



This document presents the redesigned College and Career Ready Performance Index (CCRPI) that was approved by the U.S. Department of Education as part of Georgia's Every Student Succeeds Act (ESSA) state plan. The redesigned CCRPI will be first implemented in 2017-2018. This document describes the background, stakeholder feedback, and process utilized to finalize the redesigned CCRPI as well as the theory of action supporting Georgia's updated school accountability system.

Background

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 long overdue reauthorization of ESEA. While ESSA's new accountability provisions represent a substantial departure from No Child Left Behind's AYP, they are more closely aligned with the CCRPI system already in place in Georgia.

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.

Stakeholder Feedback and Accountability Working Committee

Stakeholder feedback is a critical underpinning of not only the CCRPI redesign, but also the development of Georgia's entire ESSA state plan. Feedback was collected in multiple ways – surveys, emails, social media, and in-person feedback sessions. The accountability themes that emerged include the following:

1. CCRPI needs to be simplified, easier to read, and include more comparative information.
2. CCRPI needs to have clear, attainable goals.
3. CCRPI needs to minimize annual changes to ensure consistency.
4. CCRPI scores need to be released earlier.
5. CCRPI should include indicators that promote improved opportunities and outcomes for all students.
6. CCRPI should include multiple measures and emphasize student growth.
7. The focus of CCRPI should be school improvement.
8. There should be more information about school offerings and opportunities for students and on student preparation for life.

The Georgia Department of Education (GaDOE) convened an ESSA Accountability Working Committee comprising 20 representatives from districts, schools, Regional Education Service Agencies (RESAs), the GaDOE, and the Governor's Office of Student Achievement (GOSA). The committee met regularly from summer 2016 through spring 2017 to examine the current CCRPI, review stakeholder feedback, and make recommendations for the revised CCRPI under ESSA.



Role of Accountability

Accountability should play a supporting role in assisting schools, districts, and the state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life. Accountability – improved performance on CCRPI – should not be the driving force behind decisions about educating children. High-quality instruction, proven practices, additional services, and most importantly, student needs, should drive decisions about educating students. The state’s accountability system should include objective measures that illustrate the extent to which schools and districts are succeeding in providing improved opportunities and outcomes for all students.

Accountability should play a supporting role in assisting schools, districts, and the state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life.

CCRPI is not intended to provide a complete picture of school quality; rather, it is one indication of a school’s progress in preparing students for their next step. CCRPI should focus on the universal goals and outcomes expected for all students and all schools. Other information and data will be critical for schools, districts, communities, and the state to utilize to identify and address opportunities for improvement. This focus on universal goals and outcomes, and not on specific programs or initiatives, is also critical to ensure schools and districts have the flexibility to

implement the programs and policies important to their local communities that will meet their needs and improve opportunities and outcomes for their students.

The goal is to support students and to prepare them to graduate high school ready for college, career, and lifelong learning. Accountability should play a supporting role to help schools measure their progress along the way. CCRPI will provide one set of important measures around which schools and communities can have conversations and collaboratively develop strategies to improve student opportunities and outcomes.

Purpose of CCRPI

The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement. CCRPI has been simplified so that it is easy to understand, easy to communicate, and easy to utilize for improvement purposes.

CCRPI will serve as an improvement and communication tool by providing information on schools’ progress for schools to share with their communities as they set goals and work together towards improved student opportunities and outcomes. This focus on improvement will be accomplished through Georgia’s setting of goals, prioritizing CCRPI components, reporting information, and identifying schools for state support.

CCRPI should incentivize intentional, sustainable improvements. Schools should not be incentivized to implement quick fixes that might result in immediate small gains in achievement or CCRPI scores. Rather, they should have the support to think deeply about improvements, and plan for and implement data-driven decisions that will result in long-term, sustainable improvements.



The intended uses of CCRPI include the following:

- Identify, at the school, district, and state level, where progress has been made and areas in need of improvement;
- Identify schools and districts that need additional support;
- Provide meaningful data to guide school improvement plans; and
- Communicate public information about student performance.

The intended outcomes of the state's implementation of CCRPI include the following:

- The state, districts, schools, and communities can identify and work toward goals that will improve student opportunities and outcomes.
- All stakeholders can understand school and district goals and can understand their role in working toward attaining those goals.
- There can be greater engagement in and collaboration among all stakeholders.
- Schools that are effective or making progress can be identified and their strategies can be recognized.
- Schools that need additional support can be identified and provided with support.
- School and district scores on CCRPI indicators of school performance can be communicated to all stakeholders.
- The state can shift from a compliance-oriented environment toward a collaborative, results-oriented improvement environment.

