate marking period start and end dates are critical for CCRPI reporting.
  - **MARKING PERIOD DATES**
    Reminder: If a school has **Marking Period Dates** that differ from the **Marking Period Dates** reported for the district, then report the school **Marking Period Dates** on the tab specified in the FTE Data Survey.
    (NOTE: See the FTE Data Survey documentation for detailed instructions for reporting the **MARKING PERIOD DATES** for a school.)

Student Record

Student – Identity and Demographic Grouping

- GTID
- System
- School
- Grade Level
- Race
- Ethnicity
- Primary Area (Special Education)
- GAA
- Free or Reduced Meal Eligibility (Student Level)
- Free or Reduced Meal Eligibility/CEP Status (School-wide CEP or Provision II status now comes from the November Free and Reduced Price Meal data collection)

Student Record

Student – Demographic Grouping continued…

- Student Primary Language
- Date of Entry to US School
- English Learner (EL)
  - Y = yes, actively enrolled in the EL program
  - N = no, student is not in EL
  - 1 = 1st year out of EL, being monitored
  - 2 = 2nd year out of EL, being monitored
  - 3 = 3rd year out of EL, no longer monitored
  - 4 = 4th year out of EL, no longer monitored

Student Record

Enrollment – Attendance and Graduation Data

- School Entry Code
- School Entry Date
- Withdrawal Code
- Withdrawal Date
- Days Present
- Days Absent
- Diploma Type (STUDENT)

Student Class

Course Data

- Course Credit
- Course Number
- Course Grade
- Course Teacher ID

Will CCRPI be impacted? How?

- An elementary school does not give kindergarten students grades in art courses.
- A middle school teaches EOC Algebra to 8th graders but does not correctly report the course.
- A district forgets to mark students as GAA in the SIS.
- A high school registrar enters the incorrect year for *date entered 9th grade* for several students.
- A high school does not keep documentation when records requests are made from other states.

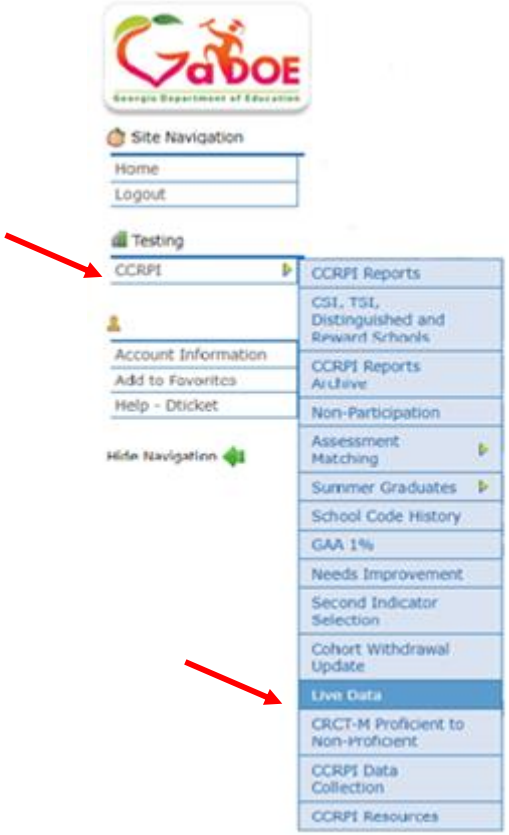
Two Ways to Check CCRPI Data

- Both the Live Portal Data tool and Student Record Reports inform districts about the accuracy of data used in CCRPI reporting.
- *Live Portal Data* tool provides schools and districts with rates and information about student data that will be used in CCRPI reporting and cannot be updated after the close of Student Record and Student Class.
- *Student Record CCRPI – Related Reports* reflect the data collected in SR that are used in CCRPI.

Live Portal Data Tool

- Available in early May
- Located in the secure MyGaDOE portal within the CCRPI reports for individual schools
- Available only to principals and district personnel with CCRPI portal rights
- Check to ensure principals and other key district staff are provisioned early!

Live Portal Data Tool



- Select Student Record (SR) data are available first
- Select Student Class (SC) data are available later
- Excellent opportunity to check key CCRPI-related data BEFORE the close of SR and SC
- Updates must be made in SR and SC, not in this tool!
- Updates will show in the tool within 48 hours

Live Portal Data Tool

- Allows district staff and principals to
  - ✓ Ensure data submitted in Student Record and Student Class used for CCRPI are accurate
  - ✓ Check SR and SC counts against expected values
  - ✓ Check to ensure students are enrolled in correct EOC courses
  - ✓ Check to ensure students are enrolled in and receive grades in Beyond the Core courses
- Types of data available
  - Enrollment numbers
  - Absences
  - Demographic data
  - Course information – EOC, BTC

Live Portal Data Tool

- If you have CCRPI portal access, look for email with user guide and webinar link in the spring
- Student Record data displays first (early May)
  - Demographic data
  - Attendance data
- Student Class data displays later (May)
  - Course enrollments
  - Pathways for 12th graders
- Also in May
  - Current 4-year cohort – for review/information only

Checking Reports

Student Record Main Menu

CCRPI Related Reports

- SR025A Special Language Programs
- SR025B Special Language Programs - Primary Language
- SR025D EL Monitored
- SR057A Graduate Diploma Information
- SR073 Date Entered Ninth Grade Report
- SR084 Student Summary Information
- ENR019A Withdrawal Reason Report
- ENR021 Student Attendance Report
- ENR022 School Entry Reason Report
- ENR023a Absences 10% or Greater by Student
- ENR024a Absences 10% or Greater by School and Grade
- SE056b Primary Area by Age (by Primary Area)
- EOPA Eligibility Report

Data Quality Reminders

Planning for the 2020 CCRPI starts now!

- Attendance (days present and days absent)
- Mark students as ED
- Mark appropriate students in all grades (K-12) as GAA
- Use the correct date first entered ninth grade
- Use accurate withdrawal codes
- Collect proper documentation for withdrawals
- G is the only diploma type recognized for graduation rate
- Marking periods in FTE Survey

Data Quality Reminders

Enroll students in courses with correct course codes

- EOC-required courses
  - *Algebra* vs *Coordinate Algebra* and *Geometry* vs *Analytic Geometry*
  - Middle school EOC courses
- *Beyond the Core* courses with grades
- Accelerated enrollment and pathway courses
- *Dual Enrollment* courses (particularly those that are exempt from the associated EOC)
- *Work-based Learning* courses
- *Credit in Lieu of Enrollment* course codes

Data Quality Reminders

- Investigate issues and call either your district accountability Point of Contact or the accountability specialist at the GaDOE assigned to your district as soon as they arise and before windows close.
- Data are consumed immediately after applications close.
- There are no data correction windows for CCRPI.

Making a Plan

- Ensure collections and applications are completed and certified on time. (Note: The Student Record, Student Class, and application signoff deadlines are the Superintendent's deadline. The school deadlines should be set for earlier dates.)
- Provide ongoing staff development related to collecting and reporting data.
- Read the documentation and ask questions as needed.

The Story a CCRPI Report Tells

CCRPI - What's in a Number?

- CCRPI provides one set of measurable indicators that describe student opportunities and outcomes.
- CCRPI scores…
  - can be personal to a school
  - can be a source of pride or frustration
  - can highlight both strengths and areas for improvement
  - can be the same…but mean something different

- What's in a number?

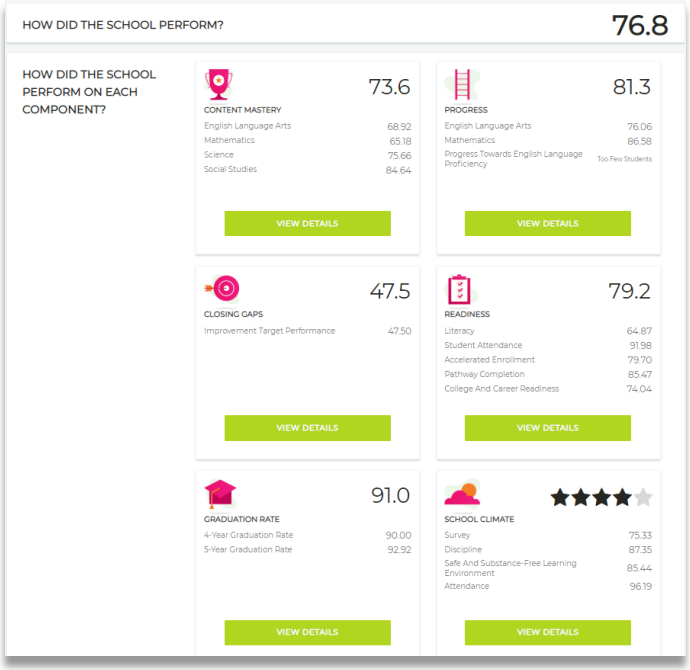
What's in a number?

Imagine a school with a CCRPI score of –

76.8

What do you think that means in terms of performance?

What's in a number?



School A

What's in a number?

