



Savannah Chatham County Public School System

Executive Summary College & Career Ready Performance Index (CCRPI) School Year 2012-13

About the CCRPI

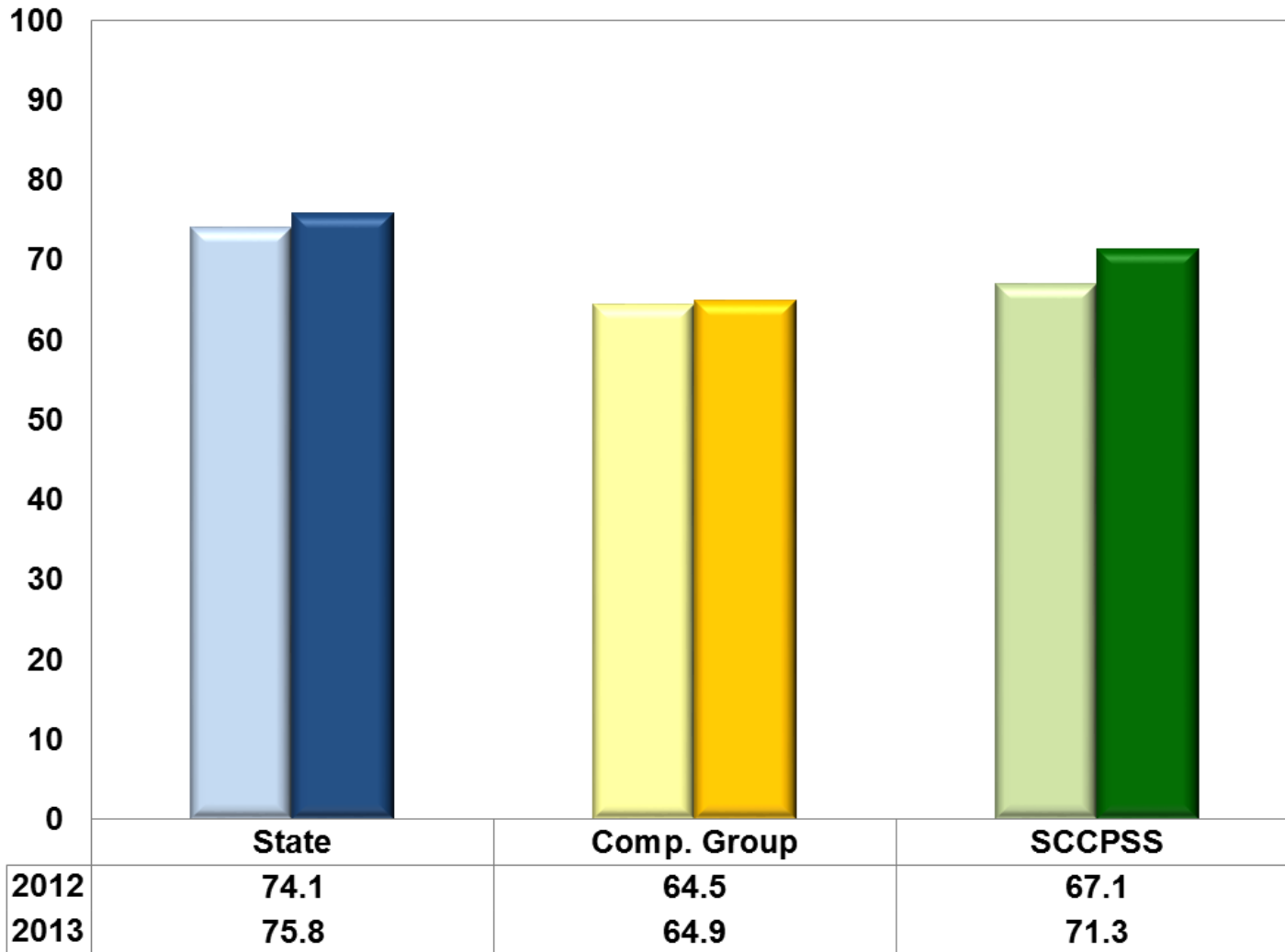
As a key component of Georgia's waiver from No Child Left Behind, the College and Career Ready Performance Index is part of a revised accountability system that replaces the Adequate Yearly Progress (AYP) designations of the past. The CCRPI results represent an index score that is designed to provide an indicator of college and career readiness based on a comprehensive set of student achievement and growth measures.

All data reflected in the following report are derived from the official CCRPI reports provided by the Georgia Department of Education (GADOE). Significant changes to the CCRPI data criteria occurred between 2012 and 2013. In order to provide a valid comparison of CCRPI scores from one year to the next, GADOE recalculated the 2012 scores based on the new 2013 data criteria. All 2012 data in the report that follows reflect the recalculated scores provided by GADOE.

Highlights of the 2012-13 SCCPSS CCRPI results include:

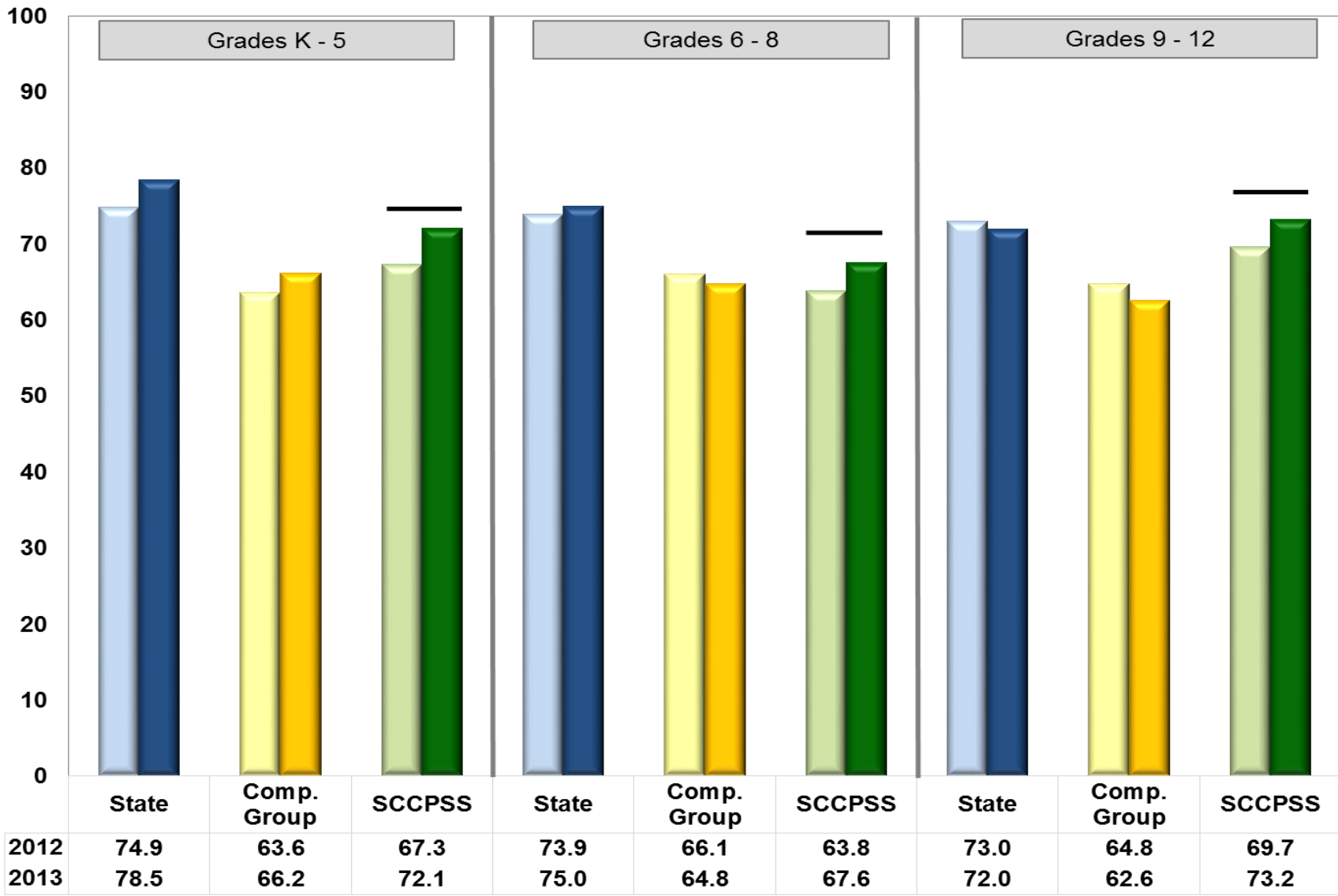
- The district's overall 2013 CCRPI score was 71.3. SCCPSS achieved an increase of more than 4 points compared to the previous year.
- Among the three grade-level bands, SCCPSS achieved a score of 72.1 in grades K-5, 67.6 in grades 6-8, and 73.2 in grades 9-12. Each of these grade levels improved over last year, with the greatest gain occurring among elementary grades.
- SCCPSS exceeded the state's CCRPI score at the high school level. The district also exceeded the comparison group CCRPI score, and achieved greater improvement than either the state or comparison group at all grade levels.
- Within the CCRPI components, SCCPSS met or exceeded the state in grades 9-12 Progress, grades 6-8 and grades 9-12 Achievement Gap, grades 9-12 Subgroup Performance, and in all grade level bands Exceeding the Bar.
- School-level CCRPI scores ranged from 46.1 to 98.4, with Bloomingdale, Howard, Marshpoint, Pooler, J.G. Smith, Ellis, Garrison, Georgetown, Godley Station, Isle of Hope, Coastal, Oglethorpe, Beach, Islands, Savannah Arts, and Woodville-Tompkins meeting or exceeding the 2017 target in at least one grade-level band.
- Over two-thirds of the district's schools improved their overall CCRPI score, with Bloomingdale, Butler, Haven, Low, Shuman, White Bluff, Groves, and Woodville-Tompkins achieving double-digit gains.