Goals of CCRPI

CCRPI has been redesigned with a focus on five goals in order to increase the percentage of students graduating high school college and career ready. CCRPI components and indicators have been selected to support these goals.

Goal 1: Increase achievement for all students.

Content Mastery, measured by student achievement in English Language Arts, mathematics, science, and social studies, and Progress, measured by student growth in English Language Arts and mathematics, are key drivers of the CCRPI. By utilizing weights based on achievement and growth level, value is placed on moving all students from one achievement or growth level to a higher level. The expectation for sustained high achievement or growth for all students – low and high achieving – ensures all students are being challenged and moved to the next level.

Goal 2: Make progress in closing achievement gaps.

Georgia's school-level targets under ESSA will expect schools to improve achievement rates and graduation rates for all students and all subgroups of students, and, additionally for English learners, progress towards English language proficiency. Schools and subgroups that are further behind will be expected to make greater progress. All schools and subgroups will be expected to make improvements until a high level of performance has been attained, at which point that high level of performance is expected to be maintained.

Incorporating progress toward meeting achievement targets into Closing Gaps allows schools to demonstrate their progress in improving achievement for all students and all subgroups of students and better integrates the improvement targets with CCRPI.

CCRPI Goals



Achievement for all students



Achievement gaps



Literacy and numeracy



Graduation rates



College and career readiness

Goal 3: Increase literacy and numeracy.

Literacy and numeracy are critical components of student success and the ability to succeed in upper grades, college, and career. CCRPI includes a measure of literacy for all tested grade levels as well as an emphasis on ELA and mathematics achievement and growth.

Goal 4: Increase graduation rates.

CCRPI will utilize both the four-year and five-year adjusted-cohort graduation rates. 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.

Goal 5: Increase student college and career readiness.

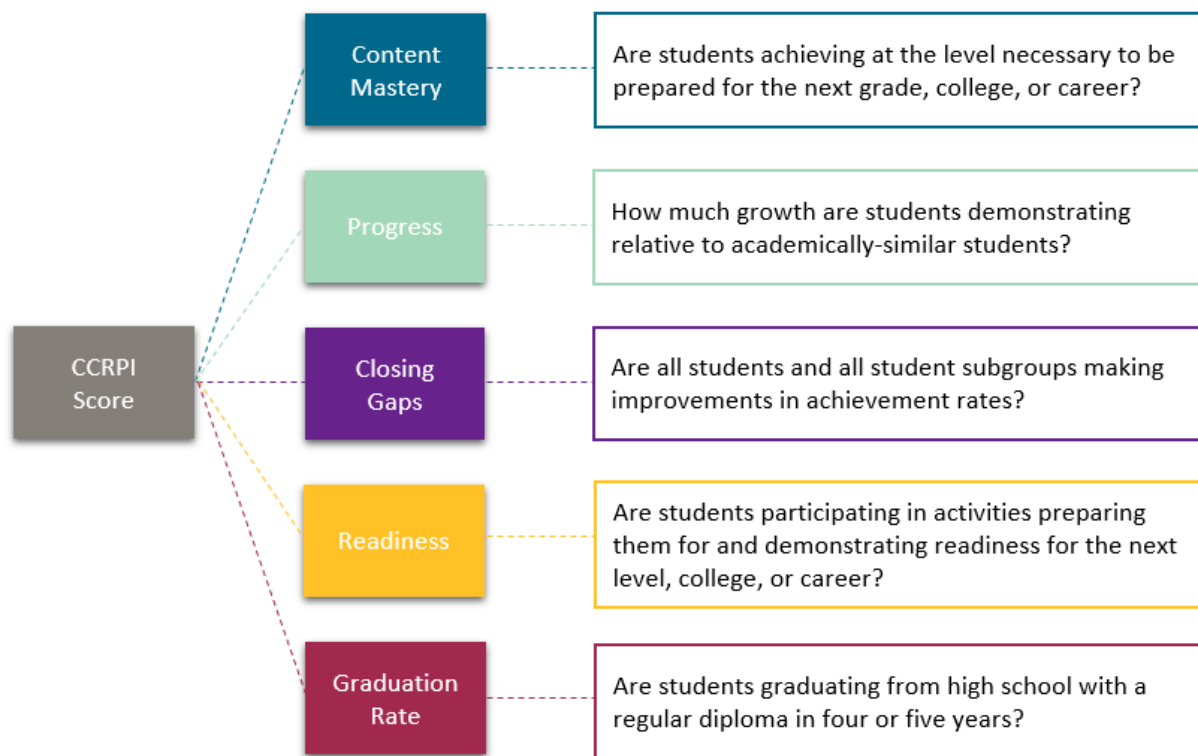
Graduating from high school is not enough. When students graduate, they must be prepared to enter college or a career with the ability to succeed. Graduates must be prepared for lifelong learning. The high school CCRPI includes multiple measures of college and career readiness, such as earning credit through accelerated enrollment (academic or technical courses); completing pathways in a variety of fields; passing assessments used for college entry or industry credentials; or completing a work-based learning program supervised and evaluated by an employer in a field related to the student's program of study.

