Implementation of Career Pathways
Georgia’s College and Career Ready Clusters

“Making Education Work for All Georgians”
Georgia General Assembly Laws: House Bill 400 (May, 2010); House Bill 186; House Bill 713 mandates academic and career advisement, alignment with national career clusters and the development of a comprehensive K-12 career program of study.

**Career Awareness in Elementary Schools – Who Am I?**
- Career-related Cluster Awareness activities in Grades 1-5
- Career Portfolio in Grade 5

**Career Exploration in Middle Schools – Where Am I Going?**
- Student accounts on websites such as GAcollege411.org
- Career Inventories taken in Grades 6 & 7
- Individual Graduation Plan (IGP) by the end of the 8th grade with student and parent consultation.

**Career Management in High Schools – How Will I Get There?**
- On-going advisement with student and parents to ensure graduation and next steps; annual review of the IGP.
Why Career Clusters?

A Career Cluster is a tool for a seamless educational system that:

• blends rigorous academic/technical preparation
• provides career development
• offers options for students to experience all aspects of a business or industry
• Provides the opportunity for students to earn industry credentials
• facilitates/assists students and educators with ongoing transitions
What Are The 17 Clusters?

Agriculture, Food & Natural Resources
Architecture & Construction
Arts, Audio/Video Technology & Communications
Business Management & Administration
Education and Training
Energy Systems
Finance
Government & Public Administration
Health Science
What Are The 17 Clusters?

Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering & Mathematics
Transportation, Distribution & Logistics
Why Pathways?

Career Pathways are sub-groupings of occupations and career specialties used as an organizing tool for curriculum design and instruction.

Career Pathways focus on easing and facilitating student transition from high school to work, technical college or a traditional college.
The Vision for Georgia’s Students:  
**All** students completing a Career Pathway

- Students select pathways that match their interests and aptitudes
- Pathway completers (3 or more specified courses in a pathway sequence)
- Increase pathway completers earning industry credentials (EOPA)
- Students graduate college and career ready

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
6 examples of the 17 Pathways in Health Science
Therapeutic Services Pathway

- 25.52100 Introduction to Health Science
- 25.44000 Essentials of Healthcare
- 25.58000 Principles of Physical Medicine
Pathways Transition

• Foundational Courses May 2013
• Second and third courses:
  – Phase 1 adopted January 16, 2014
  – Phase 2 submitted to State Board February 20, 2014
• Peach State Pathways (old 11 concentrations)
• New Career Cluster Pathways
• Course scheduling challenges and CCRPI
• Problem: everyone wants copies of the pathway charts and course titles and course numbers to create master schedules for 2014-2015.
Adoption Process

• Courses submitted to State Board for approval to post publicly
• Courses posted 60 days
• Revisions based on public review comments
• Final Courses submitted to State Board for adoption
• New courses are adopted but are not on the State approved course list yet
• New course numbers are submitted for the next approval of the State Board Rule for approved courses (IDA(3) 29 May 2013 160-4-2-.20 List of State-Funded K-8 Subjects and 9-12 Courses for Students Entering Ninth Grade in 2008 and Subsequent Years)
• IDA with the newly added courses is approved by the State Board
• Adopted courses are edited for posting on the website
• When information is distributed ahead of the process it implies assumptions about the State Board’s role in the process
Key Dates

• February 20, 2014 – Adoption of remaining Courses
• April 2014 – List of State Approved Courses
• June 2014 – Student data file used for CCRPI score
• Discuss particular concerns about pathways and courses in the pathway sequences until printed materials can be distributed
<table>
<thead>
<tr>
<th>CCRPI</th>
<th>Curriculum, Instruction and Assessment</th>
<th>Accountability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External Affairs and Policy</td>
<td>Assessment Research, Development and Administration</td>
</tr>
<tr>
<td></td>
<td>Finance and Business Operations</td>
<td><strong>Career, Technical and Agricultural Education</strong></td>
</tr>
<tr>
<td></td>
<td>Race to the Top (RT3)</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td></td>
<td>School Improvement</td>
<td>School Psychological Services</td>
</tr>
<tr>
<td></td>
<td>School Turnaround</td>
<td>Special Education Services and Supports</td>
</tr>
<tr>
<td></td>
<td>State Board of Education</td>
<td>Student Support Teams</td>
</tr>
</tbody>
</table>
Career, Technical and Agricultural Education