HOW DID THE SCHOOL PERFORM? 76.8

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY 73.6

English Language Arts	68.92
Mathematics	65.18
Science	75.66
Social Studies	84.64

VIEW DETAILS

PROGRESS 81.3

English Language Arts	76.06
Mathematics	86.58
Progress Towards English Language Proficiency	Too Few Students

VIEW DETAILS

CLOSING GAPS

Improvement Targe

GRADUATION RATE

4-Year Graduation R

5-Year Graduation R

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.82% Participation Rate	19.01%	33.21%	38.72%	9.06%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	25.86%	37.93%	32.76%	3.45%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.79% Participation Rate	18.37%	32.99%	38.41%	10.23%
ECONOMICALLY DISADVANTAGED 99.64% Participation Rate	26.12%	39.18%	30.97%	3.73%
ENGLISH LEARNERS Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 100.00% Participation Rate	62.50%	26.25%	8.75%	2.50%

CONTENT MASTERY 73.6

English Language Arts	68.92
Mathematics	65.18
Science	75.66
Social Studies	84.64

VIEW DETAILS

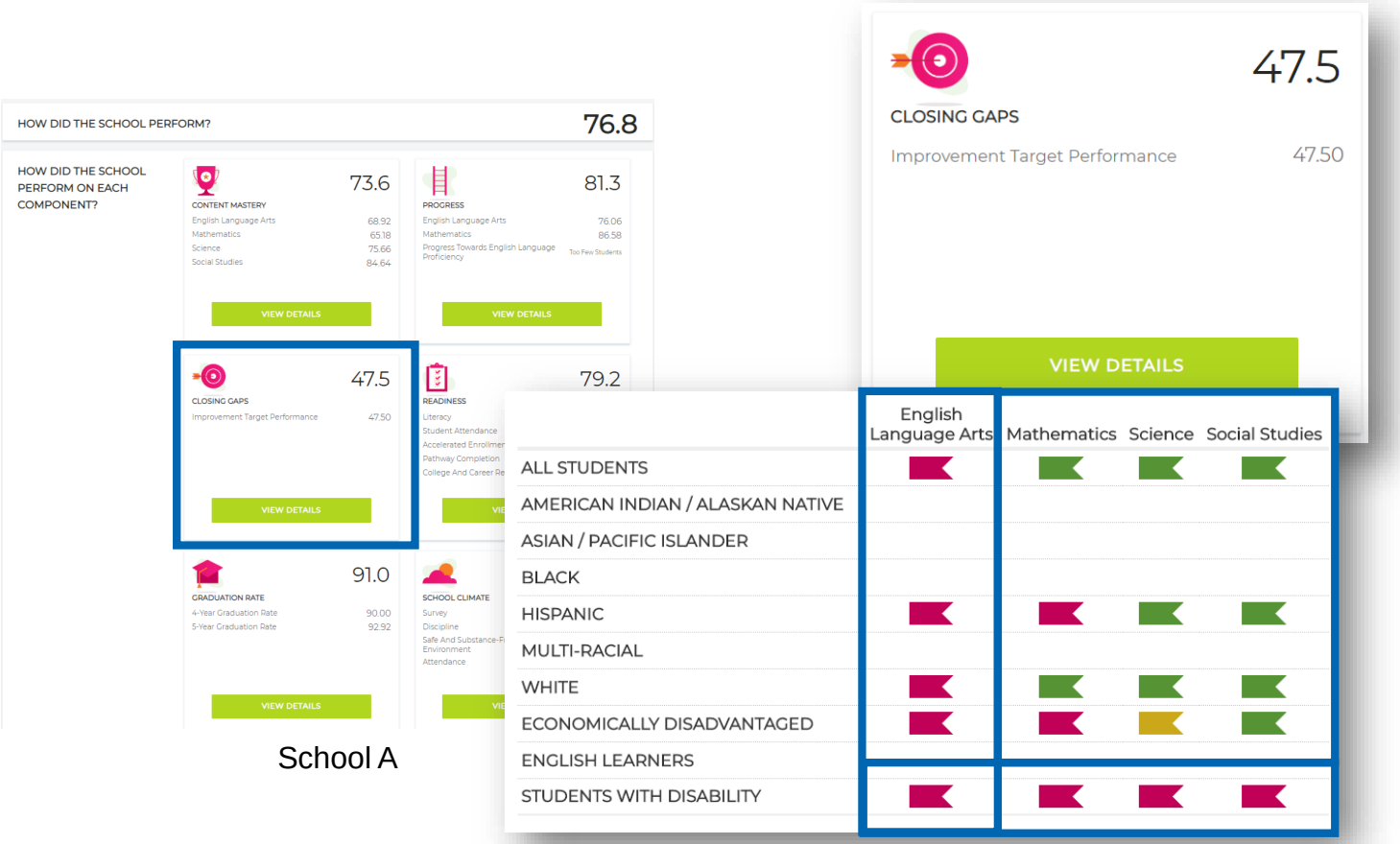
SCIENCE 75.66

99.49% Participation Rate

Hide science data

Physical Science	66.67
Biology	88.60

What's in a number?



School A

What's in a number?

HOW DID THE SCHOOL PERFORM? 76.8

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY 73.6
English Language Arts 68.92

PROGRESS 81.3
English Language Arts 76.06
86.58

	RATE
ALL STUDENTS	85.47%
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	Too Few Students
HISPANIC	94.44%
MULTI-RACIAL	Too Few Students
WHITE	85.64%
ECONOMICALLY DISADVANTAGED	80.22%
ENGLISH LEARNERS	Too Few Students
STUDENTS WITH DISABILITY	58.06%

79.2

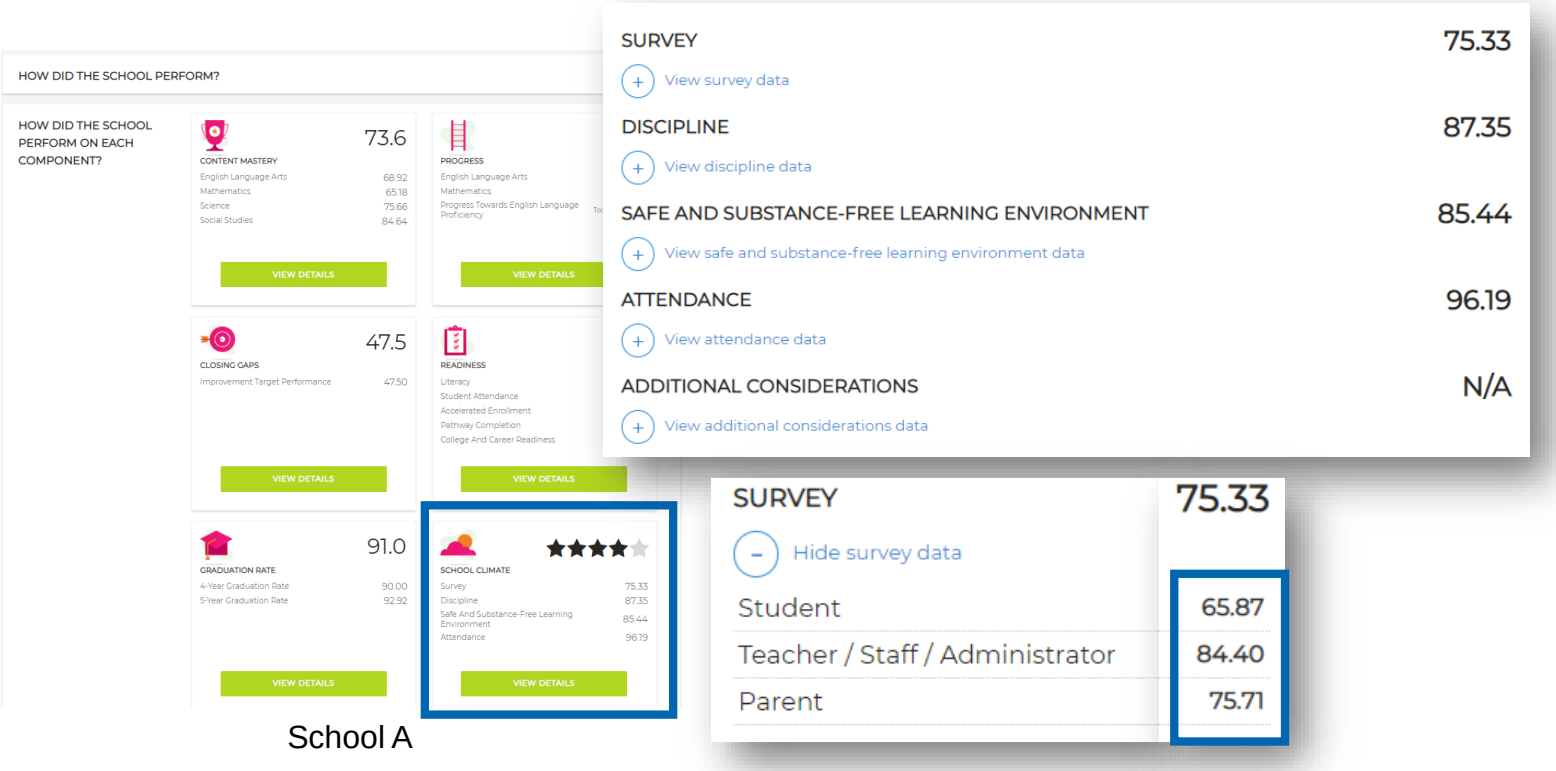
READINESS

Literacy	64.87
Student Attendance	91.98
Accelerated Enrollment	79.70
Pathway Completion	85.47
College And Career Readiness	74.04

VIEW DETAILS

LITERACY	64.87%
STUDENT ATTENDANCE	91.98%
ACCELERATED ENROLLMENT*	79.70%
+ View accelerated enrollment data	
PATHWAY COMPLETION	85.47%
− Hide pathway completion data	
Advanced academic	31.62%
CTAE	68.38%
Fine arts	21.37%
World language	13.25%
COLLEGE AND CAREER READINESS	74.04%
+ View college and career readiness data	

What's in a number?



School A

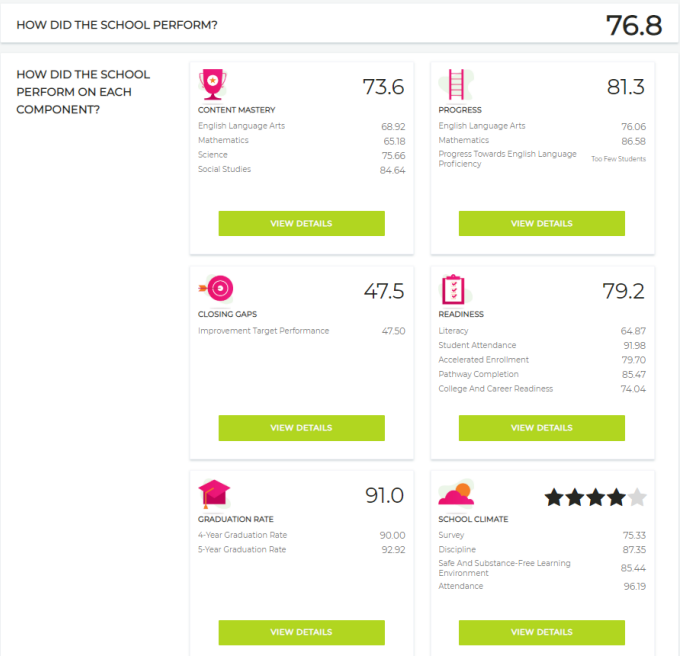
What's in a number?