Overall CCRPI Score by State, Comparison Group, & District



NOTE: Gradation of chart color from lightest to darkest represents progression of years

CCRPI Score by Grade Level Band: State, Comparison Group, and District



NOTE: Gradation of chart color from lightest to darkest represents progression of years

— 2017 Target

CCRPI Score by Component: State, Comparison Group, and District

		CCRPI Overall Score			Academic Achievement (60 max)			Progress (25 max)			Achievement Gap (15 max)			Challenge Points (10 max)*					
														Subgroup Performance			Exceeding the Bar		
		2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg
STATE	Elementary (K-5)	74.9	78.5	3.6	45.6	47.5	1.9	16.3	16.5	0.2	7.0	9.0	2.0	5.6	4.8	-0.8	0.4	0.7	0.3
	Middle (6-8)	73.9	75.0	1.1	46.8	48.3	1.5	16.5	16.7	0.2	8.0	7.0	-1.0	2.5	2.6	0.1	0.1	0.4	0.3
	High (9-12)	73.0	72.0	-1.0	43.1	43.6	0.5	16.3	16.3	0.0	11.3	8.7	-2.6	2.1	3.2	1.1	0.2	0.2	0
	State (All Grades)	74.1	75.8	1.7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Comp. Group	Elementary (K-5)	63.6	66.2	2.6	40.4	41.3	0.9	15.4	15.7	0.3	6.1	7.8	1.7	1.2	0.8	-0.4	0.5	0.6	0.1
	Middle (6-8)	66.1	64.8	-1.3	40.9	41.9	1.0	15.8	16.0	0.2	8.4	5.8	-2.6	0.9	0.8	-0.1	0.1	0.3	0.2
	High (9-12)	64.8	62.6	-2.2	37.7	38.1	0.4	15.8	15.9	0.1	10.5	7.6	-2.9	0.7	0.9	0.2	0.1	0.1	0
	Comp. Group (All Grades)	64.5	64.9	0.4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SCCPSS	Elementary (K-5)	67.3	72.1	4.8	43.1	44.4	1.3	15.0	15.4	0.4	5.0	8.0	3.0	3.3	3.4	0.1	0.9	0.9	0
	Middle (6-8)	63.8	67.6	3.8	41.1	43.2	2.1	14.9	15.3	0.4	6.0	7.0	1.0	1.4	0.9	-0.5	0.4	1.2	0.8
	High (9-12)	69.7	73.2	3.5	38.9	41.3	2.4	16.5	16.9	0.4	12.5	10.0	-2.5	1.4	4.5	3.1	0.4	0.5	0.1
	SCCPSS (All Grades)	67.1	71.3	4.2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

 Indicates an increase NA: Not Available; All Grades scores are not calculated at the component level

*No more than 10 challenge points may be earned between the Subgroup Performance and Exceeding the Bar (ETB) components. Grades K-8 may earn up to 2.5 ETB points; grades 9-12 may earn up to 3.5 ETB points. Points possible for Subgroup Performance varies depending upon enrollment rates of students in the economically disadvantaged, English learner, and students with disabilities subgroups.

CCRPI Score by Component: Elementary Schools

	CCRPI Overall Score			Academic Achievement (60 max)			Progress (25 max)			Achievement Gap (15 max)			Challenge Points (10 max)*					
													Subgroup Performance			Exceeding the Bar		
	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg
Bartow	50.4	56.9	6.5	32.1	34.5	2.4	12.8	12.4	-0.4	4.0	9.0	5.0	0.0	0.0	0.0	1.5	1.0	-0.5
Bloomingtondale	66.8	81.8	15.0	41.8	46.7	4.9	14.7	17.1	2.4	7.0	12.0	5.0	2.3	5.5	3.2	1.0	0.5	-0.5
Butler	51.4	65.2	13.8	36.2	38.4	2.2	13.3	16.8	3.5	0.0	9.0	9.0	0.9	0.0	-0.9	1.0	1.0	0.0
CEMCO	60.2	61.6	1.4	36.1	37.6	1.5	NA	13.5	NA	NA	10.0	NA	NA	0.0	NA	0.0	0.5	0.5
Gadsden	49.7	58.7	9.0	33.5	36.6	3.1	14.2	15.1	0.9	1.0	6.0	5.0	0.0	0.0	0.0	1.0	1.0	0.0
Garden City	56.7	62.3	5.6	37.7	37.5	-0.2	13.4	15.2	1.8	4.0	8.0	4.0	0.6	0.6	0.0	1.0	1.0	0.0
Gould	67.7	67.9	0.2	40.8	41.5	0.7	15.3	14.8	-0.5	9.0	9.0	0.0	1.6	1.6	0.0	1.0	1.0	0.0
Haven	41.8	56.6	14.8	30.9	32.4	1.5	9.4	14.2	4.8	1.0	9.0	8.0	0.0	0.0	0.0	0.5	1.0	0.5
Heard	86.5	77.1	-9.4	52.2	50.1	-2.1	17.2	16.5	-0.7	13.0	6.0	-7.0	3.6	3.5	-0.1	0.5	1.0	0.5
Hodge	53.3	54.2	0.9	34.7	33.2	-1.5	12.1	13.0	0.9	5.0	7.0	2.0	0.0	0.0	0.0	1.5	1.0	-0.5
Howard	86.6	89.0	2.4	55.9	55.3	-0.6	18.1	19.5	1.4	10.0	11.0	1.0	2.1	2.7	0.6	0.5	0.5	0.0
Largo-Tibet	61.8	65.4	3.6	40.5	42.4	1.9	14.5	13.2	-1.3	5.0	8.0	3.0	0.8	0.8	0.0	1.0	1.0	0.0
Low**	61.9	74.7	12.8	37.8	40.5	2.7	15.3	16.4	1.1	5.0	12.0	7.0	2.8	4.8	2.0	1.0	1.0	0.0
Marshpoint	84.9	84.3	-0.6	53.5	53.1	-0.4	16.0	16.3	0.3	10.0	10.0	0.0	3.9	3.9	0.0	1.5	1.0	-0.5
Pooler	86.8	81.5	-5.3	47.3	48.5	1.2	16.7	16.6	-0.1	15.0	9.0	-6.0	6.8	6.4	-0.4	1.0	1.0	0.0
Pt. Wentworth	78.0	61.1	-16.9	43.0	40.9	-2.1	17.7	13.3	-4.4	10.0	3.0	-7.0	6.8	2.9	-3.9	0.5	1.0	0.5
Pulaski	71.1	74.8	3.7	44.1	46.8	2.7	14.1	14.6	0.5	7.0	8.0	1.0	4.9	4.4	-0.5	1.0	1.0	0.0
Shuman	49.4	64.6	15.2	33.1	35.7	2.6	12.3	15.9	3.6	3.0	11.0	8.0	0.0	1.0	1.0	1.0	1.0	0.0
J. G. Smith	89.4	98.4	9.0	53.5	56.4	2.9	18.0	20.6	2.6	11.0	14.0	3.0	6.4	5.9	-0.5	0.5	1.5	1.0
Southwest	67.0	74.5	7.5	43.1	44.1	1.0	15.3	17.0	1.7	5.0	9.0	4.0	2.6	3.4	0.8	1.0	1.0	0.0
Spencer	56.1	46.1	-10.0	35.2	30.6	-4.6	14.4	13.0	-1.4	4.0	2.0	-2.0	1.0	0.0	-1.0	1.5	0.5	-1.0
Thunderbolt	61.4	60.3	-1.1	36.1	37.4	1.3	15.2	12.5	-2.7	4.0	8.0	4.0	5.6	1.9	-3.7	0.5	0.5	0.0
West Chatham	79.0	73.0	-6.0	45.6	47.1	1.5	16.0	16.2	0.2	12.0	6.0	-6.0	4.4	2.7	-1.7	1.0	1.0	0.0
White Bluff	54.6	72.0	17.4	35.5	40.7	5.2	13.2	13.7	0.5	4.0	13.0	9.0	0.9	3.6	2.7	1.0	1.0	0.0
Windsor Forest	64.5	64.2	-0.3	42.6	43.8	1.2	13.9	14.3	0.4	3.0	3.0	0.0	4.0	2.1	-1.9	1.0	1.0	0.0