For all grade levels, literacy – the ability to read and comprehend texts – and a track record of attendance are critical measures of college and career readiness. Additionally, in elementary and middle school, students must have an opportunity to experience courses beyond the traditional core – such as fine arts, world languages, physical education/health, and career exploratory – that will help put them on the path to college and career readiness.

Redesigned CCRPI Framework

The redesigned CCRPI is a simpler, streamlined reflection of stakeholder feedback and the recommendations of the ESSA Accountability Working Committee. CCRPI will include five components: Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate (high schools only). These components and indicators reflect the identified purpose and goals of CCRPI.

Redesigned CCRPI Framework



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 will be 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 falls below 95%, the achievement score for that group of students will be 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 will be utilized in CCRPI calculations.

95% Assessment Participation Requirement

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

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

Georgia Milestones Achievement Levels

- **Beginning Learners** do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Developing Learners** demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students need additional academic support to be prepared for the next grade level or course and to be on track for college and career readiness.
- **Proficient Learners** demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are prepared for the next grade level or course and are on track for college and career readiness.
- **Distinguished Learners** demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia’s content standards. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

Progress

Progress addresses the question: *how much growth are students demonstrating relative to academically-similar students?* 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.

SGP Growth Levels

- Students demonstrating **low growth (1-34)** struggle to maintain their academic status.
- Students demonstrating **typical growth (35-65)** maintain or improve their academic status.
- Students demonstrating **high growth (66-99)** make greater improvements in their academic status.

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 point, and those moving more than one band earn 1.5 points.

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 point is earned when the target is met (green flag). Economically Disadvantaged (ED), English Learner (EL), and Students with Disabilities (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.

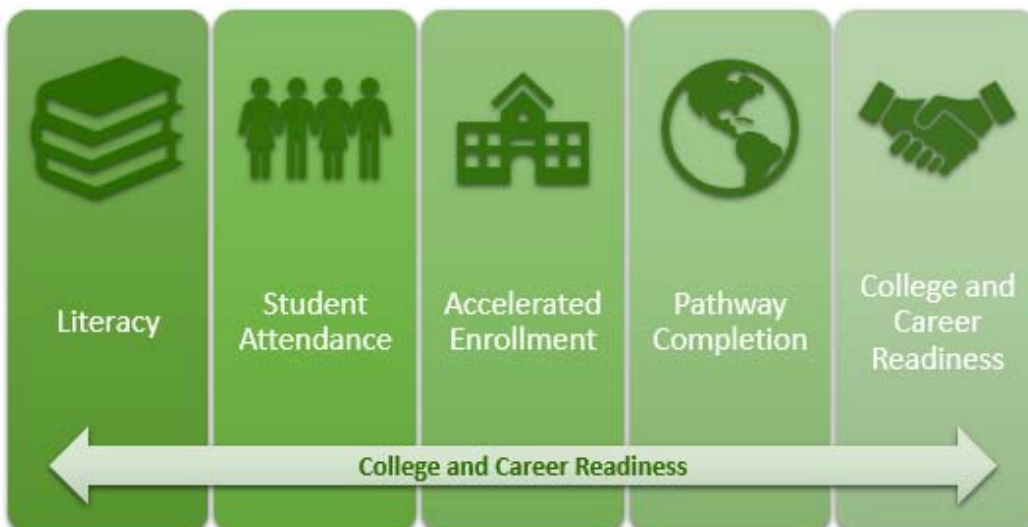
Readiness

Readiness addresses the question: *are students participating in activities preparing them for and demonstrating readiness for the next level, college, or career?* There are three readiness indicators for elementary schools, three readiness indicators for middle schools, and five readiness indicators for high schools.