Back to a -

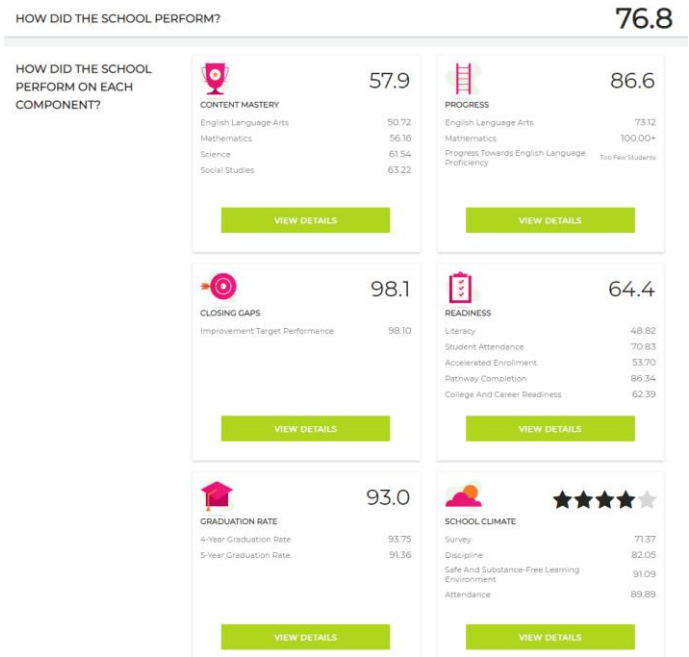
76.8

What else could it mean in terms of performance?

What's in a number?
It could mean different things…

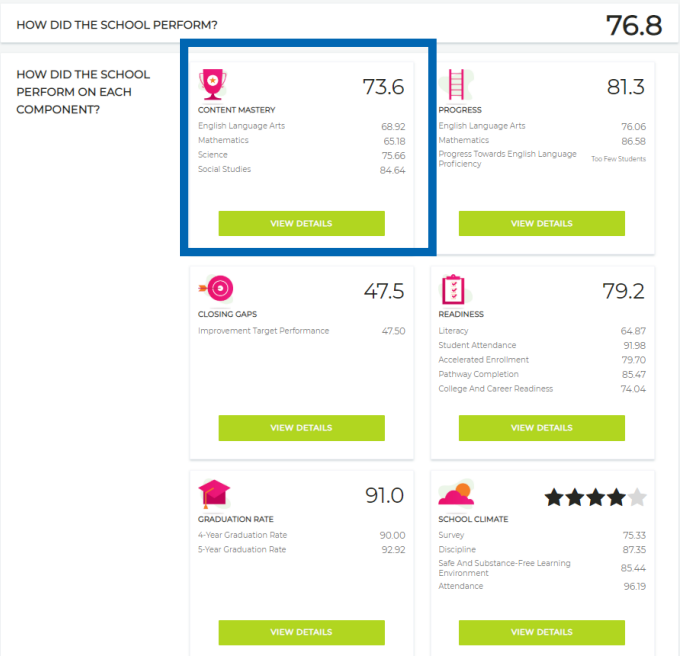


School A



School B

What's in a number?
It could mean different things…



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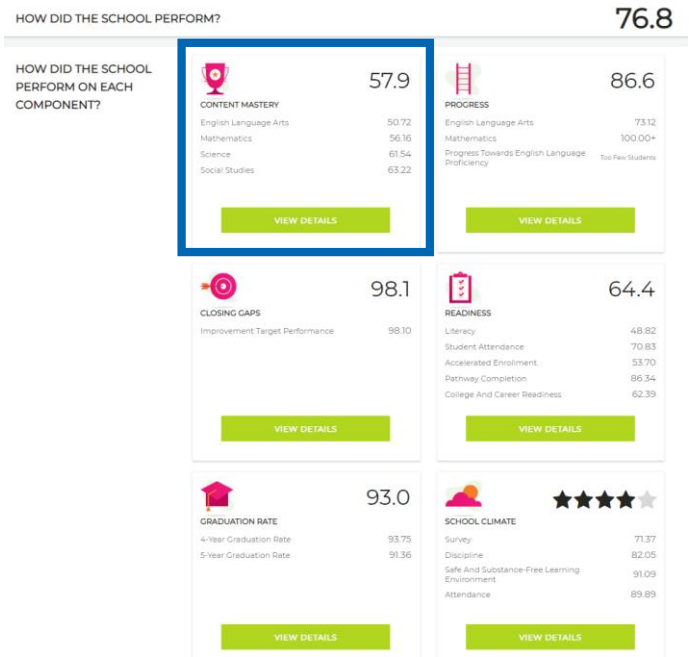
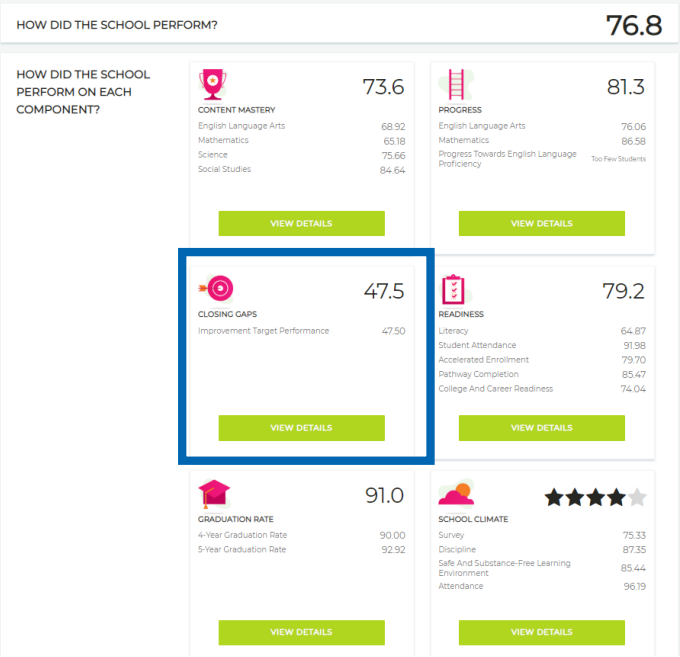


School B

Closing Gaps



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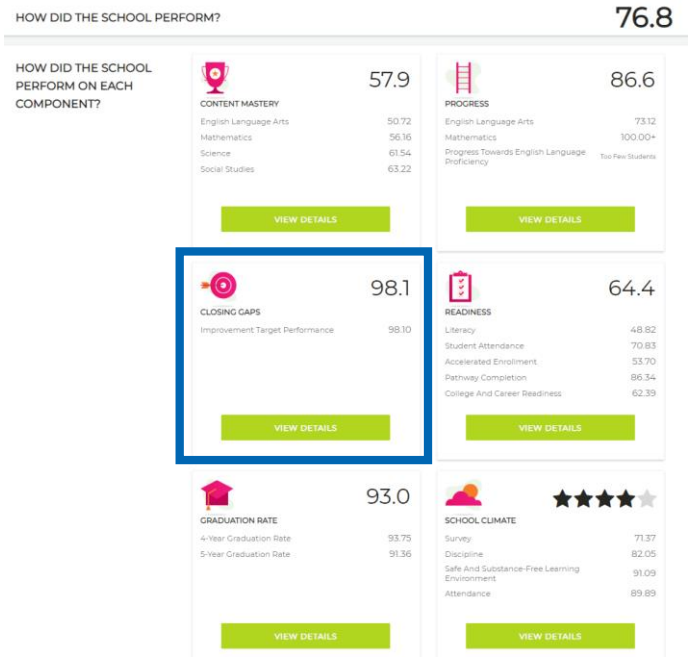
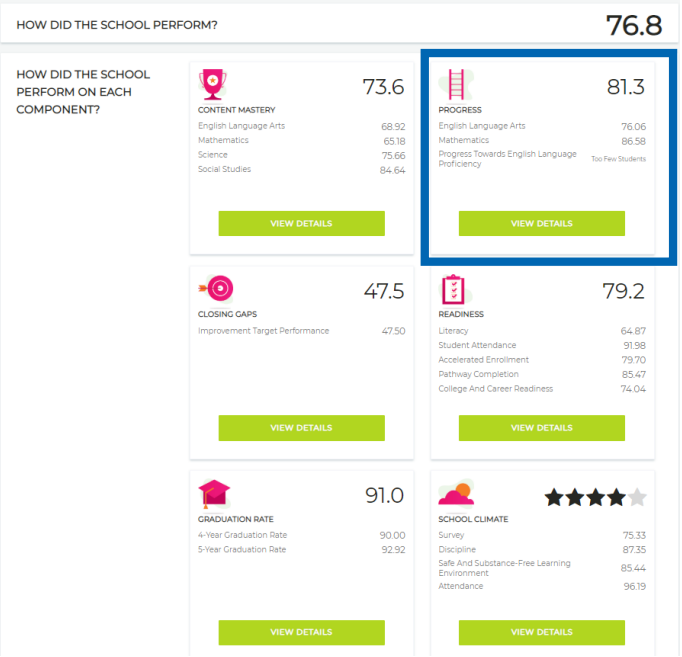


