2019 CCRPI Detailed Calculation Guide

High School
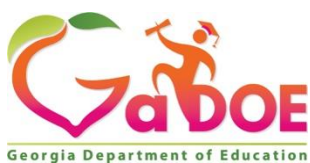
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Detailed Calculation Guide Overview

Purpose

Georgia's College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (AYP). Georgia's Elementary and Secondary Education Act (ESEA) Waiver provided the opportunity to implement a new accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the Adequate Yearly Progress (AYP) system.

In December 2015, President Obama signed into law the Every Student Succeeds Act (ESSA), the reauthorization of ESEA. With ESSA, Georgia seized the opportunity to reflect on several years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings. The redesigned CCRPI is a simpler, streamlined reflection of stakeholder feedback and the recommendations of the ESSA Accountability Working Committee. CCRPI includes five components: Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate (high schools only). These components, and the indicators within them, reflect the identified purpose and goals of CCRPI.

The purpose of this guide is to provide detailed information on the calculations utilized to populate the CCRPI reports. The CCRPI calculations rely heavily on data submitted annually in Student Record and Student Class. Many of the calculations utilize the current year's data as well as data submitted in previous years. It is important to note that accuracy of data submitted in Student Record and Student Class is critical to the accuracy of the CCRPI reports. Additional applications utilized to collect/prepare data for the reports include the following: Assessment Matching, Non-Participation Collection, Summer Graduate Collection, and Cohort Withdrawal Update.

Resources that serve as companions to this guide, are available at
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx .

Assessment Data

Assessment data are utilized prominently in the CCRPI. They are utilized in the Content Mastery, Progress, Closing Gaps, and Readiness calculations. The state assessments utilized in CCRPI calculations are as follows:
- Georgia Milestones End of Grade (EOG)
- Georgia Milestones End of Course (EOC)
    - Ninth Grade Literature and Composition
    - American Literature and Composition
    - Algebra
    - Coordinate Algebra
    - Geometry
    - Analytic Geometry
    - Biology

- o Physical Science
- o United States History
- o Economics/Business/Free Enterprise
- Georgia Alternate Assessment (GAA)
- Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS for ELLs)
- Alternate Assessing Comprehension and Communication in English State to State for English Language Learners (Alternate ACCESS for ELLs)

Assessments taken any time during the school year as well as during the June/July summer administration are utilized for CCRPI calculations. This includes the use of retests. When a student has a score and a retest score in the same school year for the same assessment, the higher of the scores is utilized for CCRPI.

Course Numbering System Legend

Many of the CCRPI indicators rely on students passing courses or earning credit in courses. Therefore, course numbers, as submitted in Student Class, are crucial. The Georgia Department of Education Data Collections division has developed a standard course numbering system for all State Board approved courses. The numbering system consists of 9 numerical digits plus a decimal. The decimal is located after the first 2 numerical digits, with 7 numerical digits to the right of the decimal.

21.1234567
XX.XXXXXXX

The 2 numerical digits to the **LEFT** of the decimal designate the main subject area field.

EXAMPLES: **23**.XXXXXXX = ENGLISH LANGUAGE ARTS
27.XXXXXXX = MATHEMATICS

The first numerical digit to the **RIGHT** of the decimal identifies the type of instruction. The following is a list of the codes for the first numerical digit to the **RIGHT** of the decimal.

XX.**0** GENERAL
XX.**1** REMEDIAL
XX.**2** GIFTED
XX.**3** DISTANCE LEARNING
XX.**4** ONE-HOUR LAB
XX.**5** TWO-HOUR LAB
XX.**7** WORK BASED LEARNING
XX.**8** GENERAL EDUCATION COURSE IN A SPECIAL EDUCATION SETTING

XX.**9** GENERAL EDUCATION COURSE IN A GENERAL EDUCATION
SETTING WITH SPECIAL EDUCATION SUPPORT

The second numerical digit to the **RIGHT** of the decimal identifies the minor subject area.

EXAMPLE: 53.0**6**XXXXX = MUSIC
GENERAL INSTRUCTION
ETHNIC AND FOLK

The third numerical digit to the **RIGHT** of the decimal identifies the specific course or subject.

EXAMPLE: 53.06**3**XXXX = MUSIC
GENERAL INSTRUCTION
ETHNIC AND FOLK
JAZZ

The fourth numerical digit to the **RIGHT** of the decimal further identifies the type of course or subject.

EXAMPLE: 53.064**1**XXX = MUSIC
GENERAL INSTRUCTION
ETHNIC AND FOLK
JAZZ
BEGINNING JAZZ I

The fifth numerical digit to the **RIGHT** of the decimal reserves 0 and 1 for use by the Department. A 0 is always used as the fifth numerical digit to the **RIGHT** of the decimal unless one of the following descriptions for the use of digits 2 through 9 apply.