At/above 2017 target Indicates an increase

*No more than 10 challenge points may be earned between the Subgroup Performance and Exceeding the Bar (ETB) components. Grades K-8 may earn up to 2.5 ETB points; grades 9-12 may earn up to 3.5 ETB points. Points possible for Subgroup Performance varies depending upon enrollment rates of students in the economically disadvantaged, English learner, and students with disabilities subgroups.

**Reflects K-5 score only; middle and high grade levels include too few (< 15) students to report

CCRPI Score by Component: K-8 Schools

	CCRPI Overall Score			Academic Achievement (60 max)			Progress (25 max)			Achievement Gap (15 max)			Challenge Points (10 max)*					
													Subgroup Performance			Exceeding the Bar		
	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg
East Broad	54.9	60.4	5.5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	53.5	60.6	7.1	30.7	31.3	0.6	13.8	14.3	0.5	8.0	12.0	4.0	0.0	2.0	2.0	1.0	1.0	0.0
Grades 6-8	61.9	59.9	-2.0	36.8	34.4	-2.4	15.6	14.6	-1.0	7.0	7.0	0.0	2.0	2.9	0.9	0.5	1.0	0.5
Ellis	83.2	80.8	-2.4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	81.5	79.4	-2.1	50.6	51.1	0.5	17.7	14.7	-3.0	10.0	10.0	0.0	2.7	2.6	-0.1	0.5	1.0	0.5
Grades 6-8	88.4	85.0	-3.4	55.2	53.3	-1.9	17.9	17.6	-0.3	10.0	9.0	-1.0	4.3	3.6	-0.7	1.0	1.5	0.5
Garrison	88.2	90.1	1.9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	83.5	85.1	1.6	54.4	54.1	-0.3	13.7	14.4	0.7	10.0	11.0	1.0	4.4	4.6	0.2	1.0	1.0	0.0
Grades 6-8	95.2	96.8	1.6	58.5	59.5	1.0	17.6	17.6	0.0	15.0	15.0	0.0	3.1	3.2	0.1	1.0	1.5	0.5
Georgetown	72.8	72.4	-0.4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	72.0	68.6	-3.4	47.1	47.4	0.3	14.6	13.5	-1.1	7.0	4.0	-3.0	2.3	2.7	0.4	1.0	1.0	0.0
Grades 6-8	76.6	82.7	6.1	46.2	49.1	2.9	15.7	18.3	2.6	9.0	10.0	1.0	5.2	4.3	-0.9	0.5	1.0	0.5
Godley Station	84.2	84.1	-0.1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	86.7	84.8	-1.9	50.5	52.4	1.9	17.8	16.8	-1.0	14.0	10.0	-4.0	3.9	4.6	0.7	0.5	1.0	0.5
Grades 6-8	77.8	82.2	4.4	44.1	50.6	6.5	17.1	17.1	0.0	13.0	10.0	-3.0	3.6	3.0	-0.6	0.0	1.5	1.5
Hesse	79.7	75.8	-3.9	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	80.4	76.2	-4.2	51.0	50.7	-0.3	16.7	14.5	-2.2	9.0	7.0	-2.0	3.2	3.0	-0.2	0.5	1.0	0.5
Grades 6-8	78.0	75.0	-3.0	48.1	49.5	1.4	15.7	15.2	-0.5	11.0	7.0	-4.0	3.2	2.3	-0.9	0.0	1.0	1.0
Isle of Hope	71.2	77.0	5.8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Grades K-5	73.4	82.5	9.1	46.0	49.5	3.5	14.0	15.5	1.5	6.0	10.0	4.0	6.4	6.5	0.1	1.0	1.0	0.0
Grades 6-8	65.4	63.0	-2.4	41.7	42.0	0.3	15.0	13.8	-1.2	5.0	3.0	-2.0	3.2	3.2	0.0	0.5	1.0	0.5

At/above 2017 target
 Indicates an increase
 NA: Not Available; All Grades scores are not calculated at the component level

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CCRPI Score by Component: Middle and High Schools

