

2024 Elementary School CCRPI Pathfinder
School Name _____

SCORE SHEET

Content Mastery

Progress

Closing Gaps

Readiness

2024 Elementary School CCRPI Pathfinder

School Name _____

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 (middle and high schools only) based on student performance on the Georgia Milestones Assessment System and the Georgia Alternate Assessment 2.0 (GAA 2.0). The achievement score utilizes weights based on achievement level, where Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. The content areas for all three grade bands are weighted according to the number of state tests administered within each grade band.

ELA

Achievement Level	Percent	x Value	Total
Beginning		0.0	
Developing		0.5	
Proficient		1.0	
Distinguished		1.5	
Total			

Math

Achievement Level	Percent	x Value	Total
Beginning		0.0	
Developing		0.5	
Proficient		1.0	
Distinguished		1.5	
Total			

Science

Achievement Level	Percent	x Value	Total
Beginning		0.0	
Developing		0.5	
Proficient		1.0	
Distinguished		1.5	
Total			

Content Mastery Calculation

ELA Total x 42.85% + Math Total x 42.85% + Science Total x 14.3%=

How many points out of 100 did your school earn for Content Mastery?

Progress

Progress addresses the question: how much growth are students demonstrating? This component utilizes Student Growth Percentiles (SGPs) to measure progress in both English language arts and mathematics. SGPs describe the amount of growth a student has demonstrated relative to academically-similar students. In other words, SGPs take into consideration a student's starting point when determining his or her growth. With SGPs, all students – low and high achieving – have the opportunity to demonstrate all levels of growth. The ELA and mathematics progress scores utilize weights based on growth level. SGPs of 1-29 earn 0 points, 30-40 earn 0.5 points, 41-65 earn 1.0 point, and 66-99 earn 1.5 points. This sets the expectation that students need to make academic improvement by demonstrating greater than 40th percentile growth. Students who achieve at the Distinguished Learner level for ELA or mathematics achievement will receive either a Level 3 or Level 4 SGP Progress point.

The second progress indicator measures the extent to which English Learners (EL) are making progress towards English language proficiency, as measured by EL students moving from one state-defined performance band to a higher performance band on the ACCESS for ELLs. EL students making no progress towards proficiency earn 0 points, those making progress but not moving one band earn 0.5 points, those moving one band earn 1.0 point, and those moving more than one band earn 1.5 points.

All Students- ELA

Growth Level	Percent	x Value	Total
Level 1 (1-29)		0.0	
Level 2 (30-40)		0.5	
Level 3 (41-65)		1.0	
Level 4 (66-99)		1.5	
Total			

All Students- Math

Growth Level	Percent	x Value	Total
Level 1 (1-29)		0.0	
Level 2 (30-40)		0.5	
Level 3 (41-65)		1.0	
Level 4 (66-99)		1.5	
Total			

Progress Towards English Language Proficiency (If Applicable)

Performance Bands	Percent	x Value	Total
No Positive Movement		0.0	
Moved Less Than One Band		0.5	
Moved One Band		1.0	
Moved More than One Band		1.5	
Total			

Progress Calculation without Progress Towards English Language Proficiency

ELA Total x 50.0% + Math Total x 50.0% =

How many points out of 100 did your school earn for Progress?

Progress Calculation *including* Progress Towards English Language Proficiency

ELA Total x 45.0% + Math Total x 45.0% + English Learners x 10.0% =

How many points out of 100 did your school earn for Progress?

Closing Gaps





Closing Gaps addresses the question: are all students and all student subgroups making improvements in achievement rates? This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags. For each available academic achievement improvement target, 0 points are earned when performance does not improve (red flag), 0.5 points are earned when progress is made but the target is not met (yellow flag), and 1.0 point is earned when the target is met (green flag) by all subgroups, except Economically Disadvantaged (ED), English Learners (EL), and Students with Disability (SWD). Economically Disadvantaged (ED), English Learners (EL), and Students with Disability (SWD) subgroups earn 1.5 points when a 3% improvement target is met (green flag with a star). This incentivizes greater improvement among these historically underperforming subgroups.

	Flag Count	x Value	Total Flag Value
Red		0.0	
Yellow		0.5	
Green		1.0	
Green Star		1.5	
Total			

Closing Gaps Calculation

$$S = \frac{\text{Total Flag Value}}{\text{Total Flag Count}}$$

How many points out of 100 did your school earn for Closing Gaps?

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

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: At or Above Grade-Level Reading Student Attendance, and Beyond the Core.

<i>At or Above Grade-Level Reading</i>	Total Score:
	<i>Percent</i>
<i>Below Grade Level</i>	
<i>Grade Level</i>	
<i>Grade Level Plus</i>	
<i>Above Grade Level</i>	

<i>Student Attendance</i>	Total Score:
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<i>Beyond the Core</i>	Total Score:
	<i>Percent</i>
<i>Fine Arts</i>	
<i>World Language</i>	
<i>Career Exploratory</i>	
<i>Computer Science</i>	

Readiness Calculation

At or Above Grade-Level Reading x 33.3% + Student Attendance x 33.3% + Beyond the Core x 33.3% =

How many points out of 100 did your school earn for Readiness?

Notes

Notes