23. 0610**0**XX = RESERVED FOR STATE USE
23. 0610**1**XX = RESERVED FOR STATE USE
23. 0610**2**XX = LOCALLY FUNDED
23. 0610**3**XX = CREDIT IN LIEU OF ENROLLMENT
23. 0610**4**XX = DUAL ENROLLMENT CREDIT
23. 0610**5**XX = JOINT ENROLLMENT PRIVATE INSTITUTION CREDIT
23. 0610**6**XX = OUT-OF-STATE PUBLIC SCHOOLS CREDIT (ACCREDITED
AND NONACCREDITED)
23. 0610**7**XX = PRIVATE (IN-STATE AND OUT-OF-STATE) SCHOOL CREDIT
(ACCREDITED AND NONACCREDITED)
23. 0610**8**XX = OUT OF U.S.A. CREDIT
23. 0610**9**XX = HOME SCHOOL CREDIT

The sixth and seventh numerical digits to the **RIGHT** of the decimal are reserved for local system use.

Course numbers that do not match this numbering convention or align with courses contained in [State](#) [Board Rule 160-4-2-.20](#) are not utilized in CCRPI calculations. Go to this link for resources regarding State-Funded Courses: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-andInstruction/Pages/default.aspx

Data Sources for Calculations

The following data sources are used for CCRPI calculations:
- Assessment data
- CCRPI applications
- EOPA Collection
- Free and Reduced Meal application in Data Collections
- FTE – 1
- FTE Survey
- Student Class (SC)
- Student Record (SR)
- TCSG and USG data files

For further information, please consult the Data Element Quick Reference Guide on the [CCRPI Resources for Educators](#) webpage.

Minimum N Size

CCRPI utilizes a minimum N size of 15 for an indicator to be included in reporting and scoring. A minimum N size of 15 provides the best balance between 1) protecting student confidentiality 2) maximizing reliability, and 3) maximizing the number of students and student subgroups included in accountability.

Full Academic Year

Full Academic Year (FAY) is used to determine students who are included in several CCRPI indicators. For high school students, FAY is calculated by determining if a student was enrolled in a course 65% of the number of days from the start date of the course to the end date of the course as defined by Marking Period.

Targets

CCRPI utilizes a target structure in which improvement or maintenance of high achievement levels is expected of all schools and all subgroups. The goal of this structure is to incentivize continuous, sustainable improvement. CCRPI improvement targets are defined as 3% of the gap between a baseline and 100%:

$$\text{Improvement Target} = (100 - \text{baseline}_{2017}) \times 0.03$$

Six percent (6%) improvement targets have also been calculated for the Economically Disadvantaged (ED), English Learners (EL), and Students with Disability (SWD) subgroups.

Each year, schools will be expected to meet the improvement target based on the prior year's performance. Improvement targets have been calculated using 2017 as the baseline for academic achievement rates in ELA, mathematics, science and social studies; four- and five-year adjusted cohort graduation rates (high schools only); and the English Learners (EL) progress towards English language proficiency indicator. Achievement targets are used in the Closing Gaps component of CCRPI to generate flags; graduation rate targets and EL proficiency targets are for information purposes only. Lists of all targets for the state, as well as more information regarding targets, are posted on the [Accountability](#) webpage.

For 2018 to 2022, the year when a subgroup has N ≥ 15 for the first time will serve as the baseline year used for target calculations.

CCRPI Scoring and Reporting

Consistent with state law (O.C.G.A. § 20-1433), the overall CCRPI score is reported on a 0-100 scale. To increase ease of understanding and interpretation, each CCRPI indicator and component is also reported on a 0-100

	Elementary	Middle	High
Content Mastery	30%	30%	30%
Progress	35%	35%	30%
Closing Gaps	15%	15%	10%
Readiness	20%	20%	15%
Graduation Rate	--	--	15%

scale. The maximum score for an indicator or component is 100. The overall CCRPI score and all components are rounded to one decimal place, and all indicators and sub-indicators are rounded to two decimal places. Components are weighted and combined according to the weights defined in the table to determine the overall CCRPI score.

While component scores are calculated and combined to produce the overall CCRPI score, each indicator is reported separately and disaggregated by subgroup. If a school does not have an indicator available, the weight associated with that indicator is redistributed proportionally to the other indicators within the applicable component. If a component is not available, the weight associated with that component is redistributed proportionally to other components.

A school with grade levels spanning more than one of the established grade bands (K-5, 6-8, 9-12) receives a CCRPI score for each grade band based on the indicators specific to that grade band. The grade-band CCRPI scores are weighted based on enrollment and combined to produce a single CCRPI score of 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. All schools with a Content Mastery score are assigned an overall CCRPI score.

District and State CCRPI Scores

All aspects of the calculations performed at the school level apply at the district and state level. Therefore, there is continuity from a school's report, to a district report, to the state report.

Content Mastery

Content Mastery addresses the question: *are students achieving at the level necessary to be prepared for the next grade, college, or career?* This component includes an achievement score in English language arts, mathematics, science, and social studies based on student performance on the Georgia Milestones Assessment System and the Georgia Alternate Assessment (GAA). The achievement score utilizes 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 are weighted according to the number of state tests administered within each grade band.

ESSA requires that at least 95% of all students and 95% of each student subgroup participate in state assessments. To satisfy the requirement that state accountability systems account for insufficient participation rates, if the participation rate for all students or a subgroup of students is less than 95%, the achievement score for that group of students is multiplied by the actual participation rate divided by 95%. This ensures the adjustment is proportional to the extent to which the 95% participation rate was not attained. The adjusted achievement score is utilized in CCRPI calculations.

