Given the recent transition by WIDA to the ACCESS 2.0 along with new standards for performance, Georgia will evaluate and adjust, if necessary, its English language proficiency exit criteria, its state-defined performance bands, and its progress in achieving ELP indicator as soon as enough data is available.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Appendix A includes an example of state-level targets using 2016 data as the baseline year. Targets will be calculated individually for each school, each district, and the state using 2017 data as the baseline, when available.

iv. Indicators (ESEA section 1111(c)(4)(B))

**Georgia’s College and Career Ready Performance Index (CCRPI): Making Refinements Based on Stakeholder Feedback**

Georgia has implemented the College and Career Ready Performance Index (CCRPI), an index approach for its school accountability system, since 2012. While some adjustments were necessary to meet the ESSA requirements, Georgia utilized this opportunity to engage with stakeholders to make improvements to the existing state accountability system. The accountability system included in this state plan has been developed based on stakeholder feedback and designed in consultation with a committee of education stakeholders from across the state.

The accountability system has a set of indicators for each grade band (K-5, 6-8, 9-12) and is organized into five components:

1. Content Mastery
2. Progress
3. Closing Gaps
4. Readiness
5. Graduation Rate (high school only)
The focus for the components and indicators were based on feedback from parents, school and district leaders, teachers, community members, and policymakers from across the state through multiple feedback opportunities. These components and groupings are also familiar to Georgia stakeholders as similar components have been utilized in the CCRPI since 2012.

**CCRPI Components and Indicators: A Holistic Approach to Measuring District and School Performance**

The table below lists the components and indicators Georgia will use in the school accountability system. More information is provided below in response to the state plan template questions.

| Georgia’s School Accountability System – College and Career Ready Performance Index (CCRPI) |  |
|---|---|---|
| **Component** | **Indicator** | **Description** |
| Content Mastery | Achievement scores in English language arts, mathematics, science, and social studies based on student performance on the statewide assessment system (ES, MS, HS) | The achievement scores utilize weights based on achievement level:  ● Beginning Learners earn 0 points,  ● Developing Learners earn 0.5 point,  ● Proficient Learners earn 1.0 point, and  ● Distinguished Learners earn 1.5 points.  The content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band. |
| Progress | Progress in English language arts and mathematics as measured by Student | The ELA and mathematics progress scores utilize weights based on growth level, where:  ● SGPs of 1-29 earn 0 points, |
### Progress (cont.)

| Growth Percentiles (SGPs) (ES, MS, HS) | ● SGPs of 30-40 earn 0.5 points,  
|  | ● SGPs of 41-65 earn 1 point, and  
|  | ● SGPs of 66-99 earn 1.5 points.  
| Progress towards English language proficiency as measured by EL (English Learners) students moving from one state-defined Performance Band to a higher Performance Band on the ACCESS for ELLs (ES, MS, HS) | The Progress towards English language proficiency score utilizes weights based on progress towards English language proficiency, where:  
|  | ● EL students making no progress towards proficiency earn 0 points,  
|  | ● Those making progress but not moving one band earn 0.5 points,  
|  | ● Those moving one band earn 1 point, and  
|  | ● Those moving more than one band earn 1.5 points.  

### Closing Gaps

| Percent of achievement targets met among all students and all subgroups of students (ES, MS, HS) | Based on improvement targets (based on long-term goals and measurements of interim progress). For each available target:  
|  | ● 1 point is earned when the target is met,  
|  | ● 0.5 points are earned when progress is made but the target is not met, and  
|  | ● 0 points are earned when performance does not improve.  

### Readiness

| Literacy (Lexiles) (ES, MS, HS) | Percent of students demonstrating reading comprehension at or above the lower bound of the College & Career Ready “Stretch” Lexile Band for each grade level or course  
| Student attendance (ES, MS, HS) | Percent of students absent less than 10% of enrolled days  
| Beyond the core (ES, MS) | Percent of students earning credit in specified enrichment courses beyond the core that expose students to a well-rounded curriculum  
| Accelerated enrollment (HS) | Percent of graduates earning credit for accelerated enrollment via Move On When Ready, Advanced Placement, or International Baccalaureate courses  
| Pathway completion (HS) | Percent of graduates completing an advanced academic, CTAE, fine arts, or world language pathway  
| College and career readiness (HS) | Percent of graduates entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning experience  