School B

Progress



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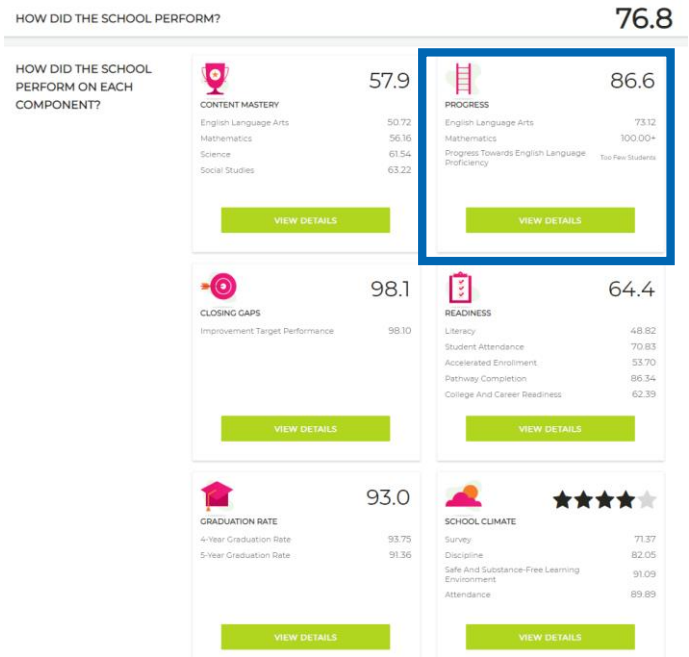
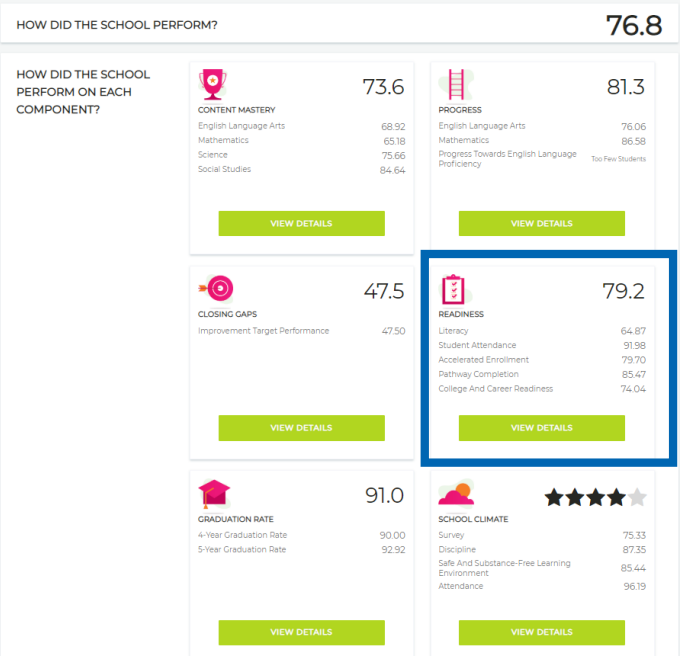
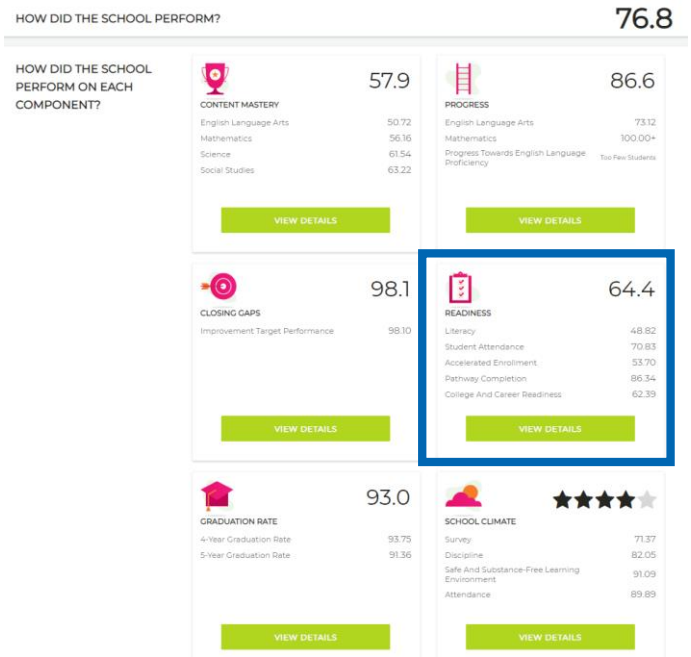


School B

Readiness

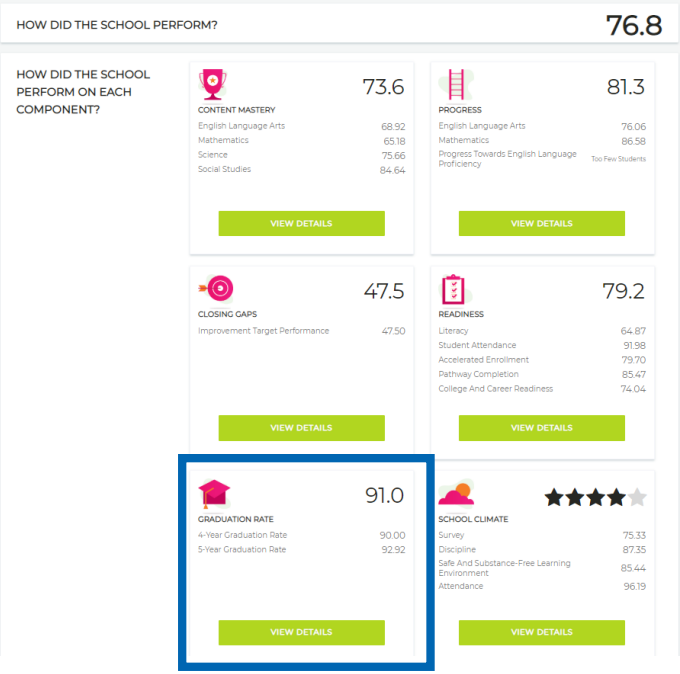


School A

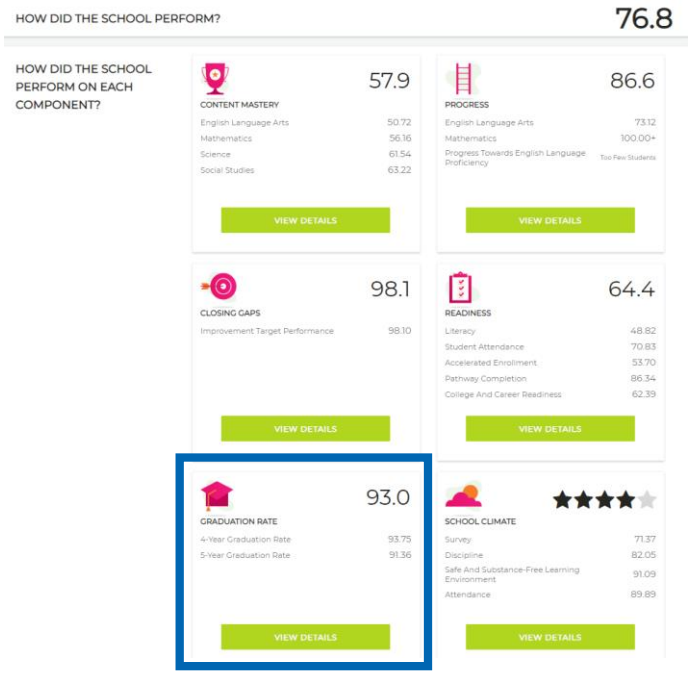


School B

Graduation Rate



School A



School B

What's in a number?

- Lots of things!
- We must dig into the numbers to deepen our understanding.
- We must ask questions.

  The numbers provide information – they do not provide the root causes or tell us what action to take.

Do not forget – while our focus today is on numbers, we cannot forget that every number represents a Georgia learner!

Understanding and Using CCRPI Data

Understanding and Using Data in CCRPI Components

- While the data set is from last school year*, it is relevant data to frame conversations this school year.
- CCRPI puts a spotlight on strengths and areas of improvement.
- Dig into the data to see trends and get insight.
- Pair CCRPI with other knowns to guide decision-making.
- It is never too early to begin thinking about resources, professional development, and teacher needs for next year.

**Our dive today will utilize 2017 and 2018 data; once you receive the 2019 report, you will use 2018 and 2019 data.*

Content Mastery

A Quick Overview

Content Mastery Achievement Levels

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

All Students is used to calculate the Content Mastery indicator score for ELA.

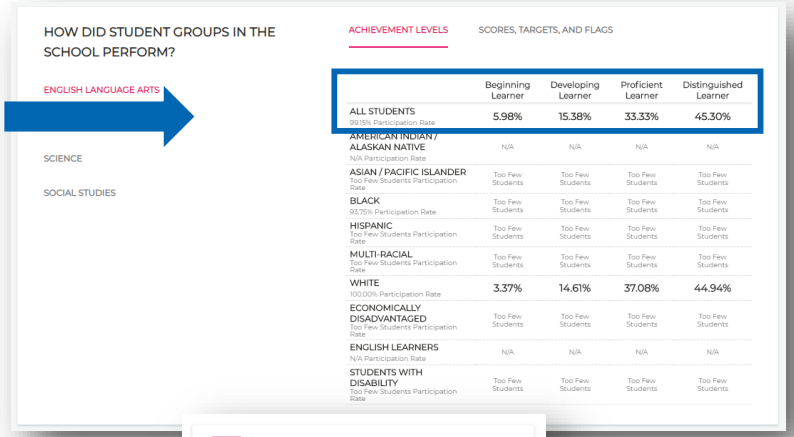
The higher the Proficient and Distinguished percentages, the higher the Content Mastery score.

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	x 0.0	x 0.5	x 1.0	x 1.5
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 100.00% Participation Rate	3.86%	20.33%	52.82%	23.00%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	2.44%	19.51%	39.02%	39.02%
BLACK 100.00% Participation Rate	19.23%	34.62%	46.15%	0.00%
HISPANIC 100.00% Participation Rate	8.06%	22.58%	61.29%	8.06%
MULTI-RACIAL 100.00% Participation Rate	5.88%	11.76%	58.82%	23.53%
WHITE 100.00% Participation Rate	2.65%	19.70%	53.03%	24.62%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	11.00%	37.00%	41.00%	11.00%
ENGLISH LEARNERS 100.00% Participation Rate	17.65%	41.18%	35.29%	5.88%
STUDENTS WITH DISABILITY 100.00% Participation Rate	23.64%	38.18%	36.36%	1.82%

Content Mastery
High Achievement Example

78.63% of the students scored either Proficient or Distinguished on the ELA assessment.



HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

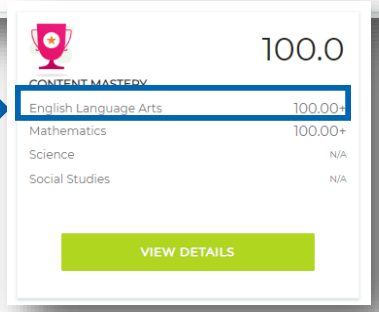
SCIENCE

SOCIAL STUDIES

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.15% Participation Rate	5.98%	15.38%	33.33%	45.30%
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	N/A	N/A	N/A
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK 93.75% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 100.00% Participation Rate	3.37%	14.61%	37.08%	44.94%
ECONOMICALLY DISADVANTAGED Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ENGLISH LEARNERS N/A Participation Rate	N/A	N/A	N/A	N/A
STUDENTS WITH DISABILITY Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students

The high achievement is reflected in the Content Mastery score.