95% Assessment Participation Requirement
If the participation rate for all students or a subgroup of students falls below 95%:

$$\text{Achievement Score} \quad \text{x} \quad \frac{\text{Participation Rate}}{95\%} \quad = \quad \text{Adjusted Achievement Score}$$

Content Mastery Calculation

(ELA x 25%) + (Math x 25%) + (Science x 25%) + (Social Studies x 25%)

Content Mastery Indicator Example

ELA

Participation Rate = 98%

Beginning	18%	x 0 =	0
Developing	26%	x .5 =	13
Proficient	44%	x 1 =	44
Distinguished	12%	x 1.5 =	18
	ELA Achievement Score =		75

Science

Participation Rate = 95%

Beginning	4%	x 0 =	0
Developing	14%	x .5 =	7
Proficient	46%	x 1 =	46
Distinguished	36%	x 1.5 =	54
	Science Achievement Score =		107 →

Note: Achievement scores are capped at 100.

Mathematics

Participation Rate = 97%

Beginning	11%	x 0 =	0
Developing	18%	x .5 =	9
Proficient	47%	x 1 =	47
Distinguished	24%	x 1.5 =	36
	Mathematics Achievement Score =		92

Social Studies

Participation Rate = 100%

Beginning	20%	x 0 =	0
Developing	32%	x .5 =	16
Proficient	42%	x 1 =	42
Distinguished	6%	x 1.5 =	9
	Social Studies Achievement Score =		67 →

Participation Rate Adjustment:

67 x (92/95) = 64.9

Content Mastery = 75 x (25%) + 92 x (25%) + 100 x (25%) + 64.9 (25%) = **83.0**

Notes:
1. Content Mastery contains four indicators (ELA, mathematics, science, and social studies), each receiving an achievement score of 0-100.

Assessment	Achievement Level	Value
EOC	Beginning Learner	0.0
EOC	Developing Learner	0.5
EOC	Proficient Learner	1.0
EOC	Distinguished Learner	1.5
GAA 2.0	Level 1	0.0
GAA 2.0	Level 2	0.5
GAA 2.0	Level 3	1.0
GAA 2.0	Level 4	1.5

2. The achievement score is based on the percent of Full Academic Year (FAY) students in grades 9-12 at each of the following achievement levels on state assessments. For high school students, FAY is calculated by determining if a student was enrolled in a course 65% of the number of days from the start date of the course to the end date of the course.
3. For students with multiple assessment scores, use the highest score.
4. The count of grade 11 students flagged in SR as Students with Disabilities (SWD) and flagged as taking a GAA is also added to both the numerator and denominator of the high school's participation rate.
5. For *applicable* dual enrollment courses, the college-issued course grade is used.

College-Issued Course Grade	Achievement Level	Value
Less than a C (<70)	Beginning Learner	0.0
C (70-79)	Developing Learner	0.5
B (80-89)	Proficient Learner	1.0
A (90-100)	Distinguished Learner	1.5

Detailed Calculation Steps

To calculate the Achievement score, use the Content Mastery data file found on the portal CCRPI report.

Denominator:
1. Filter on Assessment Subject Area Code (Column AN).
2. FAY Participant (Column Z) = Y
3. Use the number in the bottom left hand corner of the Excel spreadsheet as the denominator.

Numerator:
1. Filter on Assessment Subject Area Code (Column AN).
2. FAY Participant (Column Z) = Y
3. Filter Column BC on DEV and Level 2 (GAA). Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 0.5. Round to two decimal places.
4. Filter Column BC on PRO and Level 3 (GAA). Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 1.0. Round to two decimal places.
5. Filter Column BC on DIS and Level 4 (GAA). Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 1.5. Round to two decimal places.

The Achievement score = sum the products from 3) through 5). This score is capped at 100 for component calculations and overall CCRPI calculations.

Participation rate is based on high school students who are course enrolled and have a final grade in the course. To calculate the participation rate, use the Content Mastery data file found on the portal CCRPI report.

Numerator:
1. Filter on Assessment Subject Area Code (Column AN).
2. Test Participant (Column AE) = Y
3. Use the number in the bottom left hand corner of the Excel spreadsheet as the numerator.

Denominator:
1. Filter on Assessment Subject Area Code (Column AN).
2. Test Enrollment (Column AD) = Y

3. Use the number in the bottom left hand corner of the Excel spreadsheet as the denominator.

The participation rate = (numerator / denominator) x 100. Round to two decimal places.

If the participation rate for all students or a subgroup of students is less than 95%:

$$adjusted\ achievment\ score = achievement\ score\ x\ \frac{participation\ rate}{95.00}$$

Progress

Progress addresses the question: *how much growth are students demonstrating relative to academically-similar students?* This component utilizes Student Growth Percentiles (SGPs) 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 1.0 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.

A third progress indicator measures the extent to which English Learners (EL) are making progress towards English language proficiency, as measured by EL students moving from one state-defined Performance Band to a higher Performance Band on the ACCESS for ELLs. 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 1.0 point, and those moving more than one band earn 1.5 points.