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PUBLIC COMMENT PERIOD (June 15, 2017 – July 14, 2017):
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<table>
<thead>
<tr>
<th>Graduation Rate</th>
<th>Four-year adjusted cohort graduation rate (HS)</th>
<th>Percentage of students in the identified cohort earning a regular diploma in four years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Five-year adjusted cohort graduation rate (HS)</td>
<td>Percentage of students in the identified cohort earning a regular diploma in five years</td>
</tr>
</tbody>
</table>

ES: Elementary Schools; MS: Middle Schools; HS: High Schools

a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

**District and School Performance: Measuring Content Mastery**

The Content Mastery component of CCRPI serves as the academic achievement indicator. This component includes an achievement score in English language arts, mathematics, science, and social studies based on student performance on the Georgia Student Assessment System. The achievement score measures schools’ overall level of proficiency by utilizing weights based on achievement level, where Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. The content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band. Content Mastery scores will be based on the achievement of all students. However, the achievement scores for all students and for each subgroup will be reported and will be used for the long-term goals and measurements of interim progress (improvement targets). Subgroup achievement rates will be utilized in the Closing Gaps component. For high schools, the Progress component will serve as a measure of growth, in addition to academic achievement, in English language arts and mathematics. This component utilizes Student Growth Percentiles (SGPs) to measure progress in both English language arts and mathematics.

b. **Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator).** Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

**District and School Performance: Measuring Progress**

The Progress component serves as the other academic indicator. This component utilizes Student Growth Percentiles (SGP) to measure progress in both English language arts and mathematics. SGPs describe the amount of growth a student has demonstrated relative to academically-similar students. In other words, SGPs take into consideration a student’s starting point when determining his or her growth. With SGPs, all students – low and high achieving – have the opportunity to demonstrate all levels of growth. The ELA and mathematics progress scores utilize weights based on growth level. SGPs of 1-29 earn 0 points, 30-40 earn 0.5 points, 41-65 earn 1 point, and 66-99 earn 1.5 points. This sets the expectation that students need to make academic improvement by demonstrating greater than 40th percentile growth. Progress scores will be based on the growth of all students. Growth for subgroups also will be reported.
c. **Graduation Rate.** Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

**District and School Performance: Graduation Rate**
The Graduation Rate component includes both the four- and five-year adjusted cohort graduation rates, in alignment with the long-term goals. Graduation rates will be calculated and reported for all students and for each subgroup of students. Within the accountability system, the four-year graduation rate for all students will comprise 2/3 of the weight allocated to graduation rate while the five-year graduation rate for all students will comprise 1/3 of the weight. This weighting structure emphasizes graduating students in four years but also incentivizes continuing to work with students who need additional time to meet graduation requirements. Graduation rates for subgroups will also be reported.

d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

**Capturing the Performance of English Learners (ELs) with a Path to English Proficiency**
The Progress component includes the progress in achieving English language proficiency indicator. Georgia has adopted the ACCESS for ELLs as its English language proficiency assessment, with an ACCESS composite score of 5.0 signaling proficiency. The progress in achieving ELP indicator is measured by EL students moving from one state-defined Performance Band to a higher Performance Band in grades 1-12 on the ACCESS for ELLs. In 2012, the State of Georgia, in collaboration with educators, developed performance bands to measure expected growth in English language proficiency from one year to the next. This indicator has been part of Georgia’s College and Career Ready Performance Index accountability system since 2012. The level of expected growth varies by performance band, with larger growth expected at lower prior proficiency levels than at higher prior proficiency levels. EL students making no progress towards proficiency earn 0 points, those making progress but not moving one band earn 0.5 points, those moving one band earn 1 point, and those moving more than one band earn 1.5 points.

The table below provides the current Georgia performance bands for the ACCESS for ELLs assessment. Given the recent transition by WIDA to the ACCESS 2.0 along with new standards for performance, Georgia will evaluate its English language proficiency exit criteria, its state-defined performance bands, and its progress in achieving English Learner Proficiency (ELP) indicator as soon as enough data is available.

