The Top Ten Questions on CCRPI
February 2014

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2013 CCRPI Indicators

• Indicators displayed in black are operational for the 2013 CCRPI reports.

• Indicators displayed in green will be benchmarked at the 95th percentile based on state level data.

• Indicators displayed in red are not operational for the 2013 CCRPI reports.
### CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds on the Coordinate Algebra/GPS Algebra/Mathematics I End of Course Test (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds on the GPS Geometry (transitioning to CCGPS Analytic Geometry in 2013-2014)/Mathematics II End of Course Test (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate ≥ 95%)
6. Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate ≥ 95%)
7. Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate ≥ 95%)
8. Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate ≥ 95%)

### POST HIGH SCHOOL READINESS

9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)
11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams
12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses
13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test
14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the American Literature EOCT
15. Percent of EOCT assessments scoring at the Exceeds level
16. Student Attendance Rate (%)
Exceeding the Bar Indicators

In addition to the eighteen (18) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates earning credit in a physics course
2. Percent of first time 9th grade students with disabilities earning 3 Carnegie Unit Credits in 3 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
3. Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all required EOCT
4. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
5. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band based on the ACCESS for ELLs
6. Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
7. Percent of graduates earning 3 or more high school credits in the same world language (operational in 2013-2014)
9. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
10. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:

Percent of tested students scoring at a proficient level on a Soft Skills Assessment
School’s average score on the Georgia Teacher Effectiveness Measurement
School’s average score on the Georgia Leader Effectiveness Measurement
2013 College and Career Ready Performance Index,
Middle School, Grades 6 - 8

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

POST MIDDLE SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)
9. Percent of students in grade 8 achieving a Lexile measure equal to or greater than 1050
10. Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8
11. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

12. Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT
13. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)
Exceeding the Bar Indicators

In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students earning a passing score in three middle school courses in the fine arts, or career exploratory, or world languages by the end of grade 8 (courses must be in the same area of concentration)
2. Percent of students earning at least one high school credit by the end of grade 8 (ELA, mathematics, science, social studies, world languages, fine arts, CTAE) and scoring at Meets or Exceeds on all CRCT and required EOCT
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of students in grade 8 scoring proficient/advanced on the 21st Century Skills Assessment
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
6. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:
School’s average score on the Georgia Teacher Effectiveness Measurement
School’s average score on the Georgia Leader Effectiveness Measurement
## CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)  
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)  
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)  
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)  
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)  

## POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs  
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day  
8. Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%)  
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650  
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850  
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia’s 17 Career Clusters  
12. Student Attendance Rate (%)  

## PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT  
14. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)
Exceeding the Bar Indicators

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS) (operational in 2013-2014)
6. School or LEA-defined innovative practice accompanied by data supporting improved student achievement: examples include but are not limited to Charter System, Race to the TOP, Striving Reader initiative, Early Literacy initiative, dual language immersion program, Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a personalized climate in the school: examples include but are not limited to Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation. (operational in 2013-2014)

To be included after statewide implementation:
School’s average score on the Georgia Teacher Effectiveness Measurement
School’s average score on the Georgia Leader Effectiveness Measurement
Question 1
What if the data on my CCRPI Report behind the GaDOE portal is not correct?
(Example: I manually calculated out pathway completers and the percentage is much greater than shown on the CCRPI report)
**2012 College and Career Ready Performance Index (CCRPI)**

<table>
<thead>
<tr>
<th>District:</th>
<th>All Systems - ALL</th>
<th>Title I Schools: No</th>
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</thead>
<tbody>
<tr>
<td>School:</td>
<td>All Schools - ALL</td>
<td>Grades: PK,KK,01,02,03,04,05,06,07,08,09,10,11,12</td>
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Choose a Report Type:  
- Elementary School
- Middle School
- High School

**CCRPI Score**

<table>
<thead>
<tr>
<th>CCRPI Score</th>
<th>Achievement</th>
<th>Progress</th>
<th>Achievement Gap</th>
<th>ED/EL/SWD Performance</th>
<th>Exceeding the Bar</th>
<th>Star Ratings</th>
<th>Performance Flags</th>
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<td></td>
<td>83.4</td>
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**Sum of Achievement, Progress, Achievement Gap, and Challenge Points**

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<th>Achievement Points</th>
<th>Progress Points</th>
<th>Achievement Gap Points</th>
<th>Challenge Points</th>
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<tr>
<td>57.5</td>
<td>9.8</td>
<td>10.5</td>
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</tbody>
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- **Achievement = 60* Points**
- **Progress = 25* Points**
- **Achievement Gap = 15 Points**
- **Challenge Points = 10 Points**

*Representative of point values to be utilized for the 2013 CCRPI reports*

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**Dr. John D. Barge, State School Superintendent**

