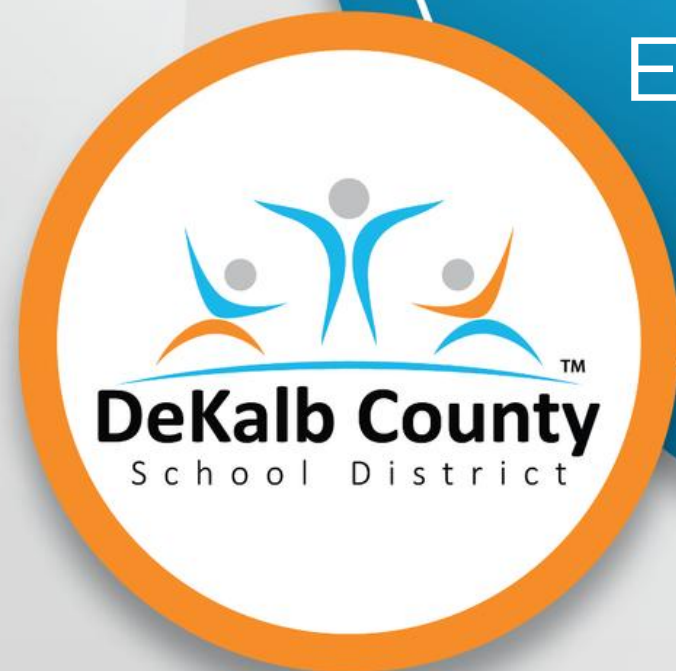


# CCRPI Component Analysis: District and State Performance Trends

Executive Insights for BOE



# What is CCRPI?

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## College and Career Ready Performance Index

### Georgia's State Accountability System

#### Mandated by Federal and State Law

An annual tool for measuring how well schools, districts, and the state are preparing students for their **next educational level**.

A comprehensive roadmap... To help educators, parents, and community members understand school performance and work together to improve student **readiness for college and careers**.

## Content Mastery

Content Mastery measures whether students are achieving at the level necessary to be prepared for the next grade, college, or career. Achievement scores are weighted based on level of achievement.

- **English Language Arts**
- **Mathematics**
- **Science**
- **Social Studies (MS, HS)**

## Progress

Progress measures how much growth students demonstrate from one school year to the next. Progress scores are weighted based on level of growth.

- **English Language Arts**
- **Mathematics**
- **Progress Towards English Language Proficiency (EL students)**

## Closing Gaps





Closing Gaps sets the expectations that all students and student groups make annual improvements in achievement rates or maintain high levels of achievement.

- **English Language Arts**
- **Mathematics**
- **Science**
- **Social Studies (MS, HS)**

### Improvement Flags



### LEGEND

-  Student group met improvement target\*
-  Student group met improvement target
-  Student group made progress, but did not meet improvement target
-  Student group did not make progress and did not meet improvement target

\*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability student groups.

# Content Mastery: Milestones Achievement Levels

Georgia Alternate Assessment (GAA)  
2.0 Achievement Levels are referred to  
as Level 1, Level 2, Level 3, or Level 4

## **BEGINNING LEARNER 0 Points**

**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.**

## **DEVELOPING LEARNER 0.5 Points**

**Demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.**

## **PROFICIENT LEARNER 1.0 Point**

**Demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.**

## **DISTINGUISHED LEARNER 1.5 Points**

**Demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in Georgia's content standards.**

## Readiness

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level.

- **At or Above Grade Level Reading** (ES, MS, HS)
- **Student Attendance** (ES, MS, HS)
- **Beyond the Core** (ES, MS)
- **Accelerated Enrollment** (HS)
- **Pathway Completion** (HS)
- **College and Career Readiness** (HS)

## Graduation Rate

The adjusted cohort graduation rate is the number of students who graduate from high school in four (or five) years with a regular or alternate high school diploma, divided by the number of students who form the adjusted cohort for the graduating class.