ELA x (45%) + Mathematics x (45%) + Progress Towards English Language Proficiency x (10%)

ELA / Mathematics Indicator Example

ELA				
SGPs 1-29	14%	x 0 =	0
SGPs 30-40	12%	x .5 =	6
SGPs 41-65	40%	x 1.0 =	40
SGPs 66-99	34%	x 1.5 =	51
	ELA Progress Score =		97

Mathematics				
SGPs 1-29	20%	x 0 =	0
SGPs 30-40	18%	x .5 =	9
SGPs 41-65	44%	x 1.0 =	44
SGPs 66-99	18%	x 1.5 =	27
	Mathematics Progress Score =		80

Notes:
1. The ELA and Mathematics indicators each receive a maximum score of 100.

2. The score is based on the percent of Full Academic Year (FAY) students in grades 9-12 at each of the following SGP levels, assigning the point value to each level:

SGP Range	Point Value
1-29	0.0
30-40	0.5
41-65	1.0
66-99	1.5

3. When multiple scores are present for the same assessment, use the highest available score.

Detailed Calculation Steps

To calculate the Progress score, use the Content Mastery data file found on the portal CCRPI report. This score is capped at 100 for component calculations and overall CCRPI calculations.

Denominator:
1. Assessment Subject Area Code (Column AN) = E or M
2. FAY Progress (Column BE) = Y
3. Use the number in the bottom left hand corner of the Excel spreadsheet as the denominator.

Numerator:
1. Assessment Subject Code (Column AN) = E or M
2. FAY Progress (Column BE) = Y
3. Filter SGP Growth Level (Column BG) on Level 2. Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 0.5. Round to two decimal places.
4. Filter SGP Growth Level (Column BG) on Level 3. Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 1.0. Round to two decimal places.
5. Filter SGP Growth Level (Column BG) on Level 4. Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 1.5. Round to two decimal places.

The Progress score = sum the products from 3) through 5). This score is capped at 100 for component calculations and overall CCRPI calculations.

English Learners Progress Towards English Language Proficiency (ELP) Indicator Example

Progress Toward ELP	No positive movement	10%	x 0.0 =	0.00
	Moved less than one band	22%	x 0.5 =	11.00
	Moved one band	50%	x 1.0 =	50.00
	Moved more than one band	18%	x 1.5 =	27.00
		Progress Towards ELP Score =		88.00

Notes:
1. The score for EL Progress Towards ELP indicator receives a maximum score of 100 points.
2. Students with two consecutive years of ACCESS scores are included.
3. The following table is used to determine the performance band for each student:

Performance Band	ACCESS-Composite Score
I	1.0-2.1
II	2.2-2.8
III	2.9-3.1
IV	3.2-3.4
V	3.5-3.7
VI	3.8-4.0
VII	4.1-4.2
VIII	4.3+

4. The score is based on the percent of students in grades 9-12 at each of the following levels, assigning the point value to each level:

Performance Band Movement	Point Value
No positive movement	0.0
Moved less than one band	0.5
Moved one band	1.0
Moved more than one band	1.5

5. When multiple scores within the same year are present, use the highest available score.
6. For English Learner students in performance bands 1-6 in the previous year:

    a. ELs with no or negative movement in a performance band in the current year will receive 0 points.

    b. ELs with positive movement in the composite score but who have not yet moved up one performance band will receive 0.5 points.

    c. ELs who move up one performance band will receive 1 point.

    d. ELs who move up two bands or more will receive 1.5 point.

7. For English Learner students in performance band 7 in the previous year

    a. ELs with negative or no movement in the performance band in the current year will receive 0 points.

    b. ELs with positive movement in the composite score but who have not yet moved up one performance band will receive 0.5 points.

    c. ELs that move to band 8 in the current year will receive 1.5 points.

8. For English Learner students in performance band 8 in the previous year:

    a. ELs that dropped below band 8 in the current year will receive 0 points.

    b. ELs that remain in band 8 with no or negative movement in the composite score will receive 1 point.

    c. ELs that remained in band 8 with positive movement in composite score will receive 1.5 points.

Detailed Calculation Steps

To calculate the EL Progress Towards ELP indicator, use the EL Progress data file found on the portal CCRPI report.

Denominator

1. Two years of ACCESS Data (Column T) = Y
2. Use the number in the bottom left hand corner of the Excel spreadsheet as the denominator.

Numerator

1. Two years of ACCESS Data (Column T) = Y
2. Filter ELP Growth Level (Column Y) on Level 2. Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator and multiply by 100. Then multiply by 0.5. Round to two decimal places.
3. Filter ELP Growth Level (Column Y) on Level 3. Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator. Then multiply by 1.0. Round to two decimal places.
4. Filter ELP Growth Level (Column Y) on Level 4. Divide the count at the bottom left hand corner of the Excel spreadsheet by the denominator. Then multiply by 1.5. Round to two decimal places.

The EL Progress Towards ELP = sum the products from 2) through 4). This score is capped at 100 for component calculations and overall CCRPI calculations.