"Making Education Work for All Georgians"

[www.gadoe.org](http://www.gadoe.org)
Question 2

Will students who took old Peach State pathway courses and newly adopted Career Cluster pathway courses within their pathway be counted as a pathway completer?
The Georgia Board of Education with the State School Superintendent will provide the statewide leadership necessary to ensure the opportunity for each public school student to be successful. We will work to create an environment in which local schools and systems are empowered to develop policies and programs that meet the educational needs of their students, that support teachers, and that involve parents and communities in the education process.
<table>
<thead>
<tr>
<th>IDAF</th>
<th>10 Feb 2011</th>
<th>160-4-2-.07</th>
<th>Instruction in United States and Georgia History and Government</th>
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<tr>
<td>IDA(3)</td>
<td>29 May 2013</td>
<td>160-4-2-.20</td>
<td>List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years</td>
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<td>IMF(9)</td>
<td>07 Mar 2002</td>
<td>160-4-2-.107</td>
<td>High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2002-03 School Year and Subsequent Years</td>
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<tr>
<td>IHF(6)</td>
<td>10 Aug 2011</td>
<td>160-4-2-.48</td>
<td>High School Graduation Requirements for Students Enrolling in the Ninth Grade for the First Time in the 2008-09 School Year and Subsequent Years</td>
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| IFBH      | 29 Oct 2008   | 160-4-5-.03 | Supplemental Educational Services (SES) in Title I Schools Guidelines for the Implementation of State Board of Education Rule 160-4-5-.03 Supplemental Educational

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
160-4-2-.20 LIST OF STATE FUNDED K-8 SUBJECTS AND 9-12 COURSES ENTRING NINTH GRADE IN 2008 AND SUBSEQUENT YEARS.

<table>
<thead>
<tr>
<th>State Funded Number</th>
<th>State Funded Course Title</th>
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<td>Agricultural Mechanics Technology I (AG-AM I)</td>
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<td>Agricultural Mechanics Technology II (AG-AMII)</td>
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<td>Agricultural Mechanics Technology III (AG-AMIII)</td>
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<td>01.42400</td>
<td>Agricultural Metals Fabrication</td>
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<tr>
<td>Year</td>
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<td>Course</td>
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<tr>
<td>2013</td>
<td>06.01600</td>
<td>Business Essentials</td>
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<td>2013</td>
<td>07.01100</td>
<td>Principles of Accounting I</td>
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<td>2013</td>
<td>07.01200</td>
<td>Principles of Accounting II</td>
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<td>Business Essentials</td>
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<td>Fundamental of Web Design</td>
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<td>Advanced Web Design</td>
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<td>Information Technology Support</td>
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<td>2013</td>
<td>11.02200</td>
<td>Network Systems</td>
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<td>2013</td>
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<td>2013</td>
<td>13.01100</td>
<td>Examining the Teaching Profession</td>
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<td>2013</td>
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<td>Contemporary Issues in Education</td>
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<td>Teaching as a Profession Internship</td>
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<td>Human Growth &amp; Development for Early Childhood</td>
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<td>Introduction to Early Childhood Care and Education</td>
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<td>Health, Safety, &amp; Nutrition for the Young Child</td>
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<td>25.02100</td>
<td>Introduction to Healthcare Science</td>
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<td>Application of Therapeutic Services</td>
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<tr>
<td>2013</td>
<td>25.06100</td>
<td>Nursing Essentials</td>
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</table>
Question 3

If a student completes multiple pathways, will all of the pathways be counted, and if not, which pathway counts for the student?
9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study.
Question 4

How can we get reports from student management systems (Powerschool, Infinite Campus, etc.) to compare our data to the CCRPI data?
Question 5

On the exceeding the bar indicator # 6, how is “completing a career-related Work-Based Learning Program” defined?
Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project (includes IB projects; moves to face of CCRPI in 2016-2017)
Question 6

Where do I find guidance in CCRPI; like the requirements for advanced academic, or the fine arts pathway?
Accountability Resources

- Accountability Specialist List - Updated 12.16.13
- 2013 CCRPI Indicators - Updated 10.11.13
- 2013 CCRPI Summary of Changes - 01.08.14
- Cohort Graduation Rate Calculators - Updated 11.13.13
- Performance Targets for CRCT - Updated 02.26.13
- Performance Targets for EOCT - Updated 12.16.13
- Performance Targets for 2011 4-Year Cohort Graduation Rate - Updated 02.26.13

CCRPI Indicator Guidance

- CCRPI High School Indicator #9 Guidance
  - Guidance
  - Pathway Courses - Updated 01.17.14

Presentations

- FY2014 Data Collections Conference
Indicator Number 9: Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study

Explanation of Terms

1) CTAE Pathway: A series of 3 or 4 specified courses in a CTAE-approved pathway. Consult your district CTAE Director/Coordinator for specific course codes or contact Myrel Seigler at GaDOE, mseigler@doe.k12.ga.us

2) Advanced Academic Pathway: An Advanced Academic Pathway may be followed in any of these four content areas: ELA, mathematics, science and/or social studies. A student has completed an Advanced Academic Pathway in ELA, mathematics, science, or social studies when the criteria described below have been met.