	CCRPI Overall Score			Academic Achievement (60 max)			Progress (25 max)			Achievement Gap (15 max)			Challenge Points (10 max)*					
													Subgroup Performance			Exceeding the Bar		
	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg
Bartlett	73.0	63.0	-10.0	42.4	42.6	0.2	16.3	15.1	-1.2	11.0	3.0	-8.0	3.3	0.8	-2.5	0.0	1.5	1.5
Coastal	81.4	87.2	5.8	49.0	53.1	4.1	16.1	16.6	0.5	12.0	12.0	0.0	3.8	4.0	0.2	0.5	1.5	1.0
DeRenne	48.7	51.4	2.7	31.4	33.5	2.1	12.8	13.9	1.1	4.0	3.0	-1.0	0.0	0.0	0.0	0.5	1.0	0.5
Hubert	53.6	63.0	9.4	34.6	35.4	0.8	13.5	14.6	1.1	5.0	11.0	6.0	0.0	1.0	1.0	0.5	1.0	0.5
Mercer	46.8	54.5	7.7	32.6	32.4	-0.2	12.2	12.5	0.3	2.0	8.0	6.0	0.0	0.6	0.6	0.0	1.0	1.0
Myers	70.3	59.2	-11.1	38.4	36.1	-2.3	14.9	14.4	-0.5	11.0	5.0	-6.0	5.5	2.7	-2.8	0.5	1.0	0.5
Oglethorpe	85.7	81.7	-4.0	53.9	52.3	-1.6	16.2	16.1	-0.1	11.0	8.0	-3.0	4.1	3.8	-0.3	0.5	1.5	1.0
Southwest	63.0	70.5	7.5	41.8	42.4	0.6	13.7	15.5	1.8	5.0	10.0	5.0	2.0	2.1	0.1	0.5	0.5	0.0
West Chatham	60.2	65.0	4.8	37.9	39.5	1.6	14.3	14.6	0.3	8.0	9.0	1.0	0.0	0.9	0.9	0.0	1.0	1.0
Beach	73.3	80.8	7.5	35.4	39.7	4.3	19.7	20.5	0.8	15.0	13.8	-1.2	2.7	6.3	3.6	0.5	0.5	0.0
Groves	63.9	74.4	10.5	36.0	37.2	1.2	16.5	19.9	3.4	10.0	13.8	3.8	1.4	2.5	1.1	0.0	1.0	1.0
Islands	79.0	76.2	-2.8	45.8	45.8	0.0	17.5	17.1	-0.4	12.5	10.0	-2.5	2.7	2.8	0.1	0.5	0.5	0.0
Jenkins	58.3	64.7	6.4	38.1	39.1	1.0	14.7	15.3	0.6	3.8	7.5	3.7	1.2	2.3	1.1	0.5	0.5	0.0
Johnson	56.9	62.7	5.8	36.0	38.3	2.3	15.0	14.8	-0.2	5.0	7.5	2.5	0.9	1.6	0.7	0.0	0.5	0.5
New Hampstead	NA	53.1	NA	NA	36.2	NA	NA	14.6	NA	NA	1.2	NA	NA	1.1	NA	NA	0.0	NA
Savannah Arts	94.6	94.8	0.2	59.1	58.9	-0.2	18.3	18.7	0.4	15.0	15.0	0.0	1.2	1.2	0.0	1.0	1.0	0.0
SHS-Lib. Studies	62.9	56.2	-6.7	32.7	33.6	0.9	15.9	15.8	-0.1	13.8	6.3	-7.5	0.0	0.0	0.0	0.5	0.5	0.0
Windsor Forest	66.2	68.1	1.9	38.2	39.9	1.7	16.3	16.3	0.0	8.7	7.5	-1.2	2.5	4.4	1.9	0.5	0.0	-0.5
Woodville-Tompkins	78.5	89.1	10.6	46.2	46.7	0.5	16.6	20.0	3.4	8.3	15.0	6.7	7.4	6.9	-0.5	0.0	0.5	0.5

 At/above 2017 target
 Indicates an increase
 NA: Not Available; School not in existence in 2012

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Action Items

Central Action Items

- Senior Director of Accountability, Assessment, and Reporting Services will provide professional training to administrators on how to analyze the CCRPI components to determine areas of concern and identify appropriate action steps to remediate the identified areas.
- Principals will analyze CCRPI data to identify subgroups that scored significantly below other subgroups and develop intervention strategies to address these deficits.
- Principals will include improvement strategies in areas of concern in their 2014-2015 Accountability Plans.

School Action Items

Bloomington Elementary

- The Principal will promote and lead professional development for faculty and staff to increase their skills in helping students with anxiety, stress disorders and other behavioral issues that impact school performance.
- The faculty and staff will develop strategies learned in professional development sessions to help students with anxiety, stress disorders and other behavioral issues to find academic and social success.
- The PTA will support and assist in the development of a Western-End Parent University to help students find academic and social success.

Butler Elementary

- The principal will provide professional development for faculty and staff to increase understanding of CCRPI components and requirements.
- The principal will provide professional development for faculty and staff to increase academic achievement in all core content areas.

Coastal Empire Montessori Charter

- The CEMCO Board will provide the opportunity for formal Montessori training for the school's Executive Director and the majority of the school's Primary and Elementary teachers, and
- CEMCS's Head of Montessori Curriculum and Instruction will continue to work to ensure that the school's Montessori – CCGPS-aligned Curriculum is being fully implemented with fidelity at all levels.

Gadsden Elementary

- Trainers from Odyssey Learning will provide professional development in analyzing report data from Compass Learning to increase the ability of teachers in providing differentiated instruction based on need.
- Special Education teachers, along with collaborative classroom teachers, will participate in professional development training to develop a clear understanding of the collaborative model and the roles that teachers play in the delivery of instruction.
- 4th and 5th grade teachers will participate in additional training of the writing process in order to better prepare students for the 5th Grade Writing Assessment.

Garden City Elementary

- Established procedures to ensure curriculum standards are taught.
- Established procedures to ensure remediation for students who do not master grade level standards.
- Established procedures to ensure mastery of grade level standards & skills maintenance.

Gould Elementary

- The School Improvement Team will create a daily schedule which will ensure a double dose of math and reading to meet the needs of students with disabilities.
- The staff and district math coach will participate in professional development based on the identified needs (based on the data analysis in the area of math) to increase student achievement in math.

Haven Elementary

- The Principal will require an additional forty minute daily reading/writing intervention for K-5 students with a systematic monitoring system.

- The Principal will ensure that faculty receives additional training in Singapore Math and Touch Math.
- The Academic Coach will design and carry out teacher coaching cycles with new teachers and teachers with low student performance on DIBELS, DIBELS Math, MAPS, and SRI.

Heard Elementary

- The principal will provide math professional development for faculty and staff, conducted by the district's math coach.
- The Special Education faculty will provide weekly before and after school tutorial beginning in October for the Special Education students in grades 2 through 5.
- Heard Elementary will begin the STEAM certification process attending STEM workshops and conference.

Hodge Elementary

- The administration will provide professional development on hands-on Science activities for faculty and staff and encourage regular use of Science lab for all classes to increase proficiency in Science.
- The administration will provide professional development on Research-based math practices for faculty and staff to increase student proficiency in mathematics.

Howard Elementary

- The principal will set academic goals for each grade level in order to raise academic achievement and achievement gap at school.
- The teachers will utilize data team and RTI meetings in order to identify specific needs of students in science and mathematics. Three strategies will be identified and progress will be monitored every month.
- The principal will provide professional learning in math and science to all teachers in order to increase student achievement in both subject areas on the CRCT.

Largo-Tibet Elementary

- The Principal will ensure that all subgroups will be provided Compass Learning for a minimum of fifty minutes weekly in grade 2-5. Weekly usage reports will be used to monitor student usage and progress.
- Administrators will monitor reading remediation, differentiation and enrichment activities using researched based materials and direct instruction in the classroom to increase student Lexile scores in grades 3, 4, and 5.
- Principal will provide professional development to staff on Document Based Questions (DBQ) to increase student writing proficiency and Social Studies achievement.

Low Elementary

- The principal will provide staff with professional development on differentiated instruction to learn effective strategies to support students.
- The staff will collaboratively work to create remediation plans, develop units, assessments, and lesson plans aligned to state standards and student learning needs to provide more opportunities for students to be successful.

Marshpoint Elementary

- The principal and math coach will work closely with each grade level during PLCs to determine best practices with Common Core GPS to increase student progress towards a greater meets/exceeds (on track/commendable) percentage on CRCT.
- The principal, in conjunction with the professional learning department, will provide deeper mathematics training to increase student achievement in this area.

Otis J. Brock, III Elementary

- All teachers will participate in job-embedded professional learning that will take place through PLC's, collaborative planning blocks, peer observations, instructional coaching provided by administrators, Savannah Chatham County Public School System (SCCPSS) Math and Reading Coaches and our School Reading Coach, workshops and vertical team meetings.
- To help meet our school performance goals, all data will be monitored weekly through PLC meetings with Administrators, Grade Chairs, members and various coaches; Response to Intervention (RTI) bi-monthly meetings to monitor progress by the RTI Team, Monthly School Leadership Meetings and Faculty Meetings; updating the Data Room after each Benchmark Assessment.
- Flex Time has been built into our Master Calendar to provide each grade level with forty-five minutes of small group intervention time to meet the needs of their students. Each grade level will analyze their Scholastic Reading Inventory (SRI), DIBELS, Criterion Reference Competency Test (CRCT), teacher made assessments, Measures of Academic Progress (MAP), Cold Reads, or any other pertinent data to group their students in small groups to provide daily interventions and weekly progress monitoring using research-based instructional strategies and assessments, such as Science Research Associates (SRA) reading, Wilson Foundations, Odyssey Learning, Touch Math, etc. as instructional strategies; DIBELS, Aims Web, etc. as assessments; Morning tutorial sessions and afternoon 21st Century program.