100.0

CONTENT MASTERY

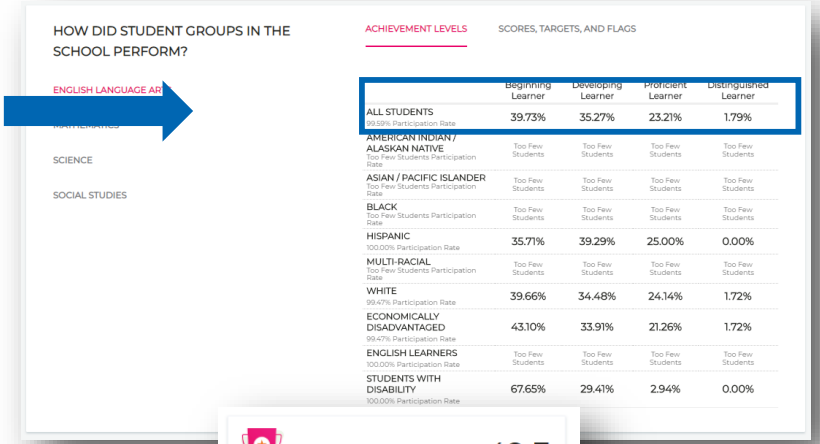
English Language Arts	100.00+
Mathematics	100.00+
Science	N/A
Social Studies	N/A

VIEW DETAILS

Content Mastery
Low Achievement Example

Only 25% of the students scored either Proficient or Distinguished on the ELA assessment.

The low achievement is reflected in the Content Mastery score.



HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

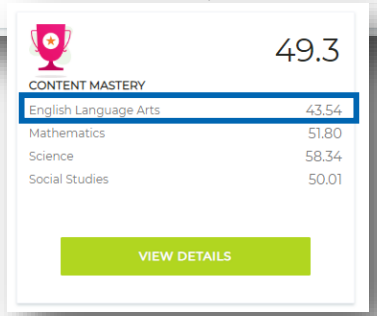
ENGLISH LANGUAGE AR

SCIENCE

SOCIAL STUDIES

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.99% Participation Rate	39.73%	35.27%	23.21%	1.79%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
BLACK Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
HISPANIC 100.00% Participation Rate	35.71%	39.29%	25.00%	0.00%
MULTI-RACIAL Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
WHITE 99.47% Participation Rate	39.66%	34.48%	24.14%	1.72%
ECONOMICALLY DISADVANTAGED 99.47% Participation Rate	43.10%	33.91%	21.26%	1.72%
ENGLISH LEARNERS 100.00% Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
STUDENTS WITH DISABILITY 100.00% Participation Rate	67.65%	29.41%	2.94%	0.00%



49.3

CONTENT MASTERY

English Language Arts	43.54
Mathematics	51.80
Science	58.34
Social Studies	50.01

VIEW DETAILS

Content Mastery
Scores, Targets, and Flags

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

LEGEND

- Subgroup met 6% improvement target*
- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

ACHIEVEMENT LEVELS | SCORES, TARGETS, AND FLAGS

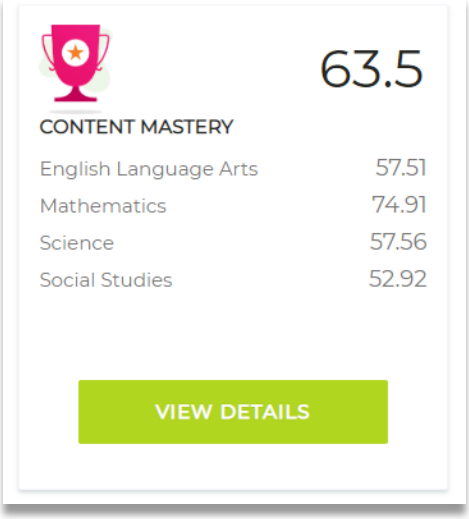
	SCORE	TARGET	FLAG
ALL STUDENTS 100.00% Participation Rate	97.49	90.00	
AMERICAN INDIAN / ALASKAN NATIVE N/A Participation Rate	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	100.00+	90.00	
BLACK 100.00% Participation Rate	63.46	77.26	
HISPANIC 100.00% Participation Rate	84.67	74.82	
MULTI-RACIAL 100.00% Participation Rate	100.00	Too Few Students	
WHITE 100.00% Participation Rate	99.81	90.00	
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	76.00	71.42	
ENGLISH LEARNERS 100.00% Participation Rate	64.70	Too Few Students	
STUDENTS WITH DISABILITY 100.00% Participation Rate	58.18	61.04	

Content Mastery

What is the data set telling us?

Case Study

Content Mastery Overview



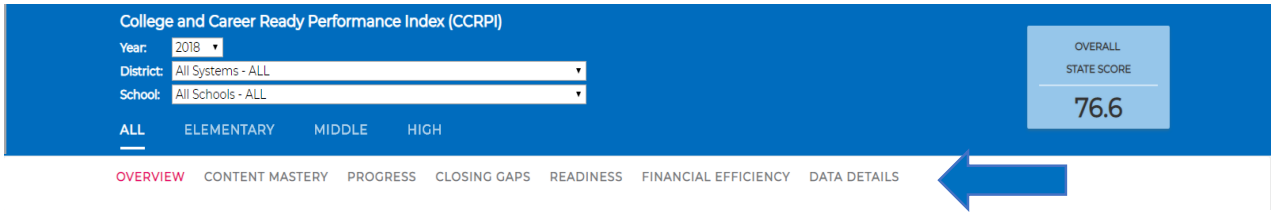
When looking at the overview, we see

- Mathematics achievement score is higher than ELA, science, and social studies.
- ELA is significantly lower than math.

We wonder

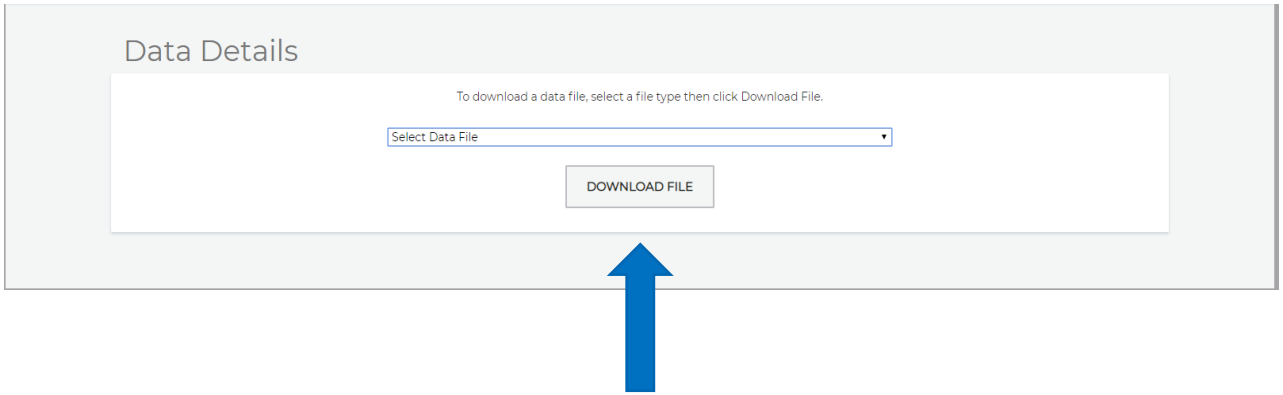
- Are 3rd grade – 5th grade departmentalized?
- What has been the professional development emphasis?
- Is this the only year with such a difference between mathematics and ELA?
- How did each grade level perform?

Digging Deeper Using Data Files



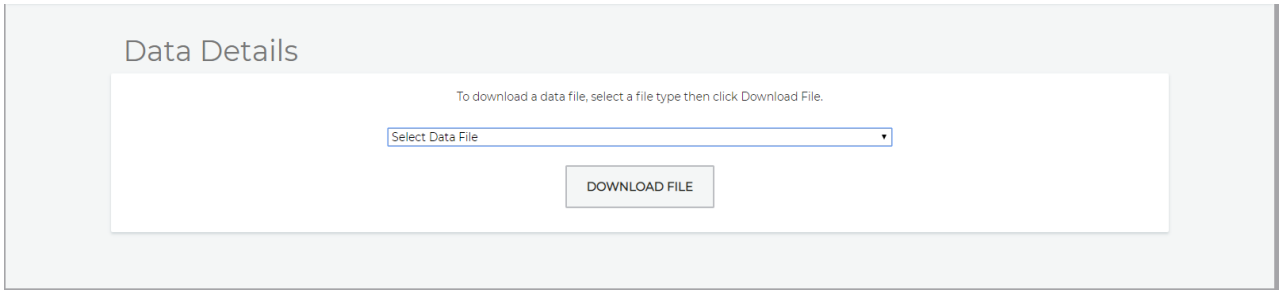
- GaDOE portal for those with CCRPI portal access
- Principal should have portal access
- District staff with superintendent approval have portal access

GaDOE Portal Data Files



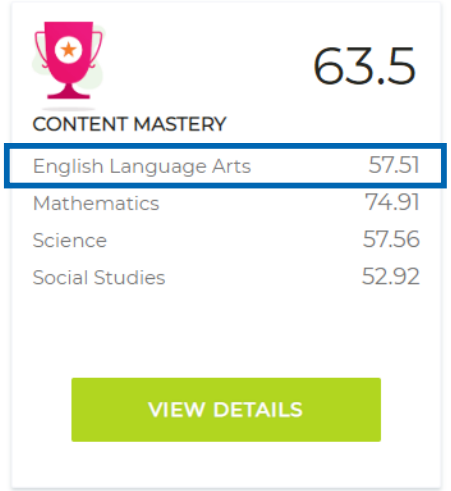
Student level data – governed by FERPA!

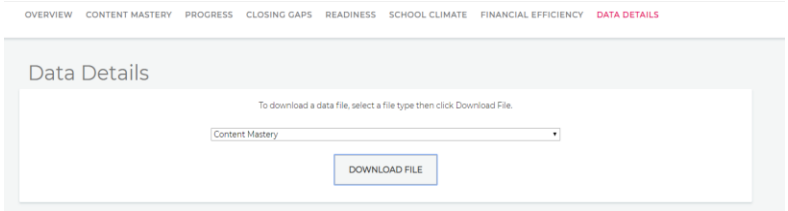
GaDOE Portal Data Files



- Accelerated Enrollment (High)
- Attendance
- Beyond the Core (Elementary and Middle)
- College and Career Readiness (High)
- Content Mastery (Achievement, Closing Gaps, and Progress)
- ELP ACCESS Progress
- Graduation Rate (High)
- Pathway Completion (High)

Content Mastery Overview





Filter on:

- FAY participants
- Assessment subject
- Assessment grade level
- Assessment achievement

Digging into the Data

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3rd	18.09%	37.23%	32.98%	11.70%	44.68%
4th	26.00%	49.00%	20.00%	5.00%	25.00%
5th	30.23%	40.70%	25.58%	3.49%	29.07%
Total	24.64%	42.50%	26.07%	6.79%	32.86%
				2018 CCRPI Achievement Score = 57.51	

When looking at ELA achievement by grade levels, we see

- 3rd grade has the lowest percentage of Beginning Learners.
- 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- 5th grade has the highest percentage of Beginning Learners.
- A lot of students are Developing Learners.