<table>
<thead>
<tr>
<th>Georgia Performance Bands</th>
<th>ACCESS-Composite Score</th>
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<tbody>
<tr>
<td>Performance Band</td>
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<tr>
<td>I</td>
<td>1.0-2.2</td>
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<table>
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<tbody>
<tr>
<td>II</td>
<td>2.3-3.3</td>
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<tr>
<td>III</td>
<td>3.4-3.9</td>
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<tr>
<td>IV</td>
<td>4.0-4.3</td>
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<tr>
<td>V</td>
<td>4.4-4.6</td>
</tr>
<tr>
<td>VI</td>
<td>4.7-4.9</td>
</tr>
<tr>
<td>VII</td>
<td>5.0-5.2</td>
</tr>
<tr>
<td>VIII</td>
<td>5.3-5.5</td>
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<tr>
<td>IX</td>
<td>5.6 +</td>
</tr>
</tbody>
</table>

**e. School Quality or Student Success Indicator(s).** Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

**Focusing on the Whole Child: Building a Strong Foundation, Expanding Educational Opportunities, and Preparing Students for Life**

The Readiness Component includes the school quality or student success indicators. There are three indicators for elementary schools, four indicators for middle schools, and five indicators for high schools. Two indicators, Literacy and Student Attendance, will be included for all three grade bands. The Beyond the Core indicator will be included for elementary and middle schools. The College and Career Planning indicator will be included for middle schools. The Accelerated Enrollment, Pathway Completion, and College and Career Readiness indicators will be included for high schools.

All calculations are based on the percent of students who achieve at a certain level or experience a particular opportunity. Therefore, each indicator has the ability to meaningfully differentiate among schools. Furthermore, the calculations are consistent across all schools within a grade band, allowing for the indicators to be comparable and statewide. Each indicator will be reported for all students and for each subgroup of students. All of the indicators for each grade band will be combined to provide the overall Readiness score.

**Literacy** (ES, MS, HS) is measured by the percent of students demonstrating reading comprehension at or above the lower bound of the College & Career Ready “Stretch” Lexile Band for each grade level or course. The link between reading on grade level and successful outcomes has been documented through research (DeWalt et al, 2004; Heckman, 2006; Hanemann, 2015; Morrisroe, 2014; Feister, 2010; Hernandez, 2012). Hernandez (2012) found that “about 16 percent of children who are not reading proficiently by the end of third grade do not graduate from high school on time, a rate four times greater than that for proficient readers” (pg.4). Georgia’s rigorous content standards promote that students should be ready for college or career upon exiting high school. One of the most important factors for readiness is a student’s ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile framework is the measure used to assess student grade level reading ability by measuring both the
complexity of texts and a student’s ability to comprehend these texts. The Lexile score provides a measure of the reading proficiency of the student in relation to the complexity of the text (MetaMetrics, 2017).

**Student Attendance** (ES, MS, HS) is measured by the percent of students absent less than 10% of days enrolled. Research supports that students who miss school are at risk for falling behind in school. Balfanz & Byrnes (2012) found that attendance strongly affects achievement and graduation rates. Chang and Romero (2008) recommend a definition of chronic absence of 10% or more - excused or unexcused - of the school year. They found this definition did a better job of identifying the individual students with a pattern of chronic absence than the more common calculation of identifying students with a set number of days absent without considering total days enrolled.

**Beyond the Core** (ES, MS) measures the percent of students earning credit in specified enrichment courses beyond the core that expose students to a well-rounded curriculum. Content areas include fine arts and world language for elementary schools and fine arts, world language, physical education/health, and career exploratory for middle schools. Additional content areas may be included at a future date. A common theme across statewide stakeholder feedback opportunities was that parents and other community members want to ensure that students are exposed to a well-rounded curriculum. Research supports that students who engage in arts education may have better academic outcomes and better school attendance than like peers (Cattrell, Dumais, & Hampden-Thompson, 2012; Fisk, 1999; Catrell, 1998). Second language learning is associated with higher academic achievement, enhanced cognitive skills, and enhanced global citizenship (Armstrong & Rodgers, 1997; Thomas, Collier, & Abbot, 1993; Lazaruk, 2007; Howard, 2002; Stewart, 2012; Maillat & Serra, 2009). The link between health/physical education and academic achievement is also supported through research (Dwyer et al, 2001; Field, Diego, & Sanders, 2001).

**Accelerated Enrollment** (HS) measures the percent of graduates earning credit for accelerated enrollment via Move On When Ready (MOWR), Advanced Placement (AP), or International Baccalaureate (IB) courses. Earning advanced credit through accelerated enrollment exposes students to college-level coursework and prepares them for their next steps. With AP, IB, and Georgia’s Move On When Ready (dual enrollment) program, students have access to a variety of academic and technical college-level courses. Research shows that dual enrollment supports the transition from high school to college and improves postsecondary success (Barnett & Stamm, 2010; Karp et al, 2007).