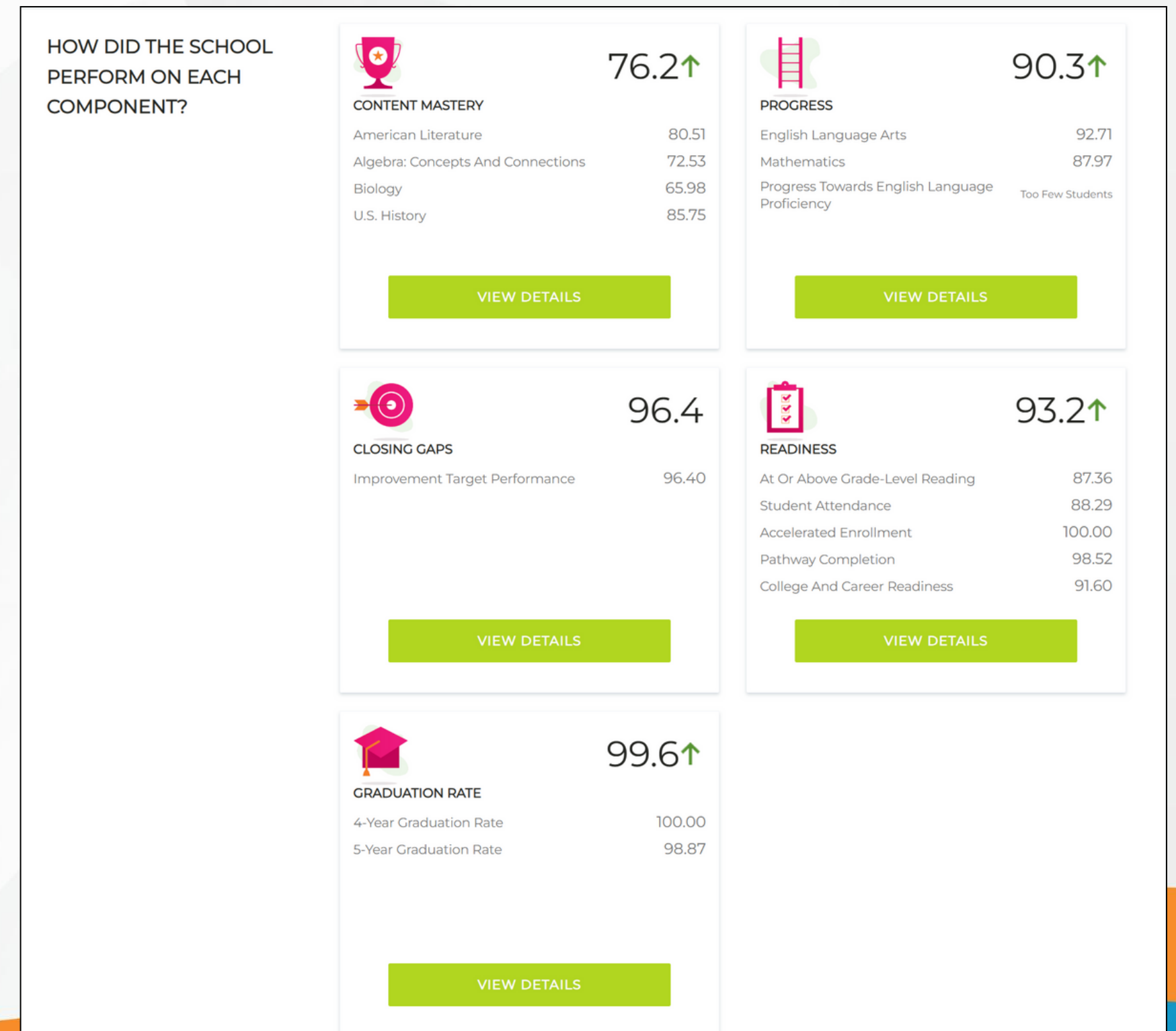
- **4-Year Adjusted Cohort Graduation Rate** (HS)
- **5-Year Adjusted Cohort Graduation Rate** (HS)

# How CCRPI Is Calculated

- CCRPI results are calculated by grade band: K-5, 6-8, and 9-12.
- All component and indicator scores are capped at 100. When a component or indicator score exceeds 100, the score is displayed as 100.00+.
- Indicators within a component are weighted and combined to provide an overall component score.