Advanced Academic Pathway in ELA Criteria:

a. Student graduated, thereby completing 4 required credits in ELA, AND
b. Student earned credits in two distinct courses in the same world language, AND
c. Student’s course history in ELA (23 course codes) includes:
   - at least one AP* Course Code (23. 043; 23.053; 23.065) or
   - one IB* Course Code (23.06800; 23.06900; 23.06110; 23.06120; 23.06130) or
   - one post-secondary enrollment course in 23 that fulfills a core graduation requirement in ELA
Accountability

The Accountability Team serves to improve communication between all Georgia public schools and other stakeholders regarding federal and state education accountability initiatives. The Accountability Team also publishes the Reward, Priority, Focus, and Alert School lists required by the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of February 6, 2012. Additionally, the Accountability Team publishes the College and Career Ready Performance Index (CCRPI) reports for all public school districts and schools.

Each school system has a dedicated Accountability Specialist to serve as a liaison between the Local Education Agency (LEA) and the State Education Agency (SEA) to provide support for all areas of accountability including, but not limited to interpretation of the reports. The Accountability Specialist also assist schools in the understanding of Georgia’s Single Statewide Accountability System (SSAS).

View CCRPI Reports Here

Accountability Resources

- Accountability Specialist List - Updated 12.16.13
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- Performance Targets for EOCT - Updated 12.16.13
- Performance Targets for 2011 4-Year Cohort Graduation Rate - Updated 02.26.13
# Accountability Specialist List

The Accountability Specialist acts as a liaison for the LEA. Please do not hesitate to call us when we can be of assistance.

<table>
<thead>
<tr>
<th>LEA</th>
<th>Accountability Specialist</th>
<th>Phone Number</th>
<th>E-mail Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appling County</td>
<td>Nancy Haight</td>
<td>404-463-1166</td>
<td><a href="mailto:nhaight@doe.k12.ga.us">nhaight@doe.k12.ga.us</a></td>
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<tr>
<td>Atkinson County</td>
<td>Paula Swartzberg</td>
<td>404-463-1539</td>
<td><a href="mailto:pswartzberg@doe.k12.ga.us">pswartzberg@doe.k12.ga.us</a></td>
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<tr>
<td>Atlanta Public Schools</td>
<td>Nancy Haight</td>
<td>404-463-1166</td>
<td><a href="mailto:nhaight@doe.k12.ga.us">nhaight@doe.k12.ga.us</a></td>
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<tr>
<td>Bacon County</td>
<td>Michelle Christensen</td>
<td>404-463-1175</td>
<td><a href="mailto:mchristensen@doe.k12.ga.us">mchristensen@doe.k12.ga.us</a></td>
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<td>Baker County</td>
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<tr>
<td>Brooks County</td>
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</tbody>
</table>
Question 7
How is data collected, and which students count toward the CCRPI score on Indicator 10?
10. Percent of CTAE Pathway Completers earning a national industry recognized credential, or an IB Career-Related Certificate, or a passing score on a GaDOE recognized end of pathway assessment (operational in 2014-2015)
Question 8

How does a student at another site like the alternative school affect our CCRPI score? Is the 65% rule followed to determine FAY (Full Academic Year)?
Question 9

Does a student assessed on GAA count against our CCRPI score for indicator 9? Can they feasibly complete a pathway?
Students with Significant Cognitive Disabilities Assessed on Georgia Alternative Assessment (GAA)

- Pursue a career pathway that resembles general education pathways
- These courses should give students access to the regular education curriculum at an entry or prerequisite level
- IEP team determines the environment for instruction and level of support
- IEP team examines the course descriptions and course standards to determine an appropriate pathway
- Special Education Teacher analyzes course standards from each pathway course and decides which are appropriate
- Not expected to take EOPA because they are not mastering the regular education course standards at the same level of proficiency as general education students
- If students on GAA earn a regular diploma and earn credit in 3 pathway courses, then they are a pathway completer
Question 10

Where does the data that the CCRPI score is based on come from? What year is the CCRPI based on?
Examples

• Student data file:
  – Pathway completers
  – EOPA
  – WBL completers

• Manual input data
  – Capstone

• Notify Accountability Team individually
  – TCC completers at CCA’s
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