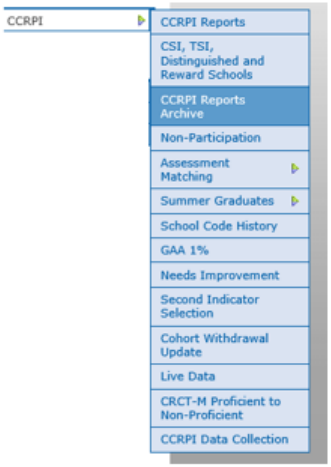
Digging into the Data

2018 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3rd	18.09%	37.23%	32.98%	11.70%	44.68%
4th	26.00%	49.00%	20.00%	5.00%	25.00%
5th	30.23%	40.70%	25.58%	3.49%	29.07%
Total	24.64%	42.50%	26.07%	6.79%	32.86%
				2018 CCRPI Achievement Score = 57.51	

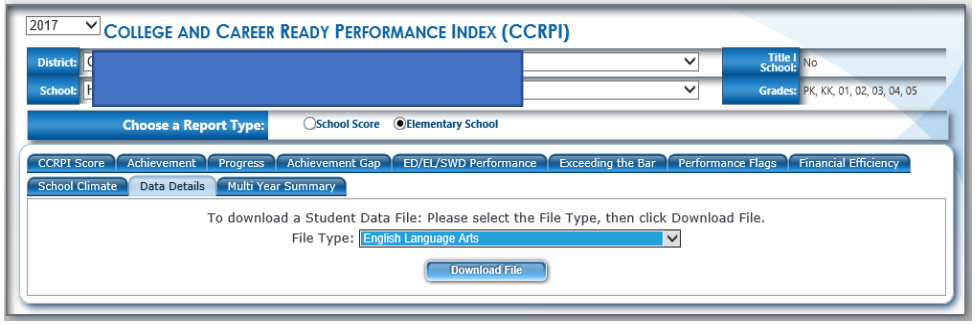
We wonder

- How does this compare to last year?
- What data did 3rd grade teachers have regarding the incoming 3rd graders?

Can we look back?



CCRPI Reports Archive Portal View



We can look at achievement data from prior years to see if there are trends in the achievement. Though CCRPI scores from 2017 and 2018 should not be compared, we can compare the EOC/EOG scores.

Filter on:

- FAY participants
- Assessment subject
- Assessment grade level
- Assessment achievement

Looking Back a Year

2017 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3rd	14.43%	46.39%	30.93%	8.25%	39.18%
4th	32.14%	42.86%	17.86%	7.14%	25.00%
5th	40.00%	30.00%	26.00%	4.00%	30.00%
Total	28.83%	39.50%	25.27%	6.41%	31.68%
				2017 CCRPI Achievement Score = 54.64	

When looking at ELA data from 2017, we see

- Like 2018, 3rd grade has the highest percentage of Proficient and Distinguished Learners.
- Like 2018, 4th grade has the lowest percentage of Proficient and Distinguished Learners.
- Like 2018, 5th grade has the highest percentage of Beginning Learners.
- Like 2018, many students are Developing Learners.
- Overall achievement was higher in 2018 (57.51) than in 2017 (54.64).

Looking Back a Year

2017 ELA	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	% of students with PRO or DIS on the EOG
3rd	14.43%	46.39%	30.93%	8.25%	39.18%
4th	32.14%	42.86%	17.86%	7.14%	25.00%
5th	40.00%	30.00%	26.00%	4.00%	30.00%
Total	28.83%	39.50%	25.27%	6.41%	31.68%
				2017 CCRPI Achievement Score = 54.64	

We wonder

- What strategies are used in 3rd grade to have higher achievement both years?
- What would we learn if we followed the students from one year to another?

Following the Students

2017 ELA	% of students with a PRO or DIS on the EOG	2018 ELA	% of students with a PRO or DIS on the EOG
3rd	39.18%	3rd	44.68%
4th	25.00%	4th	25.00%
5th	30.00%	5th	29.07%

When looking at the cohort of students as they move through the grade levels, we see

- Students who were 3rd graders in 2017 and 4th graders in 2018 decreased in achievement.
- Students who were 4th graders in 2017 and 5th graders in 2018 increased slightly in achievement.

Following the Students

2017 ELA	% of students with a PRO or DIS on the EOG	2018 ELA	% of students with a PRO or DIS on the EOG
3rd	39.18%	3rd	44.68%
4th	25.00%	4th	25.00%
5th	30.00%	5th	29.07%

We wonder

- Why is there a 4th grade drop in achievement?
- Are students who need interventions being identified and are interventions effective?
- Are students who need a challenge being identified?
- Is small group instruction differentiated for different learners?

Looking at the Grade Level

2017 ELA	% of students with a PRO or DIS on the EOG	2018 ELA	% of students with a PRO or DIS on the EOG
3rd	39.18%	3rd	44.68%
4th	25.00%	4th	25.00%
5th	30.00%	5th	29.07%

When comparing individual grade levels over time, we see

- 3rd grade saw an increase in performance, while 4th and 5th did not.
- 4th grade performance is stagnant and the lowest.

Looking at the Grade Level

2017 ELA	% of students with a PRO or DIS on the EOG	2018 ELA	% of students with a PRO or DIS on the EOG
3rd	39.18%	3rd	44.68%
4th	25.00%	4th	25.00%
5th	30.00%	5th	29.07%

We wonder

- How can the declining trend in 4th and 5th be reversed?
- Has there been an increase in effective ELA instruction (perhaps due to specific professional development) in K-2 that is having a positive impact on 3rd grade? If so, how will 3-5 teachers respond so that the increase in achievement continues?
- How do the grade level teams plan instruction?
- Are mathematics scores similar?

ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2017	2018
3rd	39.18%	44.68%
4th	25.00%	25.00%
5th	30.00%	29.07%

% of students with a PRO or DIS on the Mathematics EOG	2017	2018
3rd	67.01%	67.74%
4th	52.38%	43.00%
5th	24.00%	34.89%

When comparing ELA and mathematics achievement scores, we see

- Except for 2017 5th grade scores, mathematics achievement is stronger than ELA in all grades in both years.
- 3rd grade mathematics scores are consistently the strongest.
- Students who were 3rd graders in 2017 and 4th graders in 2018 saw a big drop in mathematics scores.
- Students who were 4th graders in 2017 and 5th graders in 2018 saw a big drop in mathematics scores.
- 4th grade saw no increases in both subjects from 2017 to 2018.

ELA Compared to Mathematics

% of students with a PRO or DIS on the ELA EOG	2017	2018
3rd	39.18%	44.68%
4th	25.00%	25.00%
5th	30.00%	29.07%

% of students with a PRO or DIS on the Mathematics EOG	2017	2018
3rd	67.01%	67.74%
4th	52.38%	43.00%
5th	24.00%	34.89%

We wonder

- Why are 3rd grade teachers more effective with mathematics instruction than ELA?
- Why is 3rd grade more effective in both subjects compared to 4th and 5th grade?
- What would 4th grade discipline data show? What would 3rd grade discipline data show?
- How can more students move from Developing to Proficient and/or Distinguished?

Other data digs

- For EOCs, filter by EOC.
- Filter by subgroups within a grade level or EOC.
- Compare classroom assessment grades to state assessments for large discrepancies: are the formative assessments rigorous?
- Look at lesson plans and conduct observations to triangulate with the CCRPI data.

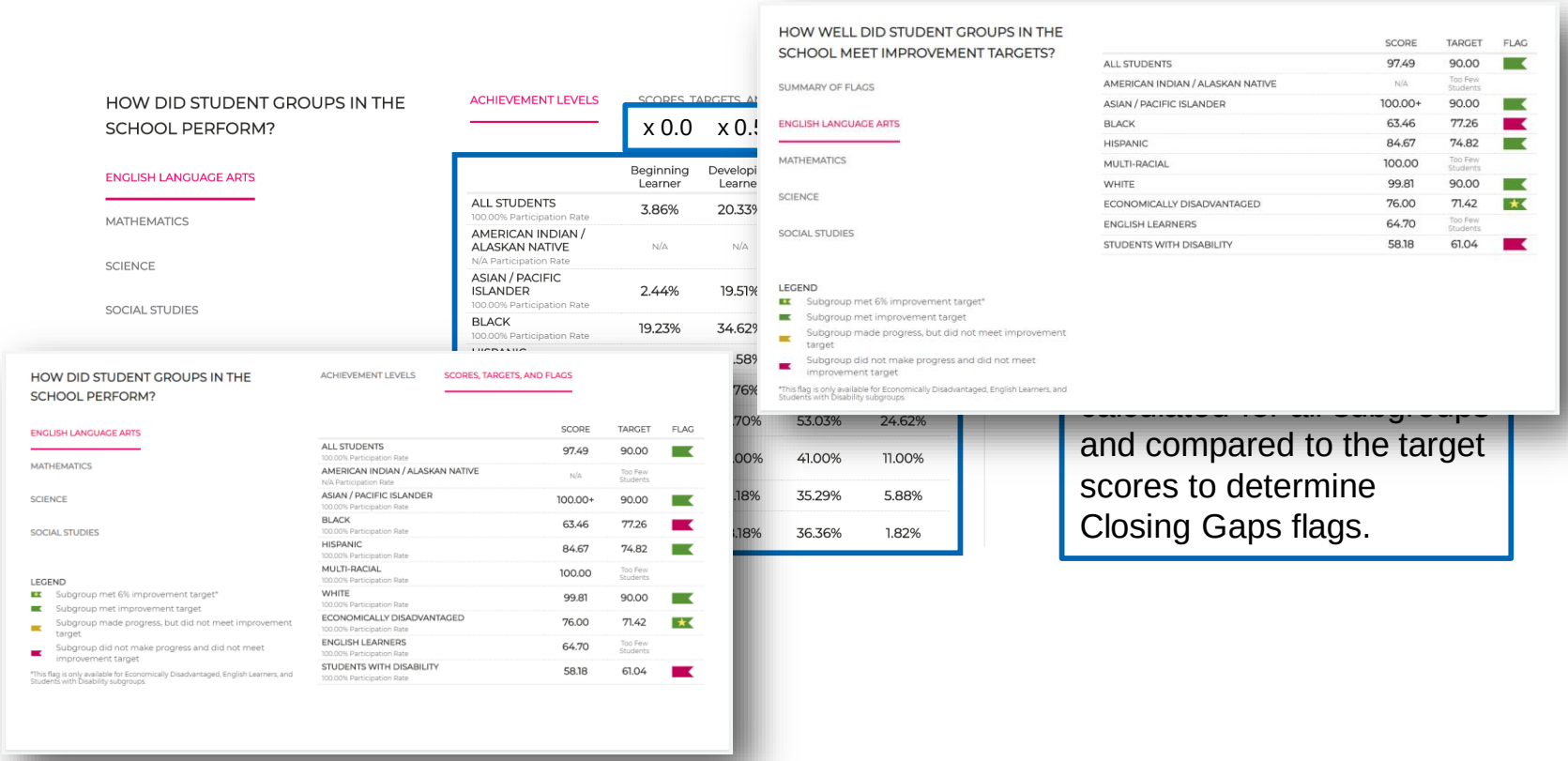
Other data digs

- Look at specific students still in your building who were not Proficient.
  - How are they performing this school year?
  - Are they getting appropriate supports?
  - Are students who were close to the next achievement level receiving the appropriate level of challenge?
- Drill down to the teacher level to see if instruction is effective in every classroom.