Progress Calculation

ELA x (45%) + Mathematics x (45%) + Progress Towards English Language Proficiency x (10%)

Using the calculations for ELA / Mathematics Indicator Example and English Learners Progress Towards English Language Proficiency (ELP) Indicator Example above:

| Progress | 97.01 x (45%) + 80 x (45%) + 88 x (10%) = | 88.5 |

This score is capped at 100 for component calculations and overall CCRPI calculations. As stated previously, if a school does not have an indicator available, the weight associated with that indicator is redistributed proportionally to the other indicators within the applicable components.

Detailed Calculation Steps

1. When schools have all three indicators
   a. ELA is weighted at 45%
   b. Mathematics is weighted at 45%
   c. ELP is weighted at 10%.
2. When schools only have ELA and mathematics
   a. ELA is weighted at 50%
   b. Mathematics is weighted at 50%
3. When schools have ELA or mathematics and ELP
   a. ELA or mathematics is weighted at 90%
   b. ELP is weighted at 10%
4. When schools only have one indicator (ELA, mathematics, or ELP)
   a. That indicator is weighted at 100%

Closing Gaps

Closing Gaps addresses the question: *are all students and all student subgroups making improvements in achievement rates?* This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags. For each available academic achievement improvement target, 0 points are earned when performance does not improve (red flag), 0.5 points are earned when progress is made but the target is not met (yellow flag), and 1.0 point is earned when the target is met (green flag). Economically Disadvantaged (ED), English Learners (EL), and Students with Disability (SWD) subgroups can earn 1.5 points when a 6% improvement target is met. This incentivizes greater improvement among these historically underperforming subgroups.

This component sets the expectation that all students and all subgroups of students continue to make improvements and, once a certain threshold is attained, sustain high levels of achievement. It provides an opportunity for schools to demonstrate the progress they are making to improve student performance. This component also provides better alignment between CCRPI and the improvement flags by incorporating progress towards improvement targets into CCRPI scoring. Lists of all targets for the state, as well as more information regarding targets, are posted on Accountability webpage.

Closing Gaps Example

	ELA	Mathematics	Science	Social Studies
All Students	🟩	🟩	🟨	🟥
American Indian / Alaskan				
Asian / Pacific Islander				
Black	🟩	🟨	🟥	🟩
Hispanic	🟨	🟥	🟩	🟩
Multi-Racial				
White	🟩	🟨	🟩	🟥
Economically Disadvantaged	🟨	🟥	🟩	🟨
English Learners	🟥	🟩	🟨	🟩⭐
Students with Disability	🟩	🟩⭐	🟩⭐	🟥

Flag Count

Red	7	x 0.0 =	0.00
Yellow	7	x 0.5 =	3.50
Green	11	x 1.0 =	11.00
Green (6%)	3	x 1.5 =	4.50
	28		19.00

Closing Gaps (19 / 28) x 100 = **67.9**

Notes:
1. Students subgroup are based on information provided in Student Record:
   a. Alaskan/American Indian: RACE INDIAN = I

      b. Asian/Pacific Islander: RACE ASIAN = S or RACE PACIFIC = P
      c. Black: RACE BLACK = B
      d. Hispanic: ETHNIC HISPANIC = Y
      e. Multiracial: Student with more than one race reported
      f. White: RACE WHITE = W
      g. Economically Disadvantaged:
           i. Student level record: FREE_REDUCED = F or R or
           ii. School level - CEP and Schoolwide Provision II Status collected via Data Collections Free or Reduced Price Meal application
      h. Students with Disability = PRIMARY_AREA is not blank
      i. English Learners = ENGLISH_LEARNER(EL) = Y, 1, 2, 3, or 4

2. Three percent (3%) achievement improvement targets were set for the all students group and all subgroups in each content area using 2017 Content Mastery as a baseline.
3. Six percent (6%) achievement improvement targets were set for Economically Disadvantaged, English Learners, and Students with Disability subgroups using 2017 Content Mastery as a baseline.
4. Performance towards targets is represented by flags with each flag assigned a weight.

Academic Performance	Flag Representation	Flag Weight
No improvement in performance		0.0
Improvement in performance but 3% target not met		0.5
3% Target met		1.0
6% target met (ED, EL, SWD only)		1.5

Detailed Calculation Steps

$$\frac{weighted\ flag\ count}{total\ flag\ count}\ x\ 100$$

To calculate the Closing Gaps score for each school, use the Closing Gaps table on the CCRPI reports. Lists of all targets for the state, as well as more information regarding targets, are posted on the [Accountability](#) webpage.

Numerator
1. Multiply the count of yellow flags by 0.5.
2. Multiply the count of green flags with no star by 1.0.
3. Multiply the count of green flags with a star by 1.5.
4. Sum the products from 1) through 3) to get the numerator.

Denominator
1. Count the number of red, yellow, green and green plus star flags for each school. Do not include flags for 'No Data' and 'Too Few Students'. This is the denominator.

Closing Gaps = (numerator / denominator) x 100. This score is capped at 100 for component calculations and overall CCRPI calculations.

Readiness

Readiness addresses the question: *are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?* There are five readiness indicators for high schools, all weighted equally. If an indicator is not applicable, the other indicators are weighted equally.