Pooler Elementary

- Remediation will be offered through After School Tutorial, Saturday School Tutorial, 21st Century Community Learning Center, and Before School Tutorial. Classroom teachers will be responsible for differentiated instruction during regular school day. Teachers employed through tutorial program will be responsible for instruction at tutorial programs listed above.
- Students failing to make adequate progress will be assigned to the RTI Program. Students will receive interventions within the classroom and be monitored/ assessed for progress by classroom teacher. Students will receive additional help through the EIP teacher who will assist with monitoring student progress.
- Teachers will provide bi-weekly reports through the RTI committee meetings and reports will be forwarded to school administrators.

Pt. Wentworth Elementary

- The administration will provide professional development for faculty and staff on math manipulatives and data driven instructional groups to increase student proficiency in mathematics.
- The administration will provide professional development for faculty and staff focused on differentiated instructional strategies to ensure academic growth for all students.
- All faculty and staff will model Positive Behavior Intervention and Supports expectations in order to decrease disciplinary referrals.

Pulaski Elementary

- The principal will provide professional development for faculty and staff to increase awareness of how to recognize, monitor, and improve the performance of students in the lowest quartile.
- The administrative team along with the exceptional child department will provide professional development for co-teachers in the inclusion setting during preplanning to examine and implement best practices.

Shuman Elementary

- The principal will provide professional development for teachers in the area of Math to increase the number of students making a final passing grade in Math.

- The principal will provide professional development for teachers in Reading to increase the number of students making a final passing grade in Reading.

J.G. Smith Elementary

- The teachers and staff will participate in ongoing professional learning focused on Model Drawing and Math Workshop, to increase student achievement in the area of math as identified through data analysis.
- The Leadership team for Jacob G. Smith will create a schedule that allows for students with disabilities to have support during math instruction.

Southwest Elementary

- The teachers and staff will participate in on-going, focused professional development based on needs identified through data analysis in the area of mathematical instruction to increase student achievement in this area.
- The Leadership team will create a daily schedule for students with disabilities which includes a double dose of math and reading daily

Spencer Elementary

- The principal will provide professional development for faculty and staff to increase accountability for CCRPI.
- The principal will provide professional development to faculty and staff on common core strategies to increase SLO and CRCT results.

Thunderbolt Elementary

- The Principal will provide professional development to teachers and staff in grades 3 and 5 on strategies and research based practices to increase the Lexile Scores with these students.
- The Fifth grade team will meet weekly to monitor student's grades and communicate with parents on any student in danger of not passing the 5 content areas.
- The Administrative team will implement a flexible schedule to target students to increase the scores in the "meets" and "exceeds" category on the CRCT.

West Chatham Elementary

- Administration will develop a "flex" schedule for all grade levels where EIP & GEP instruction is scheduled for services during the same time period so differentiated instruction can occur without EIP/GEP students missing introduction of new material in their classrooms.
- Teachers will incorporate science and social studies objectives and materials into the Reading/ELA block to increase student opportunities to master science/social studies objectives.
- Administration and teachers will develop an RTI group schedule based on DIBELS, mCLASS, SRI, MAP, and other applicable data, to increase differentiated instruction opportunities for students.

White Bluff Elementary

- The School Improvement Team will schedule retired educators to work with students with disabilities to ensure their needs are met in reading.
- After identifying the specific reading areas of concern, the School Improvement Team will work with the District Reading Coach to provide professional development to the staff.

Windsor Forest Elementary

- The principal will provide additional professional learning opportunities for teachers in grades K-5, including resource teachers, to assist them in drilling down into bi-weekly data in all academic areas. Specific lessons will be designed based on this data.
- The principal will insure appropriate student information is keyed in by the Information Specialist. This information will be checked monthly to insure all ED/EL/SWD coding is correct so that information results for CCRPI are accurate.
- The principal will work with various school committees to help students earn various rewards throughout the year for trying to reach higher goals such as Exceeds on the CRCT in the various academic areas. This process will also be used for students reaching high goals on the MAP and SRI.

East Broad K-8

- The principal will provide professional development training for staff members three times during the 2014-2015 school year in meeting the academic needs for at-risk populations and advanced learners.
- The Academic Parent Teacher Team will provide professional development training for teachers throughout school year in how to conduct effective parent conferences that teach parents on how to be effective partners with schools.

Ellis K-8

- The teachers in Grades 3 through 8 will participate in professional development to implement Social Studies DBQs (Document Based Questioning) and BLOOM'S UNITS OF STUDY in Science, so as to enhance rigor in instruction and learning, and thereby increase the percentage of students who exceed on the CRCT Social Studies and Science sections.
- The Principal will coordinate with teachers and community members to provide a schedule of after-school programming in Montessori science instruction so as to expand and enhance student learning and to increase the percentage of students in Grades 3, 5 & 8, who exceed on the CRCT Science section.

Garrison K-8

- The principal will present to staff the components and calculations that are used for the Academic Achievement portion of the CCRPI score during pre-planning to specifically target improving the percentage of 5th grade students who score above an 850 Lexile as measured by the CRCT. 5th grade teachers will monitor SRI scores and provide interventions/strategies to increase Lexile score.
- Administration will provide professional development at the beginning of the year to set the expectation for this requirement and will follow up during teacher's TKES walk through or formative observation and address under Standard 5, Assessment Uses, Standard 9, Professionalism and Standard #10, Communication.
- The principal will provide specific data to focus in the area of Mathematics and Science for Students with Disability as measured by the CRCT and develop strategies and opportunities for collaboration within the inclusion classrooms to impact student achievement.
- The principal will continue to maximize resources to provide for additional before school and after school enrichment/remediation opportunities.

Georgetown K-8

- Third grade teachers and administrators will closely monitor students' Lexile level's, as measured by the SRI benchmark test, and will flexibly group students based on benchmark results to provide differentiated instruction to ensure that 85% of the students have a Lexile level of 650 or higher by May of 2015.

- Social Studies teachers will engage in professional development to increase knowledge of Safety Net Standards, pacing guides, frameworks, and unit resources, which will ensure that curriculum is covered prior to testing and improve student achievement.
- Mathematics teachers will engage in professional development to increase knowledge of Safety Net Standards, pacing guides, frameworks, and unit resources, which will ensure that curriculum is covered prior to testing and improve student achievement.

Godley Station K-8

- Counselors will provide grade specific career awareness lessons in accordance to the district's sequence in grades 1-5, and will work with alternative schools to ensure all alternative students also complete these lessons.
- Counselors will ensure all fifth grade students complete a career portfolio by the end of grade five and will work with alternative schools to ensure all alternative students also complete this portfolio.
- Third grade teachers and administrators will closely monitor students' Lexile levels, as measured by the SRI benchmark test, and will flexibly group students based on benchmark results to provide differentiated instruction to ensure that 87% of the students have a Lexile level of 850 or higher by May of 2015.

Hesse K-8

- The administrative data team will analyze math data for grades K-5 in the area of Math to identify areas of concern. Teachers will participate in professional development to identify strategies and interventions to address these concerns through on site math vertical team collaboration.
- The administration will analyze the K-5 achievement gap to identify where gaps exist among student groups in the area of Reading. The school will offer reading tutorial after school to targeted sub groups in need of remediation and/or enrichment.
- The administration will address the 6-8 achievement gap by developing a flex schedule that will be embedded in the regular schedule. Students will receive targeted remediation based on SRI and MAP scores. Subgroups will be formed based on these scores and instruction will be tailored to address needs of specific students.