DEFINING READINESS

- **Early grades:** Foundational skills and concepts
- **Later grades:** Multiple paths to succeed by expanding opportunities and personalizing learning
- **Graduates** are college and/or career ready
- **Life-long learning**

The elementary and middle school readiness components focus on foundational skills, such as literacy, attendance, and experiencing enrichment courses beyond the traditional academic core. Being able to read and comprehend academic and technical texts is critical to being prepared for the next level, especially in the early grades. Attendance is an important indicator not only because a student must be present to receive instruction, but also because the workforce demands workers who will arrive regularly and on time. The student attendance indicator will utilize a nationally-accepted threshold of being absent less than 10% of enrolled days. Experiencing enrichment courses beyond the traditional academic core is also valuable as students need to experience a well-rounded curriculum, providing context for core studies and exposing them to a variety of career options.



In high school, literacy and student attendance continue to be critical indicators of postsecondary readiness. Students should also prepare for college and career by participating in accelerated enrollment courses – academic or technical – through Dual Enrollment,



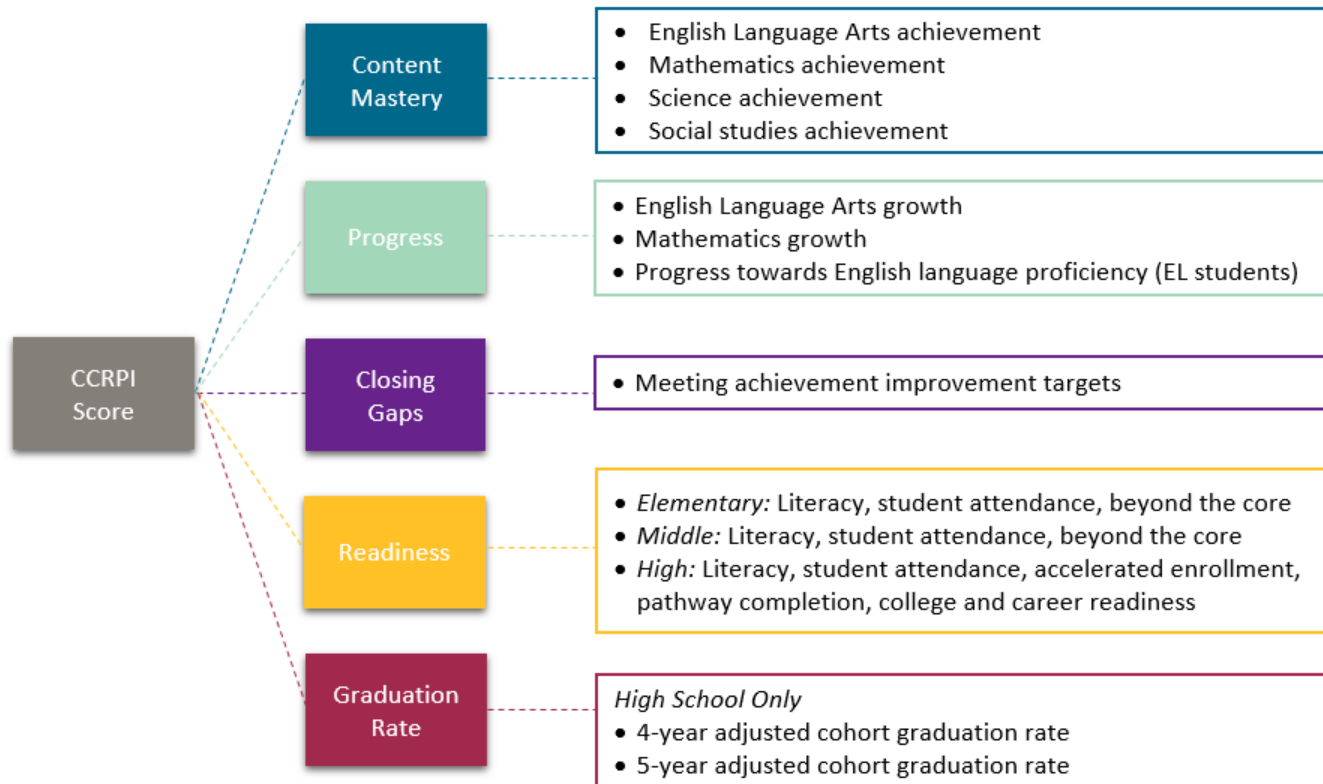
Advanced Placement, or International Baccalaureate. Completing a pathway shows students the relevance of what they are learning in the classroom, whether they want to go to a two-year college, a four-year university, or straight into a career. Finally, students should demonstrate readiness for college and career through a variety of opportunities – by entering TCSG/USG without needing remediation, earning a readiness score on specified national assessments, passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential, or completing a work-based learning program aligned to a pathway of study.