Readiness Calculation

Literacy x (20%) + Attendance x (20%) + Accelerated Enrollment x (20%) + Pathway Completion x (20%) + College and Career Readiness x (20%), or the average of the available indicators.

Readiness Example

Indicators		
Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each course.	68.00%
Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.	91.00%
Accelerated Enrollment: Percent of 12th graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.	72.00%
Pathway Completion: Percent of 12th graders completing an advanced academic, CTAE, fine arts, or world language pathway.	89.00%
College and Career Readiness: Percent of 12th graders entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.	74.00%

Readiness	68 x (20%) + 91 x (20%) + 72 x (20%) + 89 x (20%) + 74 x (20%)	**78.8**

Literacy Indicator Calculation

Percent of students in grades 9-12 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.

$$\frac{Count\ of\ FAY\ students\ in\ grades\ 9-12\ with\ a\ Lexile\ score\ at\ or\ above\ the\ midpoint\ stretch\ band}{Count\ of\ FAY\ students\ in\ grades\ 9-12\ with\ a\ Lexile\ score} \times 100$$

Grade	Lexile Score
9th Lit	1155L
American Lit	1285L

Detailed Calculation Steps

To calculate the Lexile indicator, use the Content Mastery data file found on the portal CCRPI report.

Numerator
1. FAY Participant (Column Z) = Y
2. Filter Assessment Subject Code (Column AM) = 9th Grade Lit. Filter Lexile Scale Score (Column BB): select Number Filters, then select *Greater Than Or Equal To*, then key 1155. The count is at the bottom left hand corner of the Excel spreadsheet.
3. Filter Assessment Subject Code (Column AM) = Am Lit. Filter Lexile Scale Score (Column BB): select Number Filters, then select *Greater Than Or Equal To*, then key 1285. The count is at the bottom left hand corner of the Excel spreadsheet.
4. Sum the counts from 2) and 3) to get the numerator.

Denominator
1. FAY Participant (Column Z) = Y
2. Lexile Scale Score (Column BB): deselect *blanks*. This count is the denominator.

The Lexile indicator score = (numerator / denominator) x 100. Round to two decimal places.

Attendance Indicator Calculation
Percent of students in grades 9-12 absent less than 10% of enrolled days

Notes:
1. Every student with an enrollment record is considered.
2. There is no rounding at the student level.
3. To determine if a student is absent less than 10% of enrolled days, the following calculation is applied at the student level:

$$\frac{Days\ Absent}{Days\ Absent + Days\ Present} \times 100$$

4. If this absence rate is less than 10%, the student meets the indicator criterion.
5. A student enrolled less than a total of 30 days is removed from the calculation unless the student meets the 10% criteria. In that case, the student is included in the calculation.

$$\frac{Count\ of\ students\ in\ grades\ 9-12\ with\ an\ enrollment\ record\ absent\ less\ than\ 10\%\ of\ enrolled\ days}{Count\ of\ students\ in\ grades\ 9-12\ with\ an\ enrollment\ record} \times 100$$

6. When calculating attendance at the district level, students who attended more than one school within a district must be reconciled first as they will have multiple entries on the district data file.

Detailed Calculation Steps
To calculate the Attendance indicator, use the Attendance data file found on the portal CCRPI report.

Numerator
1. Meets Indicator Criteria (Column W) = Y

Denominator
1. Days Present Plus Days Absent (Column V): select Number Filters, then select *Greater Than Or Equal To*, then key 30. The count is at the bottom left hand corner of the Excel spreadsheet.
2. Days Present Plus Days Absent (Column V): select Number Filters, then select *Less Than*, then key 30. Next, filter Meets Indicator Criteria (Column W) = Y. The count is at the bottom left hand corner of the Excel spreadsheet.
3. Sum the counts from 1) and 2) to get the denominator

The Attendance indicator score = (numerator / denominator) x 100. Round to two decimal places.

Accelerated Enrollment Indicator Calculation
Percent of 12th grade students earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses

$$\frac{Count\ of\ students\ in\ grade\ 12\ who\ meet\ indicator\ criterion}{Count\ of\ students\ in\ grade\ 12} \times 100$$

Notes:
1. This indicator is benchmarked at the 75th percentile value (54.73) using 2018 as the baseline.
2. The benchmarked indicator score is capped at 100.
3. Course credit recorded in Student Record and Student Class over the last seven years is utilized.
4. Students must earn a minimum of **one full** credit.
5. Students in 12th grade count at the last school where enrolled.
6. Students count only once in the numerator.
7. Percentages displayed under "View accelerated enrollment data" are benchmarked disaggregated data for each type of accelerated enrollment compared to the number of 12th graders. Because students can complete more than one accelerated enrollment course, the sum of the percentages can be > 100%.

Detailed Calculation Steps

To calculate the Accelerated Enrollment indicator, use the Accelerated Enrollment data file found on the portal CCRPI report.

Numerator
1. Meets indicator criteria (Column W) = Y.

Denominator
1. Student grade level (Column E) = 12

The unadjusted Accelerated Enrollment indicator score = (numerator / denominator) x 100. Round to two decimal places.