Closing Gaps

A Quick Overview

Connecting Content Mastery and Closing Gaps



Closing Gaps

- Closing Gaps measures the extent to which all students and all subgroups of students are meeting annual achievement improvement targets.
- For each achievement improvement target, 1 point is earned when the target is met (green flag); 0.5 points are earned when improvement is made but the target is not met (yellow flag); and 0 points are earned when performance does not improve (red flag).
- ED, EL, and SWD subgroups can earn 1.5 points when a 6% improvement target is met.

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

Improvement Targets

- Each year, schools are 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 were calculated using 2017 data as the baseline.
- *Achievement improvement targets* are used to generate flags which are used for Closing Gaps.
- Note that *English Learner Progress Towards English Language Proficiency* targets and *Graduation Rate* targets are used for reporting and informational purposes only and not for Closing Gaps.

Improvement Targets

- GaDOE provided CCRPI improvement targets for all students and all subgroups of students.

$$Improvement\ Target = (100\ -\ baseline_{2017})\ *\ 0.03$$

- These CCRPI improvement targets are the <u>amount of change</u> expected from the prior to current year.

- Targets will be reset every 5 years. The next reset will use the 2022 data as the baseline.

Now You Try It!

Let's suppose school ABC had a 2017 ELA achievement score of 56.60.

To calculate the improvement target,

$$Improvement\ Target = (100\ -\ baseline_{2017})\ *\ 0.03$$

School ABC's improvement target = (100 - 56.60) $*$ 0.03

= 1.30

Now You Try It!

School ABC's Improvement Target = **1.30**

We know the 2017 ELA achievement score was 56.60.

What was the 2018 target score for school ABC to have a green flag?

$$\boxed{56.60 + 1.30 = 57.90}$$

Now You Try It!

School ABC's Improvement Target = **1.30**

Suppose the school exceeded the 2018 target score and the ELA achievement score wass 60.32.

What is the 2019 target score for school ABC to have a green flag?

$$\boxed{60.32 + 1.30 = 61.62}$$

Now You Try It!

School ABC's Improvement Target = **1.30**

Suppose the school did not meet the 2018 target score and the ELA achievement score in 2018 was 47.94.

What is the 2019 target score for school ABC to have a green flag?

$$\boxed{47.94 + 1.30 = 49.24}$$

Now You Try It!

School ABC's Improvement Target = **1.30**

Suppose the school exceeded the 2018 target score and the ELA achievement score was 94.01.

What is the 2019 Target Score for school ABC to have a green flag?

Maintain 90 or above

Looking Ahead at Targets

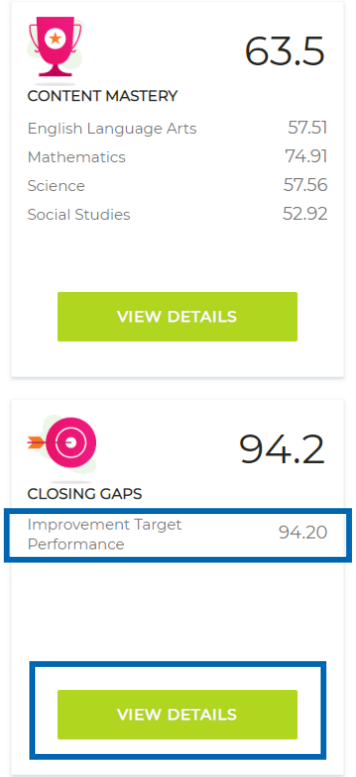
- How can you calculate the 2020 target score for the *All Students* group for ELA in your school?
- How can you calculate the 2020 target 4-year cohort graduation rate for the *ED* subgroup in your district?

Closing Gaps

What can the flags show?

Case Study

Overview



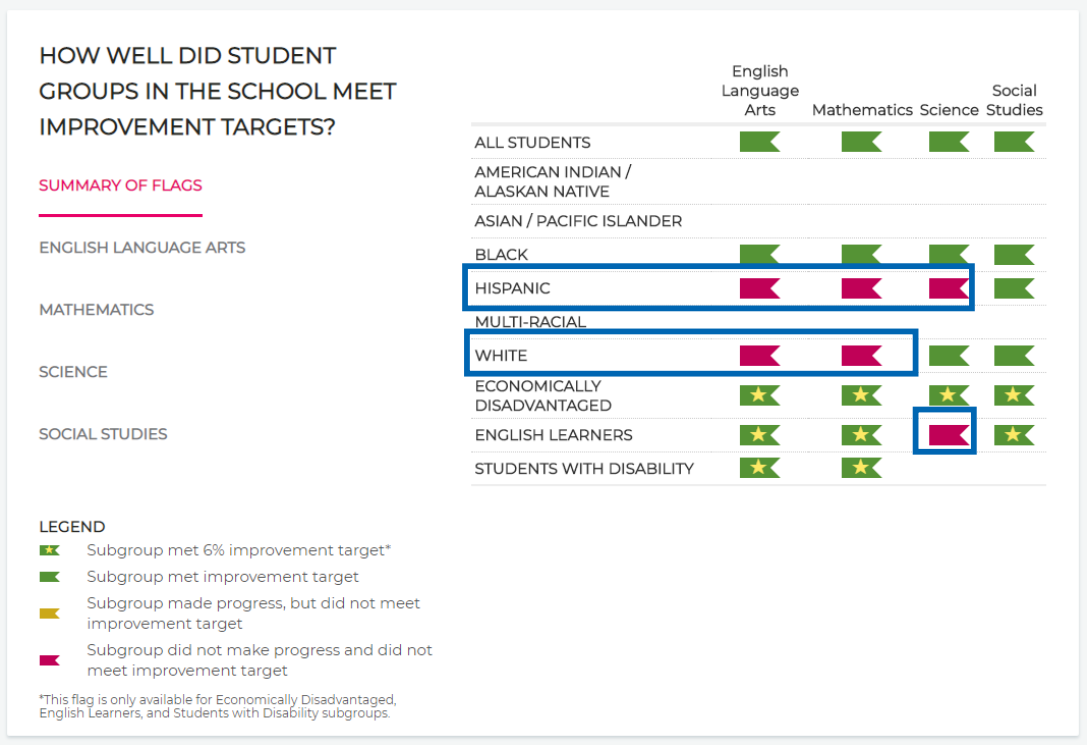
When looking at the overview, we see

- While achievement has areas of improvement, this school is closing gaps.

We wonder

- How did subgroups do in each subject?

Summary of Flags



We see

- A lot of green flags!
- 5 red flags, mostly involving the Hispanic and White subgroups

We wonder

- What were the scores compared to the target scores?

Flags by Subject

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	57.51	55.99	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	42.68	35.51	
HISPANIC	42.55	47.01	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	69.57	73.10	
ECONOMICALLY DISADVANTAGED	57.51	55.99	★
ENGLISH LEARNERS	52.68	50.70	★
STUDENTS WITH DISABILITY	27.03	23.64	★

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	74.91	73.07	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	59.15	50.97	
HISPANIC	71.28	73.96	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	82.58	87.36	
ECONOMICALLY DISADVANTAGED	74.91	73.07	★
ENGLISH LEARNERS	83.03	76.15	★
STUDENTS WITH DISABILITY	44.60	39.11	★

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS

MATHEMATICS

SCIENCE

SOCIAL STUDIES

	SCORE	TARGET	FLAG
ALL STUDENTS	57.56	51.00	
AMERICAN INDIAN / ALASKAN NATIVE	N/A	Too Few Students	
ASIAN / PACIFIC ISLANDER	Too Few Students	Too Few Students	
BLACK	38.46	26.33	
HISPANIC	44.74	54.20	
MULTI-RACIAL	Too Few Students	Too Few Students	
WHITE	72.38	65.36	
ECONOMICALLY DISADVANTAGED	57.56	51.00	★
ENGLISH LEARNERS	50.00	56.60	
STUDENTS WITH DISABILITY	Too Few Students	24.09	

We wonder
How many of these students were 3rd and 4th graders? They will be included in the 2019 data.

Suggestion: Look in the Content Mastery data file and **filter** by subgroup and grade level.

Progress

A Quick Overview

Progress Levels: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS SCORES

	SGP Levels			
	1-29	30-40	41-65	66-99
ALL STUDENTS	29.23%	10.95%	24.98%	34.83%
AMERICAN INDIAN / ALASKAN NATIVE	29.32%	11.81%	24.89%	33.97%
ASIAN / PACIFIC ISLANDER	19.40%	8.96%	25.35%	46.29%
BLACK	33.34%	11.63%	24.81%	30.22%
HISPANIC	27.09%	10.86%	25.38%	36.68%
MULTI-RACIAL	29.07%	11.19%	24.30%	35.44%
WHITE	27.41%	10.55%	24.99%	37.04%
ECONOMICALLY DISADVANTAGED	30.81%	11.26%	24.85%	33.09%
ENGLISH LEARNERS	25.67%	10.45%	25.35%	38.53%
STUDENTS WITH DISABILITY	32.96%	11.78%	24.68%	30.58%

ELA and Mathematics SGPs

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

The *All Students* row is used to calculate the Progress indicator score for ELA and Mathematics.