Elementary	<p>Literacy: Percent of students in grades 3-5 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.</p> <p>Student Attendance: Percent of students in grades K-5 absent less than 10% of enrolled days.</p> <p>Beyond the Core: Percent of students earning a passing score in fine arts or world language.</p>
Middle	<p>Literacy: Percent of students in grades 6-8 demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level.</p> <p>Student Attendance: Percent of students in grades 6-8 absent less than 10% of enrolled days.</p> <p>Beyond the Core: Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.</p>
High	<p>Literacy: Percent of students in 9th Grade Literature and American Literature demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each course.</p> <p>Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.</p> <p>Accelerated Enrollment: Percent of 12th-grade students earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.</p> <p>Pathway Completion: Percent of 12th-grade students completing an advanced academic, CTAE, fine arts, or world language pathway.</p> <p>College and Career Readiness: 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.</p>

Graduation Rate

Graduation Rate, included for high schools only, addresses the question: *are students graduating from high school with a regular high school diploma in four or five years?* This component includes both the four- and five-year adjusted cohort graduation rates. The adjusted cohort graduation rate is the number of students who graduate in the specified number of years (four or five) with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. While graduating from high school in four years is the priority, the five-year graduation rate is also included to acknowledge the work schools do to keep students in school who need additional time to meet requirements to graduate.

Revised CCRPI Indicators



Minimum N Size

CCRPI will utilize 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 and maximizing reliability and 2) maximizing the number of students and student subgroups included in accountability. Impact analyses show that between minimum N sizes of 10 and 30, there is a limited increase in reliability of performance rates as the minimum N size increases beyond 15. However, as the minimum N size increases, the number of students included in accountability calculations decreases substantially. For one subgroup, the percentage of students included in accountability decreases from approximately 98% with a minimum N size of 15 to 83% with a minimum N size of 30. For content areas with fewer tests, the inclusion rate for the same subgroup decreases from 62% to 16%. Given the limited increase in reliability but the significant decrease in students included in accountability, the minimum N size will be 15.

CCRPI Improvement Targets and Improvement Flags

Georgia is taking an innovative approach to setting goals under ESSA – an approach centered on continuous improvement. The expectation is for all schools to continue to make improvements and decrease achievement gaps and, once a certain threshold is attained, sustain high levels of achievement. As such, goals will be based on continuous improvement.



In the past, goals under Georgia’s ESEA Flexibility Waiver – Annual Measurable Objectives or AMOs – were set using state averages. The prescribed formula expected the state to decrease the baseline-to-100% gap for all students and for student subgroups by half in a period of six years:

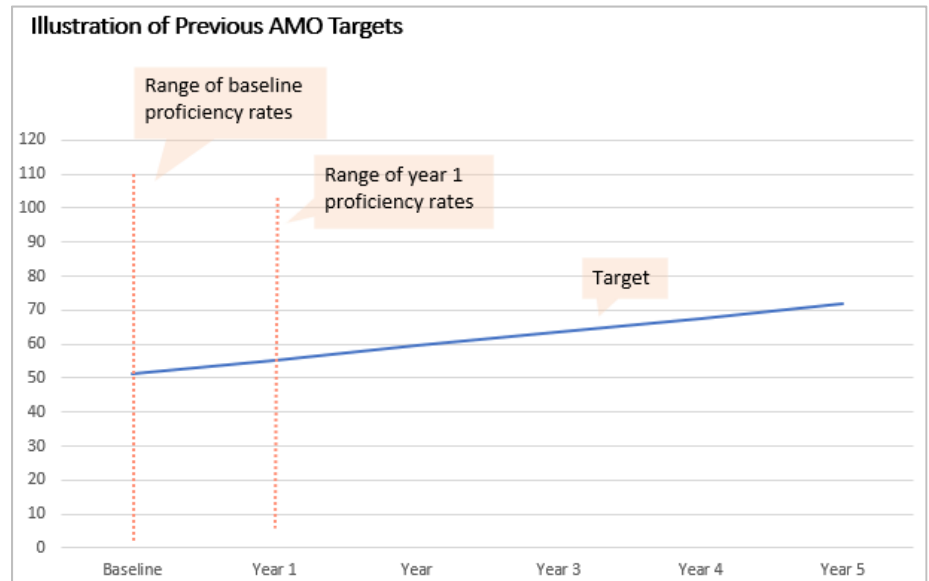
$$AMO = \frac{((100 - baseline_{2015}) * 0.50)}{6}$$