The benchmarked Accelerated Enrollment indicator score = unadjusted score / 54.73 x 100. Round to two decimal places.

To calculate the percentage of students completing each type of accelerated enrollment as shown under "View accelerated enrollment data," use the Accelerated Enrollment data file found on the portal CCRPI report.

Numerator
1. Specific accelerated enrollment type completed (Columns T thru V one at a time) = Y

Denominator
1. Student Grade Level (Column E) = 12

The unadjusted specific accelerated type score = (numerator / denominator) x 100. Round to two decimal places.

The benchmarked specific accelerated type score = unadjusted score / 54.73 x 100. Round to two decimal places.

Pathway Completion Indicator Calculation

Percent of 12th grade students completing an advanced academic, CTAE, fine arts, or world language pathway

$$\frac{Count\ of\ students\ in\ grade\ 12\ who\ meet\ indicator\ criterion}{Count\ of\ students\ in\ grade\ 12} \times 100$$

Notes:
1. Course credit recorded in Student Record and Student Class over the last seven years is utilized.
2. Students in 12th grade count at the last school where enrolled.
3. Students count only once in the numerator.
4. Percentages displayed under "View Pathway Completion Data" are disaggregated data for each pathway option compared to the number of applicable 12th graders.

> Because students can complete more than one pathway, the sum of the percentages can be > 100%.
5. Students who do not have at least three years of course history in Student Record and Student Class will be taken out of the denominator if they do **not** complete a pathway.
6. Students who are reported by the Technical College System of Georgia to GaDOE as TCC completers count as having completed a pathway.

Detailed Calculation Steps

To calculate the Pathway Completion Indicator, use the Pathway Completion data file found on the portal CCRPI report.

Numerator
1. Meets indicator criteria (Column Y) = Y

Denominator
1. Count the number of students <u>with</u> three years of course history. Filter 3 years Course History (Column T) on Y. The count is at the bottom left hand corner of the Excel spreadsheet.
2. Count the number of students <u>without</u> three years of course history. Filter 3 years Course History (Column T) on N. Next, filter Meets Indicator Criteria (Column Y) = Y. The count is at the bottom left hand corner of the Excel spreadsheet.
3. Sum the counts from 1) and 2) to get the denominator.

Pathway completer indicator = (numerator / denominator) x 100. Round to two decimal places.

To calculate the percentage of students completing each type of pathway as shown under "View Pathway Completion Data," use the Pathway Completion data file found on the portal CCRPI report.

Numerator
1. Specific pathway completed (Columns U thru X one at a time) = Y

Denominator
1. Count the number of students <u>with</u> three years of course history. Filter 3 years Course History (Column T) on Y. The count is at the bottom left hand corner of the Excel spreadsheet.
2. Count the number of students <u>without</u> three years of course history. Filter 3 years Course History (Column T) on N. Next, filter Meets Indicator Criteria (Column Y) = Y. The count is at the bottom left hand corner of the Excel spreadsheet.
3. Sum the counts from 1) and 2) to get the denominator.

Specific pathway completer = (numerator / denominator) x 100. Round to two decimal places.

College and Career Readiness Indicator Calculation

Percent of 12th grade students entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.

$$\frac{Count\ of\ students\ in\ grade\ 12\ who\ meet\ indicator\ criterion}{Count\ of\ students\ in\ grade\ 12} \times 100$$

Notes:
1. This is a lagging indicator; students in 12th grade the previous year are utilized.
2. Course credit recorded in Student Record and Student Class over the last seven years is utilized.
3. Students in 12th grade count at the last school where enrolled.
4. Students count only once in the numerator.
5. In order to meet the EOPA criterion, a student's passing score must be on an EOPA that aligns with a pathway course.
6. Students who are reported by the Technical College System of Georgia to GaDOE as TCC completers count as passing an EOPA.
7. In order to meet the ACT criterion, a student's composite score must be ≥ 22.
8. In order to meet the SAT criterion, a student's score on the SAT on test administration *prior to January 2016* must be a combined score ≥ 1550. For SAT test administration *on or after January 2016*, a student must meet two requirements to meet the SAT criterion:
    a. Scoring ≥ 480 on Evidence-Based Reading and Writing, **and**
    b. Scoring ≥ 530 on Mathematics
9. In order to meet the AP criterion, a student must score ≥ 3 on two or more AP exams.
10. In order to meet the IB criterion, a student must score ≥ 4 on two or more IB exams.
11. Percentages displayed under "View college and career readiness data" are disaggregated data for each type of college and career readiness option compared to the number of 12th graders. Because students can complete more than one option, the sum of the percentages can be > 100%.

Detailed Calculation Steps

To calculate the College and Career Readiness Indicator, use the College and Career Readiness data file found on the portal CCRPI report.

Numerator
1. Meets indicator criteria (Column AB) = Y

Denominator
1. Student Grade level (Column E) = 12

The College and Career Readiness indicator score = (numerator / denominator) x 100. Round to two decimal places.

To calculate the percentage of students completing each type of college and career readiness option as shown under "View College and Career Readiness Data," use the College and Career Readiness data file found on the portal CCRPI report.