## Resources:

- Accountability [website](#) and [resources](#)
- [CCRPI reports](#)



# CCRPI Data Sources

Component	FTE-1 and FTE Survey	Student Record and/or Student Class and Free and Reduced Meal Application	TCSG and/or USG Files	EOPA Collection	*Assessment Data	CCRPI Applications
Content Mastery	X	X			X	X
Progress	X	X			X	X
Closing Gaps	X	X			X	X
Readiness	X	X	X	X	X	X
Graduation Rate	X	X				X

\*Assessment Data includes both state and national assessments.

# High School Readiness Component

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## College and Career Readiness Indicator:

Lagging data: The 2025 data is based on the 2024 12<sup>th</sup> graders

Percent of 12th graders:

- Entering TCSG/USG without needing remediation
- Achieving a readiness score on the ACT, SAT, two or more AP exams, two or more IB exams, or two or more Cambridge exams
- Passing a pathway-aligned End of Pathway Assessment (EOPA) resulting in a national or state credential
- Completing a work-based learning program
- Demonstrating military readiness on the ASVAB

# CCRPI Component Deep Dive

## Content Mastery – Standards Mastery

District	State 2025	2023	2024	2025	Difference 24 to 25
Elementary	68.0	55.3	58.7	59.0	0.3
Middle	65.6	49.2	52.0	53.5	1.5
High	69.2	52.6	54.3	58.7	4.4

# CCRPI Component Deep Dive

## Progress – Student Growth

District	State 2025	2023	2024	2025	Difference 24 to 25
Elementary	86.1	90.4	86.6	83.3	-3.3
Middle	83.1	81.7	83.2	77.6	-5.6
High	82.2	80.8	69.9	80.1	10.2

# CCRPI Component Deep Dive

\* The Closing Gaps component is not comparable from SY24 to SY25 due to the rollout of new State math standards.

## Closing Gaps- Closing the Achievement Gap

District	State 2025	2023	2024	2025
Elementary	75.0	98.3	100	68.3
Middle	86.3	62.5	66.7	70.0
High	71.3	86.3	95.0	100

# CCRPI Component Deep Dive

## Readiness- Prepared for the Next Level

District	State 2025	2023	2024	2025	Difference 24 to 25
Elementary	84.1	79.1	80.2	80.8	0.6
Middle	83.2	78.4	79.3	78.8	-0.5
High	75.4	62.9	66.0	68.4	2.4

# CCRPI Component Deep Dive

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## Graduation Rate- Graduating in 4 or 5 years

District	State 2025	2023	2024	2025	Difference 24 to 25
High	87.2	77.1	79.1	82.0	2.9

**Congratulations DCSD - HIGHEST Graduation Rate in History!**

# Georgia Milestones End-of-Grade

English Language Arts			
Grade	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
3	31.6%	29.1%	-2.5%
4	30.5%	30.1%	-0.4%
5	40.8%	34.9%	-5.9%
<b>3-5</b>	<b>34.2%</b>	<b>31.3%</b>	<b>-2.9%</b>
6	32.5%	30.5%	-2.0%
7	31.9%	29.5%	-2.4%
8	37.2%	31.6%	-5.6%
<b>6-8</b>	<b>33.9%</b>	<b>30.5%</b>	<b>-3.4%</b>
<b>Total</b>	<b>34.1%</b>	<b>30.9%</b>	<b>-3.2%</b>