CTAE Pathways and Courses

Career Clusters/Pathways Approved Foundation Courses

Contact Information
David Turner
Director, Career, Technical and Agricultural Education
Phone: 404-657-8304
Email: dturner@doe.k12.ga.us

CTAE Links
Georgia Career Clusters/Pathways
Georgia End of Pathway Assessment
Plans of Study
Georgia Microsoft IT Academy
CTAE 2014 Winter Leadership Conference and Perkins Strategic Planning
Approved Courses

Career Cluster/Pathway Foundation Courses

Agriculture

02.47100 - Basic Agriculture Science

Architecture and Construction

46.54500 - Industry Fundamentals and Occupational Safety
48.54100 - Introduction to Drafting and Design

Arts, Audio-Video Technology and Communications

10.51810 - Audio-Video Technology Film I
48.56100 - Introduction to Graphics and Design

Business Management and Administration

Career Cluster Resources

CCGPS Technical Literacy Standards Grades 9-12

Career Cluster, Pathway, & Course Descriptions

Agriculture Cluster
Architecture and Construction Cluster
Arts, Audio-Video Technology and Communications Cluster
Business Management & Administration Cluster
Existing Peach State Pathways

Career, Technical and Agricultural Education

Contact Information
David Turner
Director, Career, Technical and Agricultural Education
Phone: 404-657-8304
Email: dturner@doe.k12.ga.us

CTAE Links
- Plans of Study
- Newsletters
- Move on When Ready Law
- Presentations

Clusters/Pathways

Program Delivery Overview
- Architecture, Construction, Communication and Transportation
- Business and Computer Science
- Culinary Arts
- Education
- Family and Consumer Sciences
- Engineering and Technology
- Government and Public Safety

Surveys
Guidance and Counseling
Development and Transition
Agricultural Education
Accountability and Improvement
Finance and Resource

Home > Students > Parents > Teachers > Business & Industry > Contact Us

Georgia Department of Education > Curriculum, Instruction and Assessment > Career, Technical and Agricultural Education

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org

3/28/2011
Existing Peach State Pathways

Career Pathways

Pathways below are intended for teachers to instruct students currently in grades 10, 11 or 12 and enrolled in a career pathway.

- Administrative and Information Support
- Business Logistics Management
- Computer Networking
- Computer Systems and Support
- Computing
- Financial Management – Accounting
- Financial Management – Services
- Interactive Media
- Small Business Development

Middle School Business and Computer Science Performance Standards
Pathway Options and CCRPI Indicators
Pathway Options for CCRPI

- CTAE Pathways
- Fine Arts Pathways
- World Language Pathways
- Advanced Academic Pathways
Career, Technical & Agricultural Education (CTAE) Pathways

A Career, Technical & Agricultural Education pathway may be followed in any of Georgia’s career-related plans of study aligned with the national career clusters to include Georgia’s Energy Cluster.

AP, Dual Enrollment and Georgia Virtual School CTAE courses may be available.

Student must complete a series of courses to complete a career-related pathway and be eligible to participate in Georgia Department of Education recognized end-of-pathway assessment activities.

Successfully passing the end-of-pathway assessment may result in an industry-recognized credential that may be used for future employment.
Fine Arts Pathways

Visual Arts, Dance, Music, Journalism, Theatre

A fine arts pathway may be followed in any one of the five areas listed above. Upon graduation, students complete a fine arts/performing arts pathway when three courses have been successfully completed in any one of the five areas. A student should consult a counselor or advisor for related coursework.

AP, Dual Enrollment and Georgia Virtual School courses may be available in fine arts.

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx
World Language Pathway

2 credits required for admissions to University System Institutions

For a listing of world language courses offered at your high school, please check with your advisor, counselor, or local course description catalog. A world language pathway may be followed in any of the world language areas included in the state list of approved courses. Upon graduation, students earn a world language pathway when they complete 3 units in one language. The third course may reflect an Advanced Placement (AP), International Baccalaureate (IB) or Dual Enrollment designation.