**Pathway Completion** (HS) measures the percent of graduates completing an advanced academic, career/technical (CTAE), fine arts, or world language pathway. Castellano, Sundell, Overman, Richardson, & Stone (2014) found that completion of a rigorous career pathway could be a viable mechanism for increasing high school engagement and achievement and support the transition to college and careers. A high-quality career, technical, and agricultural education (CTAE) addresses the goal of college and career readiness while ensuring coursework is aligned to academic standards and postsecondary expectations (Brand, Valant, & Browning, 2013).

**College and Career Readiness** (HS) measures the percent of graduates entering the Technical College System of Georgia (TCSG) or the University System of Georgia (USG) without needing remediation;
achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing an end of pathway assessment (EOPA) (nationally-recognized industry credential); or completing a work-based learning experience. Research supports that performance on national SAT and ACT exams are a good indicator of college and career readiness (College Board, 2012; ACT, 2016). Additional research supports that students scoring 3 or higher on an Advanced Placement (AP) exam or 4 or higher on International Baccalaureate (IB) exams are more likely to graduate from college (Nagaoka, Roderick, & Coca, 2009; Dougherty, Mellor & Juan, 2006). Attainment of an industry-recognized credential has improved outcomes for students, including higher earnings (NRCCTE, 2017; DOL, 2014). High-quality work-based learning programs can also have positive outcomes for students (Alfeld, 2015; Gramlick, Crane, Peterson, & Stenhjem, 2003).

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))
   a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

In accordance with current state law (§20-14-33), the College and Career Ready Performance Index is reported on a scale of 0-100, with the possibility of extra points for very high levels of achievement or progress. The overall CCRPI score is based on all indicators and components described in 4.iv. Indicator performance will be reported for all students and each subgroup of students.

   b. Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Rewarding High Levels of Achievement, Progress, and/or Improvement

As previously described, all of the indicators required by ESSA are grouped into five CCRPI components: Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). Within the Content Mastery component, achievement indicators are weighted according to the number of tests administered in that content area. Within the Progress component, ELA and mathematics progress each comprise 45% of the weight while progress towards English language proficiency comprises 10% of the weight. The Closing Gaps component is a single indicator. Within the Readiness component, all indicators are weighted equally. Within the Graduation Rate component (high schools only), the four-year graduation rate receives 2/3 of the points and the five-year graduation rate received 1/3 of the points.

Each component is weighted and combined to produce an overall score on a 0-100 scale with the possibility of extra points for very high levels of achievement, progress, and/or improvement. These weights were determined based on the policy weights recommended by the ESSA Accountability Committee and finalized based on technical analyses. The weights for the components are as follows:
A school whose configuration spans more than one of the established grade bands (K-5, 6-8, 9-12) will receive a CCRPI score for each grade band, based on the indicators specific to that grade band. Additionally, the grade-band CCRPI scores will be weighted according to enrollment and combined to produce a single CCRPI score for the school. This methodology ensures that such schools receive a CCRPI score that fairly represents the grade levels included at the school and allows for a CCRPI score that is comparable to other schools.

As the above table shows, the school quality/student success indicators (Readiness) comprise 20% of the overall score for elementary and middle schools and 15% of the overall score for high schools. Therefore, the academic and progress indicators carry much greater weight.

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Schools must have a Content Mastery score and a Progress score in order to be assigned a summative rating. When a school does not have both a Content Mastery and a Progress component score, an overall score will not be calculated; however, available indicator and component data will be reported. This methodology applies to early elementary schools that do not have students in the 4th grade (or higher) as well as other schools that do not receive a Content Mastery and Progress score due to small N sizes or other reasons. The state plans to explore a protocol to be able to assign a summative rating to such schools, including primary and alternative schools.

vi. Identification of Schools (*ESEA section 1111(c)(4)(D)*)

**Identifying Schools for Comprehensive and Targeted Support and Improvement**

Georgia has identified two priorities for developing criteria for identifying schools for comprehensive and targeted support and improvement (CSI and TSI):

1. Align its federal and state accountability systems, especially with regard to identifying schools for state support; and
2. Maintain clear and straightforward entrance and exit criteria for receiving state support.

**Aligning Federal and State Accountability Systems**

Georgia has developed two methods of identifying schools for state support:

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<table>
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<td>30%</td>
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<td>35%</td>
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