Mathematics			
Grade	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
3	32.1%	34.3%	2.2%
4	34.3%	34.5%	0.2%
5	30.5%	31.8%	1.3%
<b>3-5</b>	<b>32.3%</b>	<b>33.5%</b>	<b>1.2%</b>
6	19.8%	22.8%	3.0%
7	22.4%	26.0%	3.6%
8	28.9%	33.7%	4.8%
<b>6-8</b>	<b>23.7%</b>	<b>27.6%</b>	<b>3.9%</b>
<b>Total</b>	<b>28.1%</b>	<b>30.7%</b>	<b>2.6%</b>

Science			
Grade	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
5	31.4%	33.1%	1.7%
8	21.9%	25.0%	3.1%
<b>Total</b>	<b>26.8%</b>	<b>29.2%</b>	<b>2.4%</b>

Social Studies			
Grade	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
8	23.5%	23.0%	-0.5%

# Georgia Milestones End-of-Course

American Literature			
Grade Level	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
High	33.7%	32.9%	-0.8%
Algebra: Concepts and Connections			
Grade Level	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
Middle	78.9%	87.0%	8.1%
High	18.0%	26.2%	8.2%

Physical Science			
Grade Level	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
Middle	62.9%	69.9%	7.0%
Biology			
Grade Level	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
High	33.2%	34.7%	1.5%
United States History			
Grade Level	2024 Percent Proficient & Above	2025 Percent Proficient & Above	Difference 24 to 25
High	28.2%	32.9%	4.7%

# Strengthen Tier 1 Instruction

## Strengthen Tier 1 Instruction Through Aligned Curriculum and Expectations

Curriculum and Instruction	Schools and Leadership	Student Services	Research and Accountability
<p>Strengthen the instructional core by providing clear instructional expectations, explicit guidance and Tier 1 curriculum resources that support high quality instruction, including lesson planning, standards aligned instructional modules, rigorous tasks, structured literacy routines, academic discourse and formative assessment strategies.</p>	<p>Implement targeted CCVs &amp; Learning Walks: Area Teams conduct Collaborative Calibration Visits (CCVs) and learning walks to assess the implementation of the Six Essential Systems for an effective learning environment, Tier I instruction, and scholar engagement.</p>	<p>Strengthen the alignment of cross divisional job-alike PLCs to deepen instructional expertise and align expectations, design practices that support the strategic plan goal areas and enhance service delivery for students including conducting school-based walkthroughs alongside content and Area Coordinators.</p>	<p>Develop tools to track the effectiveness of Consolidated School Improvement Plan (CSIP) improvement strategies. The tools are used to monitor strategy implementation and to determine how to tier supplemental strategy-specific professional learning.</p>

# Structured Literacy and Foundational Skills

## Implement Structured Literacy and Strengthen Foundational Skills with Fidelity

Curriculum and Instruction	Schools and Leadership	Student Services	Research and Accountability
<p>Ensure all K–5 teachers are trained in structured literacy and all 6–12 teachers receive adolescent literacy training to strengthen instruction across grade bands. Implement 95 CORE and Amira Tutor with fidelity to support foundational literacy skills, reinforced through regular learning walks with targeted feedback.</p>	<p>Established a consistent 120-minute instructional literacy block that systematically addresses all five pillars of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension—along with daily writing instruction to ensure coherent, research-based literacy practices across classrooms.</p>	<p>Ensure that all students, including those served in programs such as Gifted, Pre-K, English Learners, and Exceptional Education, have equitable access to literacy instruction across all classroom environments. This includes providing grade-level curriculum and resources as well as enrichment activities in all class settings with differentiated delivery models based upon student need.</p>	<p>Created dashboards to share Amira data across all schools, with a focus on AMIRA Reading Mastery (ARM) and Dyslexia Risk Indicator (DRI) scores. Through Reality Checks, Horizon school leaders and Area teams received guidance on how to interpret ARM and DRI results.</p>