Georgia Virtual School and ACCEL courses may be available.

www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx
Advanced Academic Pathways

English/Language Arts, Math, Science, Social Studies

An advanced academic pathway may be followed in any one of the content subjects listed above. Upon graduation, students earn an advanced academic pathway when they complete the required coursework to include at least one Advanced Placement (AP) or one International Baccalaureate (IB) or one Dual Enrollment course. An advanced academic pathway should also include at least two credits in one world language.

ACCEL and Georgia Virtual School courses are available in all academic areas.

www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx
Guidance on Non CTAE Pathways
Pathway Guidance

CCRPI Indicator Guidance

CCRPI High School Indicator #9 Guidance

- Pathway Guidance
- Dance Pathway Courses
- Journalism Pathway Courses
- Music Pathway Course
- Theatre Arts Pathway Courses
- Visual Arts Pathway Courses

Presentations

- CCRPI for Public and Press
- CCRPI and ESEA Flexibility for RESAs
- CCRPI for Title I Conference - High Schools
- CCRPI for Title I Conference - Elementary and Middle Schools
- Focus Schools - Updated 10.30.12
Advanced Academic Pathway in ELA Criteria:

1) Student graduated, thereby completing 4 required credits in ELA, AND
2) 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 code in 23 that fulfills a core graduation requirement in ELA, AND
3) Student earned credits in two sequential courses in one world language.

Advanced Academic Pathway in Mathematics Criteria:

1) Student graduated, thereby completing 4 required credits in mathematics, AND
2) Student’s course history in mathematics (27 course codes) includes at least one AP* Course Code (27.072; 27.073; 27.074) or one IB* Course Code (27.06120; 27.06130; 27.05220; 27.05240) or one post secondary enrollment code in 27 that fulfills a core graduation requirement in Mathematics, AND
3) Student earned credits in two sequential courses in one world language.

Advanced Academic Pathway in Science Criteria:
Student Plans of Study

A visual tool to assist counselors, students and their families with the educational and career-planning process, which includes both academic and technical knowledge and skills as well as possible opportunities for earning college credit while in high school.

Plans of Study for all academic, CTAE, fine arts and world language pathways and the guidance is located on the CTAE webpage of the GaDOE website.

***To be revised Fall/Winter 2013-2014
## Student Plan of Study - Therapeutic Services (Nursing)

### Name ______________________ Date ____________________________ School ____________________________

**Parent/Guardian Signature ____________________________ Date ____________ Advisor/Counselor Signature ____________________________ Date ____________

Current Area of interest: Health Science/Therapeutic Services [Nursing] - This PLAN OF STUDY should serve as a guide for the next four years. Courses listed in this plan are only recommended coursework and should be individualized to meet each student's educational and career goals. All plans will meet minimum high school graduation requirements. Applicants to University System of Georgia and the Technical College System of Georgia institutions should be advised that meeting minimum requirements will not guarantee admission. Postsecondary institutions may set additional requirements.

<table>
<thead>
<tr>
<th>Field Level</th>
<th>I. English/Language Arts</th>
<th>II. Math</th>
<th>III. Science</th>
<th>IV. Social Studies</th>
<th>V. Health/Personal Fitness</th>
<th>VII. Possible electives (in addition of pathways, students should check the local course description catalog for these and other electives)</th>
<th>Total credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>9th Literature &amp; Composition or Dual Enrollment</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>VI. CTAE Pathway</strong></td>
<td>Total 4 credits</td>
</tr>
<tr>
<td></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Advanced Academic Pathways</strong></td>
<td>English/Language Arts, Math, Science, Social Studies</td>
</tr>
<tr>
<td></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>World Language Pathways</strong></td>
<td>World Language</td>
</tr>
<tr>
<td></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Fine Arts/Performing Arts Pathways</strong></td>
<td>Fine Arts/Performing Arts</td>
</tr>
<tr>
<td>10th Grade</td>
<td>10th Literature &amp; Composition or World Literature</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Essentials of Healthcare or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>or Composition or Dual Enrollment</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Nursing Essentials or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>AP and Georgia Virtual School may be available for CTAE courses</td>
</tr>
<tr>
<td>11th Grade</td>
<td>11th American Literature</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Calculus or AP Calculus or AP Statistics or IB Math or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>Composition or AP English</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>AP Calculus Pre-Cal or AP Calculus or AP Calculus or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>Language &amp; Composition</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>English or AP English or AP Language or AP English or AP Language or Dual Enrollment</td>
</tr>
<tr>
<td>12th Grade</td>
<td>Advanced Composition</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Calculus or AP Calculus or AP Statistics or IB Math or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>British Literature or AP</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Calculus or AP Calculus or AP Statistics or IB Math or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>Literature &amp; Composition</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Calculus or AP Calculus or AP Statistics or IB Math or Dual Enrollment</td>
</tr>
<tr>
<td></td>
<td>&amp; Composition</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
<td><strong>Proposed course</strong></td>
<td>Calculus or AP Calculus or AP Statistics or IB Math or Dual Enrollment</td>
</tr>
</tbody>
</table>