The expectation is for all schools to continue to make improvements and decrease achievement gaps and, once a certain threshold is attained, sustain high levels of achievement. As such, goals will be based on continuous improvement.

There were multiple challenges with this structure. First, high-performing schools could meet targets without improvement or even while declining in performance. Second, low-performing schools could make progress but still not meet targets. Third, if a school missed a target, it was required to make up that distance plus the distance to the next target in the ensuing year. Finally, targets quickly escalated,

becoming unattainable for most schools. Many times, this resulted in schools feeling defeated and progress stalling.

The figure on the right shows the range of 2015 and 2016 school-level weighted proficiency rates for one subgroup of students. The blue line represents the annual targets for this subgroup, based on state averages. This figure illustrates how the schools below the blue line would have to make substantial annual increases in order to meet the target – in some cases, going from 10% proficient or less to 55% proficient in a single year. This structure also fails to acknowledge schools that make significant improvements but do not attain this unrealistic goal. This figure also illustrates how the schools above the blue line could maintain or even decline in performance yet still meet the target.



In 2016, 13.82% of Georgia schools met targets under the AMO structure but declined in performance. Conversely, 28.01% of schools improved performance but failed to meet targets. Goals under AMOs were not

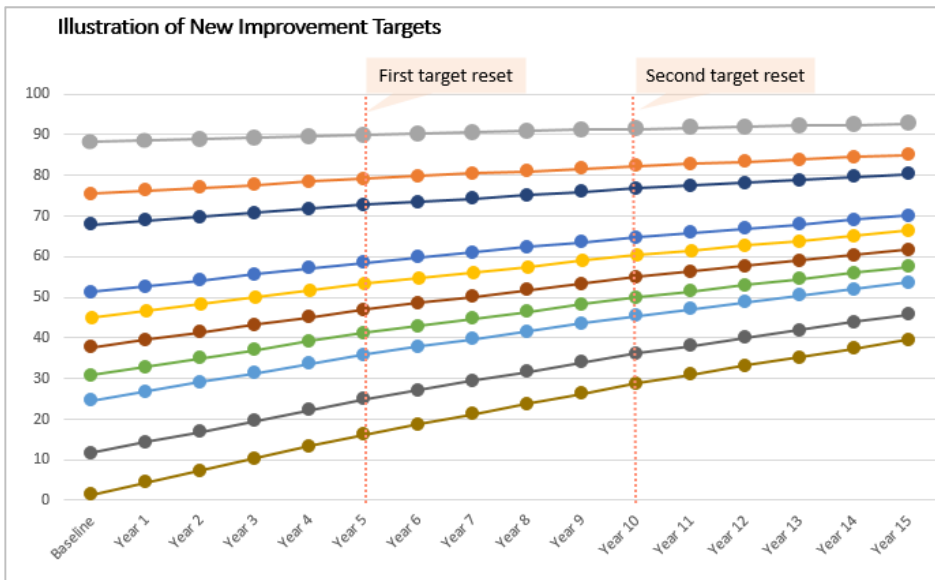
clear, attainable, or motivating. Under ESSA, Georgia is creating a new target structure in which growth or maintenance of high achievement levels is expected of all schools and all subgroups. The goal of Georgia’s new target structure is to incentivize continuous, sustainable improvement. The state will calculate school-level improvement targets, defined as 3% of the gap between a baseline and 100%:

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

The 3% improvement target aligns with Georgia’s robust system of state accountability in which all but two school districts have a performance contract with the state. While there are various accountability provisions in the two sets of state performance contracts – Strategic Waiver School System (SWSS) and Charter System contracts – one provision of the SWSS contracts was identified by Georgia’s ESSA Accountability Working Committee as best suited to be utilized as the state’s goals for ESSA. The SWSS contracts require schools to decrease the gap between baseline performance on the state accountability system and 100% by 3% annually. This represents an ambitious yet attainable goal and ensures that schools are held accountable for the same expectations under both the federal and state accountability systems.