Isle of Hope K-8

- Based on the percentage of students meeting or exceeding mathematics, each grade level (K-8) will implement Mathematics Workshop into teaching mathematics to ensure that all students are learning basic concepts of problem solving to incorporate into the performance tasks. The principal and academic coach will develop and organize a professional development plan to teach teachers how to implement in classroom.
- A departmental approach will be implemented in our middle grades program to address the middle grades performance in all subject areas. Students will be grouped based on current scores and complete a program of study will be developed based on needs. A 90 minute block of instruction will be implemented in Reading/ELA and Mathematics. We will continue to provide interventions during our Literacy Block. Advanced Placement classes will be offered to 6th grade students in ELA, Mathematics, and Spanish.
- The IOH staff will implement Positive Behavioral and Interventions and Supports (PBIS) will be implemented during the 2014-2015 school year to support discipline and classroom management strategies.

Bartlett STEM Academy

- The principal will provide professional development for faculty and staff to increase awareness of CCRPI Calculations and Expectations.
- The teachers will analyze benchmark and progress monitoring data as it relates to measurable CCRPI indicators during planning each month.

Coastal Middle

- The administrative team and teachers will identify specific domains of weakness in math for students in the lowest performing subgroup(s) and develop individual programs of students using Compass Learning.
- The teachers will continue to create lessons focusing on depth of knowledge levels 3 and 4 as a means of increasing the percentage of students exceeding standards on the CRCT (or new measure of student achievement) in 2015.

DeRenne Middle

- The principal will implement and monitor the progress of the school improvement plan to ensure attainment of established academic achievement goals.
- The principal will provide professional development to all instructional staff in the area of Differentiated Instruction to increase the achievement of all learners.
- The principal and administrative team will continue the implementation of Response to Intervention (RTI) to increase the academic achievement of all learners.

Hubert Middle

- The principal and the department chairs will monitor and support the implementation of the school improvement plan to ensure adequate, incremental progress is made toward achieving each goal as the year progresses.
- The principal will provide Professional development on Differentiated Learning to the staff to ensure that the needs of all students are being met.

Mercer Middle

- The principal will provide professional development for faculty and staff to increase understanding of learning styles and the use of differentiation (modeling, peer teaching, analysis and review of lesson plans, etc.) to increase academic achievement.
- The academic coach, the counselor, the staff, and the administration will ensure the implementation of Response to Intervention (RTI) to increase academic achievement.
- The principal will ensure the relevant use of student academic data to effectively increase academic achievement.

Myers Middle

- Administration will facilitate professional development to increase the use of data to drive instruction. This process will ensure that adequate progress is made toward achieving yearly academic goals.
- The literacy coach, along with administration, will coordinate and conduct professional learning opportunities for faculty and staff that focus on increasing student achievement in all academic areas.

Oglethorpe Charter

- Oglethorpe Charter School will provide professional development for faculty and staff on the newly purchased chrome books focusing on teaching strategies and curriculum use to improve student achievement.
- Monthly Focus Friday activities will take place in order to provide remediation (extra practice) for those students struggling in core academic content areas, and enrichment activities will be provided for those gifted learners to extend their learning opportunities.
- Discipline meetings focused on PBIS will be held monthly to ensure that those students that are being tracked in the OCS discipline data base are provided appropriate alternative consequences and to ensure inappropriate behaviors are not repeated.

Southwest Middle

- The principal will monitor and support the implementation of the school improvement plan to ensure adequate, incremental progress is made toward achieving each goal as the year progresses.
- The academic coach, along with administration, will coordinate PLC learning walks to foster continuous growth among all faculty and staff members at the site level.

West Chatham Middle

- The leadership/data team will identify specific domains of weaknesses in the content areas for students in the lowest performing subgroup(s) and develop individual programs of study to include the use of Compass Learning and blended instruction.
- The teachers will continue to create lessons focusing on Depth of Knowledge, Document-Based Questioning, and Thinking Maps as a means of increasing the percentage of students exceeding standards on the required state standardized testing.

Beach High

- The Principal and Transition Coach will monitor the school year cohorts and implement strategies to increase the graduation rate to 75% in 2015.
- The Special Education Teachers will co-plan with the content teachers to create engaging differentiated lessons so Beach can earn the maximum 15 points in Achievement category.
- Teachers will receive professional development in engagement so to raise student achievement which will help students be better prepared for End of Course Exams.

Early College

- The Center Leader will meet with the School Leadership Council to review pertinent area data to determine specific domains where improvement is needed, devise targeted learning plans, as needed, and support classroom teachers and instructional support personnel in implementing learning plans with fidelity.
- The Center Leader will coordinate with the appropriate Content Directors, Coaches, and/or Teacher Specialists to offer differentiated professional learning opportunities to support classroom teachers in using the performance tasks (i.e. Math) and other state curriculum resources.

Groves High

- The Principal will provide additional resources to the ESOL students to assist them in speaking English and test taking strategies.
- The Leadership Team will continue to administer quarterly mock EOCT benchmarks to gauge student achievement and potential success on the End-of-The-Course-Test.
- The Principal will provide additional Special Needs Professional Development to work with the high special needs population at Groves HS. The professional development will target inclusion style learning in order to blend the learning needs of all students in the classroom.

Islands High

- The administrative team will provide additional data training to departments on the student growth model using SLDS functions to have a clearer understanding of how Progress points are earned in CCRPI
- The core department teachers will use SLDS to set individual student benchmarks of progress for all students enrolled in EOCT courses providing quarterly reports highlighting those students making significant progress and identifying those who are not.
- The math department will administer a Compass Learning math assessment to all incoming 9th graders to identify those students for enrollment in double booked math. The teachers and administration will meet monthly to analyze and report on student skill building progress for those students in Coordinate Algebra Support to ensure academic progress in this content area.

Jenkins High

- The Principal and School of Engineering Lead Teacher will complete and submit an application to earn a Georgia Science, Technology, Engineering, and Math (STEM) Program Certification for 2014-2015.
- The Principal and/or Assistant Principals will meet with Counselors to develop an Information Session for Freshman Advisors to emphasize the importance of first time 9th graders earning 4 units in four core content areas (English/Language Arts, Math, Science, and Social Studies).
- The Principal will meet with the Special Education Department Head and Special Education teachers to develop a plan for reviewing Benchmark Assessments in the four core content areas for the special education students. This plan will provide remediation opportunities for special students not meeting the standards on the Benchmark Assessments.

Johnson High

- The principal will provide professional development for faculty and staff to increase implementation of Positive Behavior Interventions with fidelity.
- The parent facilitator will organize a parent outreach group to increase parental involvement in PTA and parent workshops.
- The assistant principals, parent outreach group, and counselors will organize and provide a parent and community mini-conference each semester that provides workshops that involves community organizations for outreach programs, as well as information regarding student academics.

New Hampstead High

- The Principal and or Assistant Principal will meet with Counselors to develop an informational session for Freshman Advisors to emphasize the importance of first time ninth graders to earn credit for the four core academic courses.
- The Principal will met with the ECST and special education teachers to develop a plan to review the benchmark assessment in the four content areas for special education students. The plan will provide remediation opportunities for special education students not meeting the standards on the benchmark assessments.
- The counselors will met quarterly to review eleventh grade transcripts and report cards to track on time graduation projections. The Principal and counselors will develop a plan for students based on the review who are not on track for on time graduation.

Savannah Arts Academy

- The administrative team will provide professional development using the State Longitudinal Data System (SLDS). The ongoing professional development will focus on using data to develop strategies to deliver rigorous content challenging students to perform at higher levels (high growth on the EOCT). This practice will improve overall scores in the CCRPI Component area of Progress and Academic Achievement.
- Using individual student data components of the State Longitudinal Data System (SDLS), teachers will target specific content areas for intervention for identified students. This practice will improve overall scores in the CCRPI Component area of Progress and Academic Achievement.

School of Liberal Studies

- The Principal will schedule additional professional development for staff in reference to the components of CCRPI. Teachers must understand the importance of closing the achievement gap and understand how it is calculated.
- The Department chairs and Principal will meet with each member of their department to discuss their departments' impact on of CCRPI.
- The Principal and Special Education (ECST) will provide additional professional development to Special Education teachers in reference to the CCRPI report.