Progress Levels: ELA and Mathematics

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS SCORES

	SCORE
ALL STUDENTS	82.71
AMERICAN INDIAN / ALASKAN NATIVE	81.76
ASIAN / PACIFIC ISLANDER	99.27
BLACK	75.96
HISPANIC	85.83
MULTI-RACIAL	83.06
WHITE	85.83
ECONOMICALLY DISADVANTAGED	80.12
ENGLISH LEARNERS	88.38
STUDENTS WITH DISABILITY	76.44

Are there subgroups underperforming when compared to others?

Progress Levels: ELP

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

PROGRESS LEVELS | SCORES, TARGETS, AND FLAGS

	ACCESS for ELLs Performance Bands			
	No Positive Movement	Moved Less Than One Band	Moved One Band	Moved More Than One Band
ALL STUDENTS	19.19%	8.35%	19.61%	52.85%
AMERICAN INDIAN / ALASKAN NATIVE	16.28%	9.88%	16.86%	56.98%
ASIAN / PACIFIC ISLANDER	15.00%	7.37%	17.11%	60.52%
BLACK	16.62%	9.69%	18.34%	55.35%
HISPANIC	19.94%	8.47%	20.09%	51.50%
MULTI-RACIAL	20.47%	8.84%	16.74%	53.95%
WHITE	16.61%	6.77%	17.43%	59.20%
ECONOMICALLY DISADVANTAGED	19.44%	8.65%	19.94%	51.96%
ENGLISH LEARNERS	19.19%	8.35%	19.61%	52.85%
STUDENTS WITH DISABILITY	25.22%	14.81%	22.59%	37.38%

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 Levels: ELP

HOW DID STUDENT GROUPS IN THE STATE PERFORM?

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

LEGEND

- Subgroup met improvement target
- Subgroup made progress, but did not meet improvement target
- Subgroup did not make progress and did not meet improvement target

PROGRESS LEVELS | SCORES, TARGETS, AND FLAGS

	SCORE	TARGET	FLAG
ALL STUDENTS	100.00+		
AMERICAN INDIAN / ALASKAN NATIVE	100.00+		
ASIAN / PACIFIC ISLANDER	100.00+		
BLACK	100.00+		
HISPANIC	100.00+		
MULTI-RACIAL	100.00+		
WHITE	100.00+		
ECONOMICALLY DISADVANTAGED	100.00+		
ENGLISH LEARNERS	100.00+	90.00	
STUDENTS WITH DISABILITY	86.07		

Progress

Can all students grow?

Yes! Schools with low Content Mastery can have high Progress.

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY	41.3
English Language Arts	39.23
Mathematics	46.10
Science	35.46
Social Studies	38.89

PROGRESS	84.7
English Langua	
Mathematics	
Progress Towar Language Profi	

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY	54.9
English Language Arts	47.95
Mathematics	62.84
Science	54.18
Social Studies	52.79

VIEW DETAILS

PROGRESS	97.5
English Language Arts	94.40
Mathematics	100.00+
Progress Towards English Language Proficiency	100.00+

VIEW DETAILS

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY	73.7
English Language Arts	72.46
Mathematics	74.34
Science	80.31
Social Studies	68.94

VIEW DETAILS

PROGRESS	100.0
English Language Arts	100.00+
Mathematics	100.00+
Progress Towards English Language Proficiency	Too Few Students

VIEW DETAILS

Yes! Schools with high Content Mastery can have high Progress.

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY 100.0

English Language Arts	100.00+
Mathematics	100.00+
Science	100.00+
Social Studies	100.00+

PROGRESS 92.7

English Langu
Mathematics
Progress Towa
Language Pro

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY 100.0

English Language Arts	100.00+
Mathematics	100.00+
Science	100.00+
Social Studies	100.00+

W DETAILS

PROGRESS 99.6

English Language Arts	99.13
Mathematics	100.00+
Progress Towards English Language Proficiency	100.00+

VIEW DETAILS

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY 100.0

English Language Arts	100.00+
Mathematics	100.00+
Science	100.00+
Social Studies	100.00+

VIEW DETAILS

PROGRESS 100.0

English Language Arts	100.00+
Mathematics	100.00+
Progress Towards English Language Proficiency	100.00+

VIEW DETAILS

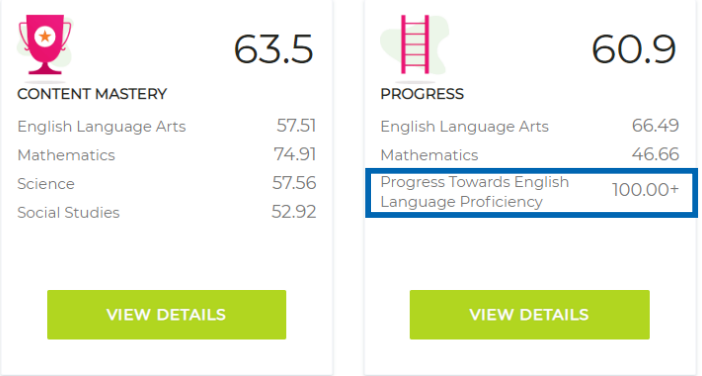
Who is not growing?

Generally speaking,

- If your low achievers are not growing, look at the interventions in place, expectations for all students, quality of instruction, differentiation, questioning techniques, etc.
- If your high achievers are not growing, look at the level of differentiation and opportunities for enrichment, level of rigor (DOK, Bloom's Taxonomy) in classwork and questioning.

Case Study

Overview



When looking at the overview, we see

- Progress Towards English Language Proficiency is great!
- ELA Progress is higher than mathematics.
- While mathematics is strongest in Content Mastery, it is weakest in Progress.

We wonder

- Why is mathematics Progress so low?
- How did the subgroups perform?

Overview

CONTENT MASTERY 63.5

English Language Arts	57.51
Mathematics	74.91
Science	57.56
Social Studies	52.92

VIEW DETAILS

PROGRESS 60.9

English Language Arts	66.49
Mathematics	46.66
Progress Towards English Language Proficiency	100.00+

VIEW DETAILS

HOW DID STUDENT GROUPS IN THE SCHOOL PERFORM?

PROGRESS LEVELS | SCORES

ENGLISH LANGUAGE ARTS

MATHEMATICS

PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY

	SCORE
ALL STUDENTS	46.66
AMERICAN INDIAN / ALASKAN NATIVE	N/A
ASIAN / PACIFIC ISLANDER	Too Few Students
BLACK	33.97
HISPANIC	58.83
MULTI-RACIAL	Too Few Students
WHITE	42.08
ECONOMICALLY DISADVANTAGED	46.66
ENGLISH LEARNERS	77.50
STUDENTS WITH DISABILITY	58.34

Progress scores are higher for Hispanic, English Learners, and the Students with Disability subgroups. The Black subgroup had the lowest growth.

Progress by Achievement

2018 Mathematics SGP Growth Level	Level 1 1-29	Level 2 30-40	Level 3 41-65	Level 4 66-99	Level 3 or 4
BEG Learners	71.43%	19.05%	4.76%	4.76%	9.52%
DEV Learners	65.17%	12.36%	16.85%	5.62%	22.47%
PRO Learners	48.15%	7.41%	12.96%	31.48 %	44.44%
DIS Learners	20.00%	0.00%	20.00%	60.00 %	80.07%

Looking at growth levels by achievement levels, we see

- At this school, Distinguished Learners are more likely to have a high SGP.
- At this school, Beginning Learners are more likely to have a low SGP.
- The majority of the students are not growing.

Progress by Achievement

2018 Mathematics SGP Growth Level	Level 1 1-29	Level 2 30-40	Level 3 41-65	Level 4 66-99	Level 3 or 4
BEG Learners	71.43 %	19.05%	4.76%	4.76%	9.52%
DEV Learners	65.17 %	12.36%	16.85%	5.62%	22.47%
PRO Learners	48.15 %	7.41%	12.96%	31.48%	44.44%
DIS Learners	20.00 %	0.00%	20.00%	60.00%	80.07%

We wonder

- How do teachers differentiate?
- What type of questioning is used in the classroom?
- Is there an expectation ceiling for students?
- Is the Progress data similar for ELA?

Other Data Digs

- Drill down to the grade level.
- Drill down to the teacher level.
- How much differentiation is observed in lesson plans and in observations?
- When observing teachers, how rigorous are the questions? Which students are called on to answer?
- Are pre-assessments used? Is it assumed no one knows a skill when starting a new unit?

Beyond the Numbers

- Have resources been added or removed? Is there an impact?
- Have time and money been used on specific professional development? Is the impact positive? Is more time needed? Is more support needed?
- Have teams changed? Is there an impact?
- Were there some one-offs (i.e. extended absence of a teacher)?
- Are there gaps in the quality of instruction, learning expectations, etc. between K-2 and 3-5, or between subjects (i.e. Biology and Physical Science)?
- Are there reliable resources to monitor achievement in K-2?
- How can students move to the next achievement level?
- What other data sources do we have to determine our needs?
- Don’t forget to study the School Climate Star Rating data!

Beyond the Numbers

- Avoid immediate reactions; be thoughtful.
- Use the rest of the year to address the outstanding questions through formative data reviews and classroom observations.
- Engage your administrative team and/or leadership team in the data dig rather than working in isolation; get their insights.
- Have teachers and teams work through protocols to study the data.
- Model digging and reflecting so teachers learn to apply protocols to formative data in their classroom or within their teams.
- Be more curious than certain.

Resources

CCRPI Resources in MyGaDOE Portal

New

- CCRPI application resources
- Detailed calculation guides
- User guides
- Webinar recordings
- Other resources not appropriate for public site

CCRPI Public Resources

- Accountability webpage
- CCRPI Reports
- CCRPI Resources for Educators webpage
- CCRPI data files (on CCRPI Reports landing page)
- ESSA, Targets, CSI/TSI/Title I Distinguished, and Title I Rewards (on Accountability webpage)

District Toolkit

NEW

- Will be sent via email very soon to superintendents, communication directors, and district accountability Point of Contacts
- PPT template to use to communicate CCRPI information about your district to school board, community, parents, etc.
- Districts can provide PPT to principals to use to share information about school CCRPI

Questions

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GaDOE Customer Service Survey:
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