Annual targets will be set for each school, ensuring that a school’s starting point is taken into consideration. This addresses a challenge with the previous AMOs where targets were unattainable for some schools, while other schools were not expected to improve upon current performance. Under this new system, schools that are further away from 100% will be expected to make greater annual gains. Additionally, subgroups that are

further behind will be expected to make greater annual gains as well, thereby making progress in closing achievement gaps. The figure on the left illustrates the progress that will be expected of all schools under this new target structure.



Each year, schools will be expected to meet the improvement target based on the prior year’s performance. The annual target is a gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools

to continue to focus on improvement. A system of improvement flags will be used to indicate whether targets were met. Green will indicate that a target was met; yellow will indicate that a target was not met but improvement was made; and red will indicate that no improvement was made. Once a school has attained a performance rate of 90%, the target will be to remain at or above that level of performance.

The baseline year for calculations will be 2017, and targets will be calculated for all students and for all accountability subgroups for the state, each district, and each school. Georgia’s long-term goal is an extension of the annual improvement targets. The long-term goal is to close the gap between baseline performance and 100% by 45% over a period of 15 years. This represents the annual 3% improvement targets previously outlined.

A 15-year period provides a reasonable length of time to encourage schools to engage in long-term, sustainable improvements. This period allows time for a change in school culture while at the same time creating a sense of urgency to meet annual targets. Furthermore, the performance contracts that all but two school districts have with the state are based on five-year cycles. A 15-year long-term goal aligns with three



cycles of performance contracts. Annual targets (not long-term goals) will be recalculated every 5 years in order to account for the progress, or lack thereof, that schools have made over the previous 5-year period (the annual target will remain the same within each five-year period).

Improvement targets will be calculated based on academic achievement rates in English Language Arts, mathematics, science, and social studies; four- and five-year adjusted cohort graduation rates; and the English Learner (EL) progress towards English language proficiency indicator.

CCRPI Scoring and Reporting

Consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score will be reported on a 0-100 scale. To increase ease of understanding and interpretation, each CCRPI indicator and component will also be reported on a 0-100 scale, with additional points possible in Content Mastery, Progress, and Closing Gaps. The maximum score for an indicator or component is 100. Components will be weighted and combined according to the weights defined in the table to the right to determine the overall CCRPI score.

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

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

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. Those grade-band CCRPI scores will be weighed 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 will be assigned an overall CCRPI score.

School Climate and Financial Efficiency Star Ratings

A positive school climate is a necessary condition for students to learn, grow, and be prepared for their next step. Georgia’s School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. This star rating will continue to be reported as part of CCRPI, highlighting the importance of school climate and its relationship to improved student outcomes. 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.

CCRPI will also continue to report the Financial Efficiency Star Rating. This 0.5-5-star rating 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.

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. To the extent possible, align federal and state accountability systems, especially with regard to identifying schools for state support (CSI and TSI identification as well as Turnaround Schools as defined by the Governor's Office of Student Achievement); and
2. Maintain clear and straightforward entrance and exit criteria for receiving state support.

Georgia has two methods for identifying schools for state support:

1. Turnaround Eligible Schools – House Bill 338 (O.C.G.A. §20-14-43), passed by the Georgia Legislature and signed by the Governor in 2017, mandates the identification of turnaround eligible schools, defined as the lowest 5 percent of schools in the state in accordance with the statewide accountability system established in the state plan pursuant to the federal Every Student Succeeds Act. The Governor's Office of Student Achievement will calculate the list of turnaround eligible schools.
2. Charter and Strategic Waiver Performance Contracts - All but two Georgia school districts have contracts with the state that provide them with flexibility from state rules in exchange for increased accountability (school-level goals for improved performance on the CCRPI). Under these contracts, schools are expected to make annual improvements of 3% of the gap between current performance on the CCRPI and 100.

Given the existing state system for identifying schools for support, it is critical that Georgia's criteria for identifying CSI and TSI schools align with its existing system, to the extent possible. Georgia must send a clear and consistent message about the state's expectations for student performance and when schools need state support to reach those expectations.