Numerator
1. Specific college and career readiness option completed (Columns T thru AA one at a time) = Y

Denominator
1. Student Grade level (Column E) = 12

The specific College and Career Readiness type score = (numerator / denominator) x 100. Round to two decimal places.

Graduation Rate

Graduation Rate addresses the question: *are students graduating from high school with a regular diploma in four or five years?* Both a four-year adjusted cohort graduation rate and a five-year adjusted cohort graduation rate are reported on CCRPI. Graduating in four years is important; however, for some students, additional time is needed. It is critical that schools continue to work with students who need extra time and support to graduate from high school.

Graduation Rate Calculation

4-year cohort graduation rate x (66.67%) + 5-year cohort graduation rate x (33.33%)

Graduation Rate Example

Cohort		
4-year adjusted cohort graduation rate		84.60%
5-year adjusted cohort graduation rate		88.50%
Graduation Rate	84.6 x (2/3) + 88.5 x (1/3) =	**85.90**

Note:
The 4-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. ESSA High School Graduation Rate Guidance 1.7.17 . The calculation steps included in this document are pending approval

of an ESSA amendment submitted by the Georgia Department of Education. If the full amendment is approved as submitted, students assessed on the alternate assessment (GAA or GAA 2.0) in 11th grade and earning a regular diploma will continue to be included in the graduation rate numerator. If the amendment is denied, the calculation guide will be updated.

Detailed Calculation Steps

To calculate the Graduation Rate, use the Graduation Rate data file found on the portal CCRPI report.

Four-Year Graduation Rate:
Numerator
1. Filter Grad Rate Type: Column (A) = 4
2. Filter Update Diploma Type Column (AL) = G
3. The count is at the bottom left hand corner of the Excel spreadsheet.

Denominator
1. Filter Grad Rate Type: Column (A) = 4
2. Filter Entry School Year Column (F) select 2016, 2017, 2018 and 2019
3. Remove Students who transfer out, emigrant, or die
    a. School level calculation: Column (AI) deselect 1,2,3,4,D,H,J,K,N,T,V,W,X,Y,Z
    b. District level calculation: Column (AI) deselect 1,4,D,H,J,K,N,T,X,Y,Z
4. The count is at the bottom left hand corner of the Excel spreadsheet.

The Four Year Graduation Rate = (numerator / denominator) x 100

Five-Year Graduation Rate:
Numerator
1. Filter Grad Rate Type: Filter Column (A) = 5
2. Graduate: Filter Column (AL) = G
3. The count is at the bottom left hand corner of the Excel spreadsheet.

Denominator
1. Filter Grad Rate Type: Filter Column (A) = 5
2. Students in Cohort: Column (F) select 2015, 2016, 2017, 2018 and 2019
3. Remove Students who transfer out, emigrant, or die
    a. School level calculation: Column (AI) deselect 1,2,3,4,D,H,J,K,N,T,V,W,X,Y,Z
    b. District level calculation: Column (AI) deselect 1,4,D,H,J,K,N,T,X,Y,Z
4. The count is at the bottom left hand corner of the Excel spreadsheet.

The Five Year Graduation Rate = (numerator / denominator) x 100

Final Scoring Calculation

Content Mastery x (30%) + Progress x (30%) + Closing Gaps x (10%) + Readiness x (15%) + Graduation Rate x (15%)

CCRPI Score Example

Content Mastery		83.0
Progress		88.5
Closing Gaps		67.9
Readiness		78.8
Graduation Rate		85.9
CCRPI Score	83.0 x (30%) + 88.5 x (30%) + 67.9 x (10%) + 78.8 x (15%) + 85.9 x (15%)=	82.9

Rounding at the indicator and sub-indicator level is to two decimal places and capped at 100, while rounding at the component level and overall score is to one decimal place.

Detailed Calculation Steps

1. If the Content Mastery Component shows "Too Few Students" or "N/A" then the overall CCRPI score is "N/A".
2. If any other component shows "Too Few Students" or "N/A", remove that component's percentage points from the sum of percentage points possible.
3. Calculate the points earned for each Component. The points earned on a component equal the performance on the component times the percentage weight.
4. Sum the total percentage points possible.
5. Divide the total points earned by the total percentage points possible.
6. The resulting value is the CCRPI Overall score.

School Climate and Financial Efficiency Star Ratings

Positive school climate is a necessary condition for students to learn, grow, and be prepared for their next steps. Georgia's School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. Schools receive a 1-5-star rating, with five stars representing an excellent school climate and one star representing a school climate most in need of improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe and substance-free learning environment; and 4) student

attendance. http://www.gadoe.org/external-Affairs-and-Policy/policy/Pages/School-Climate.aspx

The Financial Efficiency Star Rating is a 0.5-5-star rating that provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to district size) in comparison with other districts. The star rating is an informational tool for school and district leaders, parents, and community stakeholders to use in conjunction with other information as they work towards improved student opportunities and outcomes. https://gosa.georgia.gov/financial-efficiency-star-rating-0

School Climate and Financial Efficiency are not included in CCRPI calculations. These ratings are provided for informational purposes to support a holistic view of school performance.