Windsor Forest High

- The Administration, in conjunction with the PBIS team, will provide professional development as well as a refocusing of school-wide PBIS efforts to decrease the achievement gap between student subgroups by 10% over the previous year.
- The Administration will monitor the implementation of Formative Instructional Practices (FIP) to fidelity in order to decrease the achievement gap between student subgroups by 10% over the previous year.
- The faculty will increase their usage of the Statewide Longitudinal Data System by 10% over the 2013-2014 school year in order to familiarize themselves with students so proper interventions may be developed.

Woodville-Tompkins High

- During the summer of 2014, the administration and faculty will conduct a Summer Enrichment Camp targeting Math and Science for incoming 9th grade students. The camp will target students who will take Coordinate Algebra during the 2014-2015 school year.
- Using the data team process, the administration and faculty will identify areas of strength and weakness in each EOCT subject area to produce a 10% increase in the amount of students who exceed on the EOCT during the 2014-2015 school year.

Strategic Goal 1:

To Ensure All Students Are College
and Career Ready

Objective H:

College and Career Ready
Performance Index (CCRPI)

Report Date:

June 4, 2014

Objective, Baseline & Target

Objective: To increase the district and schools' college and career readiness score as measured and reported by the Georgia Department of Education (GADOE).

Baseline: SY 2011-12*

Grades K-5	Grades 6-8	Grades 9-12
76.0	70.9	68.3
67.3	63.8	69.7

Target: By end of SY 2016-17*

Grades K-5	Grades 6-8	Grades 9-12
80.0	77.0	75.0
75.0	72.0	77.0

About the College and Career Ready Performance Index

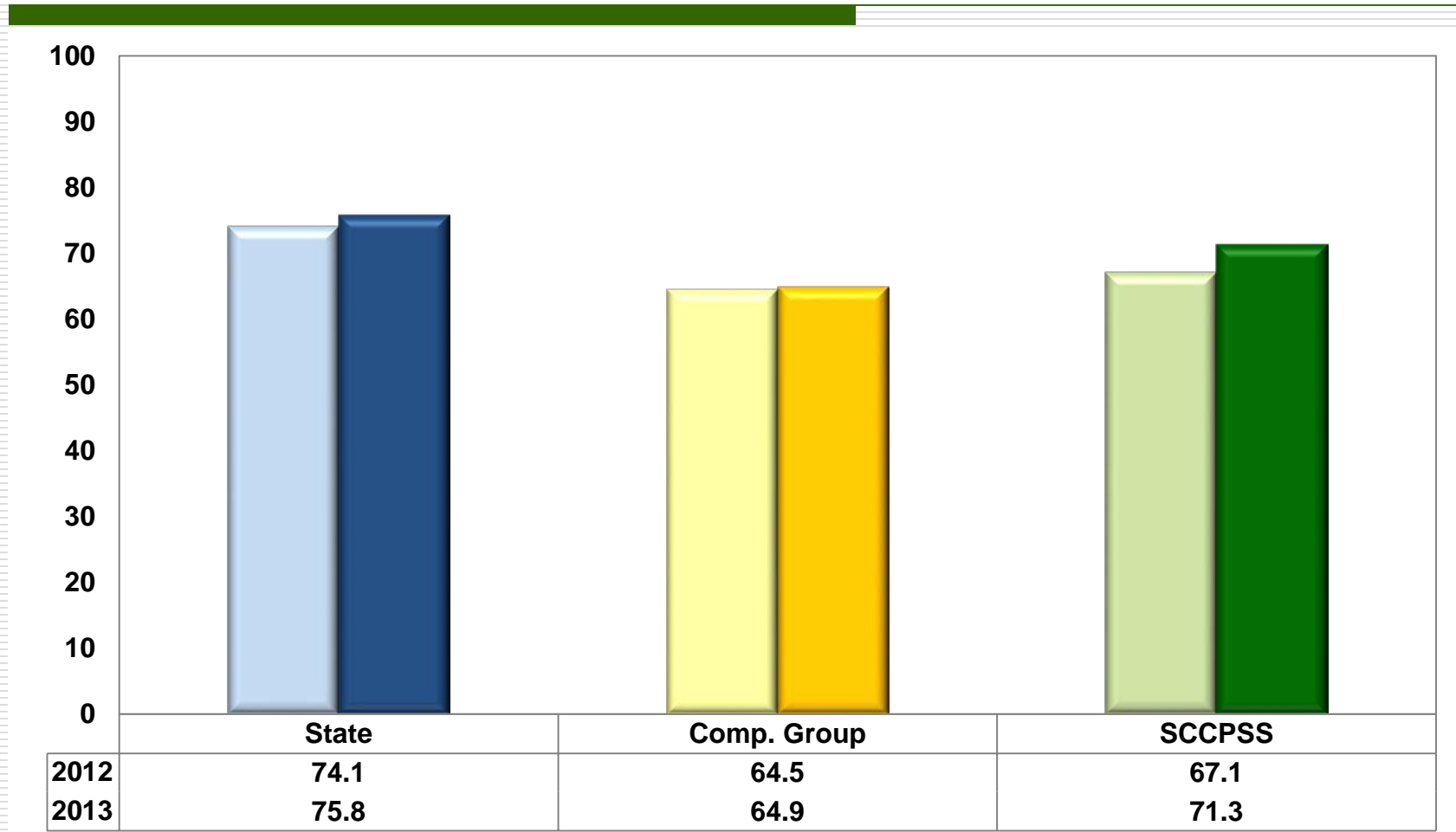
- Key component of Georgia's NCLB Waiver
- Designed to replace Adequate Yearly Progress (AYP) determinations with a more comprehensive picture of school performance
- Scored on a 100 point scale
- Primary components include Achievement, Progress, and Achievement Gap measures
- In December of 2013, GADOE revised the CCRPI calculation formulas. In order to provide a valid comparison of 2012 and 2013 scores, GADOE recalculated the 2012 CCRPI scores based on the new formulas.