**Legend:**
- *Science: Approved 4th Science may be used to meet both the required science and required elective in a Career, Technical and Agricultural Education (CTAE) sequence of courses; see Fourth Science Requirements for more information. Student may take science courses in any sequence.
- *Math: Select Math sequence 1, 2, 3, 4, based on 9th grade entry course.
- *Students must complete 2 years (2 credits) of the same world language for admission to University System of Georgia institutions.
- *Students should complete a CTAE pathway and take the related end of pathway assessment.

**NOTE:** All courses do not follow the same sequence at the local level; not all local systems offer every pathway. Students should explore all credit possibilities including Georgia’s Virtual School Program, Dual Enrollment, Advanced Placement (AP), International Baccalaureate (IB) and Work-Based Learning (WBL) to reach their educational and career goals.
### SAMPLE Pathway OCCUPATIONS
See [Georgia’s HOT Careers to 2020](http://www.gadoe.org) for more information on high-skilled, high-wage and high-demand occupations.

<table>
<thead>
<tr>
<th>Occupation Specialties</th>
<th>Entry Level of Education Needed</th>
<th>2012 Annual Wage</th>
<th>Annual Openings 2012-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Registered Nurses</em></td>
<td>Associate’s Degree</td>
<td>$63,200</td>
<td>3,300</td>
</tr>
<tr>
<td><em>Medical and Health Services Managers</em></td>
<td>Bachelor’s Degree</td>
<td>$87,000</td>
<td>510</td>
</tr>
<tr>
<td><em>Healthcare Social Workers</em></td>
<td>Advanced Degree</td>
<td>$46,800</td>
<td>220</td>
</tr>
</tbody>
</table>

Source: Georgia Department of Labor/ONET

Go to GACollege411 at [http://www.GACollege411.org](http://www.GACollege411.org) for more information about your education and career planning, including valuable financial aid information that includes grants and scholarships.

### Current Georgia Graduation Rule

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credits</th>
<th>Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. English-Language Arts</td>
<td></td>
<td>V. Health &amp; Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>I. Math</td>
<td></td>
<td>VI. **Career, Technical &amp; Agricultural Education</td>
<td>3</td>
</tr>
<tr>
<td>I. *Science</td>
<td>4</td>
<td>and/or ***World Languages, and/or Fine Arts</td>
<td>3</td>
</tr>
<tr>
<td>I. Social Studies</td>
<td>3</td>
<td>VII. Electives</td>
<td>4</td>
</tr>
<tr>
<td>**TOTAL</td>
<td>23</td>
<td>**TOTAL</td>
<td>23</td>
</tr>
</tbody>
</table>

*Students must complete 3 credits to complete CTAE pathway and take the end of pathway assessment.*

NOTE: This plan represents minimum graduation requirements. Local systems may require additional coursework.

### Therapeutic Services/Nursing

Careers in the Therapeutic Services pathway are focused primarily on changing the health status of the patient over time. Health professionals in this pathway work directly with patients and may provide care, treatment, counseling and health education information. National labor market information indicates that eight out of the top twenty fastest-growing occupations are in the Health Science Industry. [OHO]

Based on an aging population and a retiring workforce, the demand for health care workers will remain high through 2020. As roles of careers in Therapeutic Services change, professionals in this pathway will find increased opportunities to work independently. Additionally, an increasing number of career opportunities are becoming available outside of the traditional hospital setting.