Georgia's second priority is maintaining clear and straightforward entrance and exit criteria for receiving state support. The previous criteria for identifying Priority and Focus schools under Georgia's Elementary and Secondary Education Act (ESEA) Waiver could be confusing, and schools did not have access to all of the data that were used to determine whether schools would be identified for support and whether schools met exit criteria. If Georgia is to focus on helping schools improve student performance and, more importantly, build the capacity to continue improvement without state support, it is critical that CSI and TSI entrance and exit criteria be clear and straightforward.



In order to align CSI identification with the turnaround-eligible schools criteria, Georgia will utilize the following criteria for identifying schools for comprehensive support and improvement. CSI entrance and exit criteria will be run annually. CSI schools will be first identified in the fall of 2018. This timeline ensures that the most up-to-date information is utilized in determinations as CCRPI scores are released in the fall of each year.

Comprehensive Support and Improvement (CSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Lowest 5%	Title I Schools Only: When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification.	A school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score.
2	Low Graduation Rate	All High Schools: Have a four-year adjusted cohort graduation rate less than or equal to 67%.	Attain a four-year adjusted cohort graduation rate greater than 67%.
3	TSI Additional Targeted Support	Title I Schools Only: Have been identified as a targeted support and improvement (TSI) school for additional targeted support for three consecutive years without exiting TSI status.	Meet the TSI exit criteria.

It is important to note that an identified CSI school could meet the corresponding exit criteria, but remain a CSI school due to meeting a different entrance criteria. For example, a school could be identified for CSI support under criteria 1, meet the applicable exit criteria, then have a graduation rate below 67%. This would result in the school remaining on the CSI list under criteria 2. It is also possible that a CSI school could exit CSI support, then be identified for TSI support. Schools identified for CSI support are not eligible for TSI support.

Georgia will utilize the following criteria for identifying schools for targeted support and improvement. TSI entrance and exit criteria will be run annually. TSI schools will be first identified in the fall of 2018. This timeline ensures that the most up-to-date information is utilized in determinations as CCRPI scores are released in the fall of each year.



Targeted Support and Improvement (TSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Consistently Underperforming Subgroup	<p>All Schools: Have at least one subgroup that is performing in the lowest 5% of all schools in <i>at least 50%</i> of CCRPI components.</p>	A school may exit if no subgroup is performing in the lowest 5% of all schools in at least 50% of CCRPI components.
2	Additional Targeted Support	<p>All Schools: Among all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in <i>all</i> CCRPI components.</p> <p>Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years.</p>	A school may exit if no subgroup is performing in the lowest 5% of all schools in all CCRPI components AND the subgroup's current score is greater than the previous score for all components in which the subgroup is no longer in the lowest 5%.

All CCRPI components (Content Mastery, Progress, Closing Gaps, Readiness, and/or Graduation Rate) will be considered for TSI identification. By utilizing subgroup component scores, it ensures that TSI identification is based on all indicators within the accountability system. Schools that are identified for CSI support cannot be identified for TSI support. Additionally, schools identified for TSI 2 (Additional Targeted Support) support may meet the associated exit criteria but remain on the TSI 1 (Consistently Underperforming Subgroup) list if they do not meet the TSI 1 exit criteria. Since the schools identified for Additional Targeted Support would have a subgroup in the lowest 5% of all components, that would mean the school has a subgroup performing similarly to the all students group for identified CSI schools (lowest 5% based on overall score, which includes all components). Subgroup component scores will be considered by grade band for TSI identification and exit. Should an existing TSI school meet the CSI entrance criteria at any time, the school will transfer to the CSI list.

The Georgia Department of Education will revisit and revise CSI and TSI identification criteria if necessary should the state system of identifying schools for state support be modified. In particular, CSI identification criteria may be revised should the state's definition of turnaround-eligible schools change due to implementation of the revised CCRPI under ESSA, state legislative action, or State Board of Education action. Additionally, considerations will be made to account for changes in school configuration (e.g., school mergers, name changes, etc.) and subgroup component availability due to the minimum N size.



Summary

With ESSA, Georgia seized the opportunity to reflect on several years of CCRPI implementation, and, in consultation with stakeholders across the state, revised CCRPI to expand upon its successes and address its shortcomings. The redesigned CCRPI is a simplified, streamlined reflection of school performance based on the significant feedback provided by stakeholders and the ESSA Accountability Working Committee. The redesigned CCRPI reflects the education values and priorities of the state, educators, and stakeholders. It will be a valuable tool for schools, districts, communities, other stakeholders, and the state to use as they work together to improve opportunities and outcomes for all Georgia students.