# Multi-Tiered System of Supports (MTSS)

## Provide Targeted, Tiered Support to Schools Through MTSS

Curriculum and Instruction	Schools and Leadership	Student Services	Research and Accountability
<p>Create individualized plans of support for students who are not progressing between performance bands to ensure instruction is tailed to their specific needs. Strengthen Tier 2 and Tier 3 interventions by using research-based strategies, implementing consistent progress monitoring, and aligning supports to identified skill gaps.</p>	<p>Build principal capacity to align MTSS specialist roles and responsibilities with Tier 1, 2, and 3 supports to ensure students receive the appropriate academic and behavioral interventions based on identified needs.</p>	<p>Create and monitor Individualized Language Plans (ILPs) for English Learners who did not demonstrate progress from band to band. Current Status: 90% of students have an active and up-to-date ILP aligned with language development needs and instructional goals.</p> <p>Continue collaborative meetings between MTSS leaders, School Psychologists, Section 504 staff and other District leaders to align departmental goals and expectations. This calibration ensures that students receive timely and appropriate interventions.</p>	<p>Reoriented MTSS school leaders on the Monitoring At-Risk Students (MARS) module in Infinite Campus which enables real-time monitoring of student-level behavior, attendance, and grades.</p>

# Data-Driven Leadership

## Deepen Data-Driven Leadership and Teacher Practices

Curriculum and Instruction	Schools and Leadership	Student Services	Research and Accountability
<p>Analyze multiple data sources, including MAP, Milestones, formative assessments and surveys to identify instructional needs and provide aligned resources, interventions, and supports to schools. Provide school leaders and teachers with targeted training on how to implement instructional resources effectively.</p>	<p>Build leaders' capacity to use varied sources of data to analyze trends, and make informed decisions related to instructional planning, progress monitoring, and academic supports and interventions, as we implement Professional Learning Communities (PLCs) districtwide.</p>	<p>Analyze MAP and other achievement data to develop school and student-level action plans, including support for behavior, attendance, and grades.</p> <p>Provide intentional professional learning for teachers and support staff to support specialized populations (effective lesson planning, student grouping, analyzing student work, adapting instructional strategies, and Specially Designed Instruction (SDI)).</p>	<p>Leveraging MAP data to monitor CCRPI achievement rate target attainment in reading and math. Developed calculators to assist with setting 2026 targets and determining the number of proficiency points required to reach targets across the tested grade levels and for each student group.</p>

# Professional Learning

## Build Instructional Capacity Through Targeted, Tiered Professional Learning

Curriculum and Instruction	Schools and Leadership	Student Services	Research and Accountability
<p>Build instructional capacity by providing content-specific professional learning through in-person, synchronous, and asynchronous sessions that ensure leaders, academic coaches, teachers and support personnel deeply understand standards, instructional expectations, and evidence-based practices.</p>	<p>Build leadership capacity by providing targeted professional learning that deepens content knowledge, strengthens Professional Learning Communities and enhances the ability to coach teachers effectively. These supports equip principals to improve instructional practices and drive stronger student outcomes across their schools.</p>	<p>Expand professional learning opportunities to reinforce instructional best practices, ensure compliance, and enhance Specially Designed Instruction (SDI) for Students with Disabilities. The goal is to provide targeted training on Common Formative Assessments and the Science of Reading for Pre-K teachers, ensure effective utilization of the Waterford platform, integration of NewsELA resources, and monitor implementation of project-based learning strategies.</p>	<p>Facilitate monthly Accountability Clinics to help district and school leadership teams stay informed about key updates and focus areas from Research Data and Evaluation, Assessment Administration, and Federal Programs.</p>

# Final Thoughts

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## Action Plan for Sustained Growth: Leading with Principle

To address the data trends, our action plan is grounded in our leadership principles:

- Strengthen Tier 1 Instruction (Clarity & Consistency)
- Provide Targeted Support via MTSS (Responsive)
- Deepen Data-Driven Leadership (Receptive & Responsive)
- Build Capacity Through Professional Learning (Relational & Coherence)

## **Our Commitment**

Together, we will strengthen coherence, elevate instructional practices, and ensure each scholar is supported to succeed.