Educational levels vary from occupation to occupation. Most Health Science occupations require additional education after high school and require that potential employees acquire the appropriate certification and/or licensing.

Workers in the Health Science industry must have a solid background in math, science, communications, and technical skills, be knowledgeable in their subject area, have the ability to communicate with others, and inspire trust and confidence.

Occupations in the Health Sciences represent the largest and fastest-growing industry in the United States employing over 10 million workers in more than 200 careers. Those considering a nursing career should have a strong desire to help others, a genuine concern for the welfare of patients and clients, and an ability to deal with people of diverse backgrounds in stressful situations.

Rapid job growth is expected in hospital outpatient facilities, such as same-day surgery, rehabilitation, and chemotherapy. Growth is also expected in nursing care facilities and in home health care. RNs with a bachelor’s degree will have better job prospects in supervisory and managerial positions than those with either an associate’s degree or a diploma. The pay scale will increase as students specialize to nurse practitioner, nurse anesthetist and clinical nurse specialist.

### Possible Student Pathway Credentialing Opportunities:
- Certified Nursing Assistant (CNA)
- National Healthcare Association-Certified Patient Care Technician (NHA-CPCT)-Students may sit for this exam if they take an additional 4th course, 25.S2500 Allied Health & Medicine
- American Red Cross CPR and First Aid Certification
Pathway Options for CCRPI

• CTAE Pathways
• Fine Arts Pathways
• World Language Pathways
• Advanced Academic Pathways
### 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 completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study
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 (%)
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)
End of Pathway Assessments
EOCT Test Out Procedures

• EOCT scores are not required to be on a student’s transcript
• Required to be on, in or with a student’s report card
• A field will be added to the Student Record that will identify “Credit in Lieu of enrollment in the course”
• Yes or no dropdown to indicate if student received credit by “testing out”
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

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
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)
High School Capstone Project

• Meeting of Representatives held at GACTE and 10/2 in Macon
• Considerations include: Research Project, Mentoring, Presentation, Portfolio, Soft Skills assessment
• Career Related
• Flexibility among local systems
• Timeline for Completion— Spring 2014
## 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 scoring at Meets or Exceeds on the Grade Eight Writing Assessment (required participation rate ≥ 95%)
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)
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
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
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
### CONTENT MASTERY

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>2.</td>
<td>Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>3.</td>
<td>Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>4.</td>
<td>Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)</td>
</tr>
<tr>
<td>5.</td>
<td>Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)</td>
</tr>
</tbody>
</table>

### POST ELEMENTARY SCHOOL READINESS

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

### PREDICTOR FOR HIGH SCHOOL GRADUATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>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</td>
</tr>
<tr>
<td>14.</td>
<td>Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)</td>
</tr>
</tbody>
</table>
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
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 System (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
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
Georgia General Assembly Laws: House Bill 400 (May, 2010); House Bill 186; House Bill 713 mandates academic and career advisement, alignment with national career clusters and the development of a comprehensive K-12 career program of study.

**Career Awareness in Elementary Schools – Who Am I?**
- Career-related Cluster Awareness activities in Grades 1-5
- Career Portfolio in Grade 5

**Career Exploration in Middle Schools – Where Am I Going?**
- Student accounts on websites such as GAcollege411.org
- Career Inventories taken in Grades 6 & 7
- Individual Graduation Plan (IGP) by the end of the 8th grade with student and parent consultation.

**Career Management in High Schools – How Will I Get There?**
- On-going advisement with student and parents to ensure graduation and next steps; annual review of the IGP
Questions/Comments

Dwayne Hobbs
Program Manager
WBL/YAP Program Specialist
404-657-8334
dhobbs@doe.k12.ga.us

Myrel Seigler
Program Manager
School Counseling
404-657-8324
mseigler@doe.k12.ga.us

David Turner
Director, Career Technical and Agricultural Education Division
404-657-8304
dturner@doe.k12.ga.us