CCRPI Calculation Overview

Overall CCRPI Score 100 Possible Points

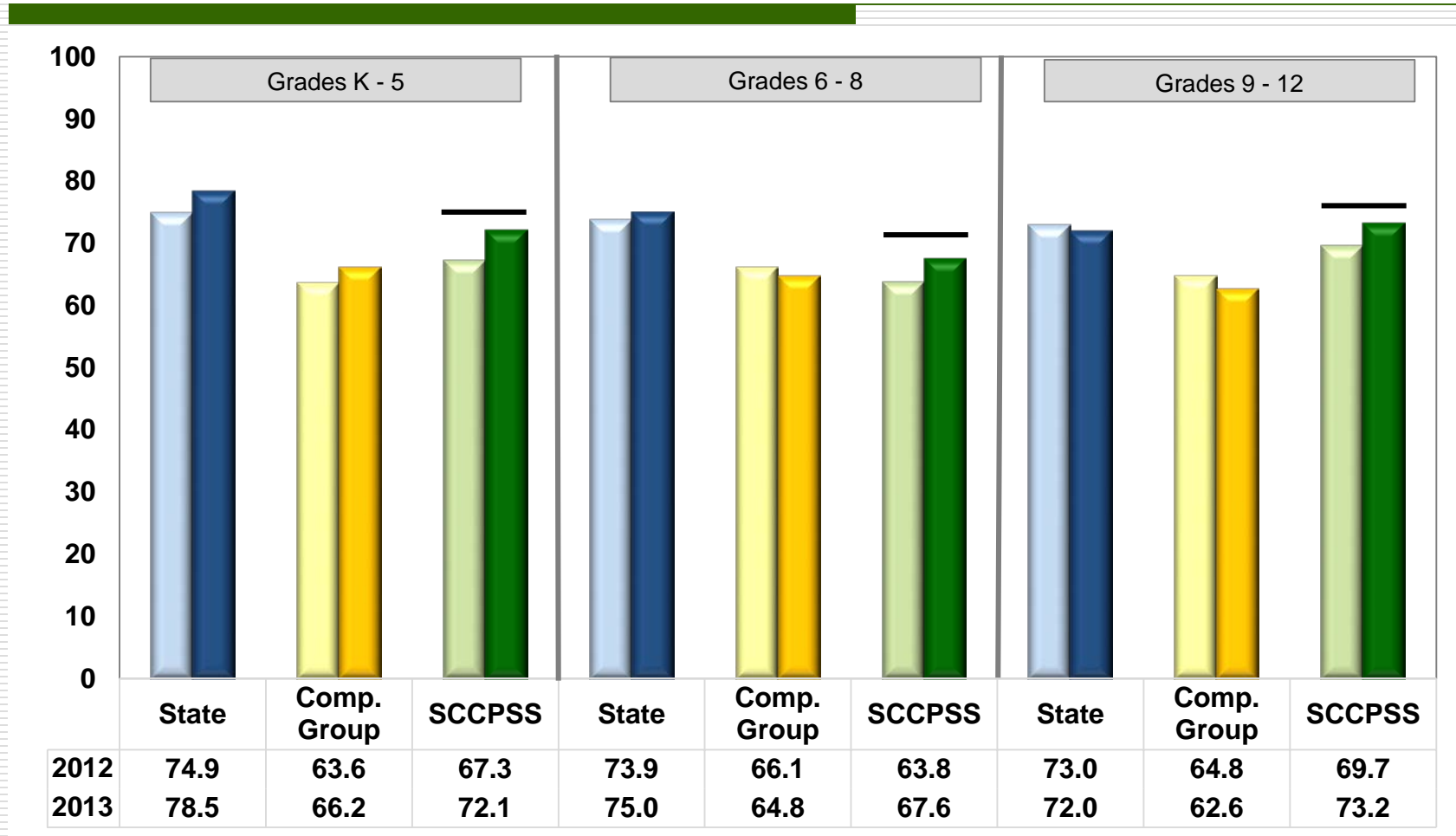
Achievement	Progress	Achievement Gap Closure	ED / EL / SWD Subgroups	Exceeding the Bar	Financial Efficiency Rating	School Climate Rating
Points Possible = 60	Points Possible = 25	Points Possible = 15	"Challenge" Points: Maximum of 10 combined		Star Rating only, no points	
Content Mastery (40%) Post HS/MS/ES Readiness (30%) Grad Rate / Predictor for Grad (30%)	Student Growth Percentiles (CRCT & EOCT)	Bottom quartile compared to state mean (CRCT & EOCT)	% of subgroups meeting state performance targets	1/2 point per ETB indicator	★ ★ ★ ☆ ☆	★ ★ ★ ☆ ☆ GADOE Climate Surveys, Attendance, Discipline

Overall CCRPI Score: State, Comparison Group, & District



NOTE: Gradation of chart color from lightest to darkest represents progression of years

CCRPI Score by Grade Level Band: State, Comparison Group, & District



NOTE: Gradation of chart color from lightest to darkest represents progression of years

— 2017 DAS Target

CCRPI Score by Component: State, Comparison Group, & District

		CCRPI Overall Score			Academic Achievement (60 max)			Progress (25 max)			Achievement Gap (15 max)			Challenge Points (10 max)*					
														Subgroup Performance			Exceeding the Bar		
		2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg	2012	2013	1 Yr Chg
STATE	Elementary (K-5)	74.9	78.5	3.6	45.6	47.5	1.9	16.3	16.5	0.2	7.0	9.0	2.0	5.6	4.8	-0.8	0.4	0.7	0.3
	Middle (6-8)	73.9	75.0	1.1	46.8	48.3	1.5	16.5	16.7	0.2	8.0	7.0	-1.0	2.5	2.6	0.1	0.1	0.4	0.3
	High (9-12)	73.0	72.0	-1.0	43.1	43.6	0.5	16.3	16.3	0.0	11.3	8.7	-2.6	2.1	3.2	1.1	0.2	0.2	0
	State (All Grades)	74.1	75.8	1.7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Comp. Group	Elementary (K-5)	63.6	66.2	2.6	40.4	41.3	0.9	15.4	15.7	0.3	6.1	7.8	1.7	1.2	0.8	-0.4	0.5	0.6	0.1
	Middle (6-8)	66.1	64.8	-1.3	40.9	41.9	1.0	15.8	16.0	0.2	8.4	5.8	-2.6	0.9	0.8	-0.1	0.1	0.3	0.2
	High (9-12)	64.8	62.6	-2.2	37.7	38.1	0.4	15.8	15.9	0.1	10.5	7.6	-2.9	0.7	0.9	0.2	0.1	0.1	0
	Comp. Group (All Grades)	64.5	64.9	0.4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SCCPSS	Elementary (K-5)	67.3	72.1	4.8	43.1	44.4	1.3	15.0	15.4	0.4	5.0	8.0	3.0	3.3	3.4	0.1	0.9	0.9	0
	Middle (6-8)	63.8	67.6	3.8	41.1	43.2	2.1	14.9	15.3	0.4	6.0	7.0	1.0	1.4	0.9	-0.5	0.4	1.2	0.8
	High (9-12)	69.7	73.2	3.5	38.9	41.3	2.4	16.5	16.9	0.4	12.5	10.0	-2.5	1.4	4.5	3.1	0.4	0.5	0.1
	SCCPSS (All Grades)	67.1	71.3	4.2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

 Indicates an increase NA: Not Available; All Grades scores are not calculated at the component level

*No more than 10 challenge points may be earned between the Subgroup Performance and Exceeding the Bar (ETB) components. Grades K-8 may earn up to 2.5 ETB points, grades 9-12 may earn up to 3.5 ETB points. Points possible for Subgroup Performance varies depending upon enrollment rates of students in the economically disadvantaged, English learner, and students with disabilities subgroups.



Actions

- Senior Director of Accountability, Assessment, and Reporting Services will provide professional training to administrators on how to analyze the CCRPI components to determine areas of concern and identify appropriate action steps to remediate the identified areas.
 - Principals will analyze CCRPI data to identify subgroups that scored significantly below other subgroups and develop intervention strategies to address these deficits.
 - Principals will include improvement strategies in areas of concern in their 2014-2015 Accountability Plans.
-

Questions

**DISTRICT
ACCOUNTABILITY
SYSTEM**



Summary of Calculation Changes for Primary CCRPI Components: 2012 to 2013

- Achievement component re-weighted to contribute 60 points to the total score, rather than 70
- Progress component re-weighted to contribute 25 points to the total score, rather than 15
- Achievement Gap size rubrics revised to set more stringent criteria to earn higher points
- Lexile-based indicators have 100% performance target, rather than a benchmarked target (2012 targets were 86.4% for grade 3; 87.8% for grade 5; 93% for grade 8; & 64.9% for high school)
- All indicators referencing core course grades now require that students pass the courses and all applicable CRCTs and EOCTs
- High school Graduation Rate indicators re-weighted so that 4-yr cohort graduation rate accounts for 2/3 of the Graduation Rate points, and 5-yr extended cohort graduation rate accounts for 1/3
- 4-yr cohort graduation rate indicator now utilizes the most recent graduation rate, rather than the prior year's graduation rate
- The two career-related indicators at the middle school level were combined into a single indicator
- Within the elementary school course-grades/CRCT-based indicator, reading was added to the list of courses that fifth grade students must pass
- Additional revisions to Exceeding the Bar measures (lesser impact on overall scores)



Data Criteria

- State and district-level data are based on official CCRPI reports published by the Georgia Department of Education (GADOE).
- Comparison group data are calculated based on a weighted average of scores compiled from comparison group districts' official CCRPI reports.
- The comparison group includes Clarke, Clayton, DeKalb, Dougherty, Liberty, Muscogee, Richmond, Spalding, Troup, & Atlanta Public Schools.