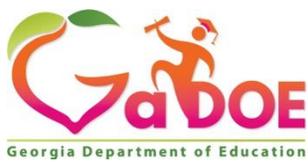


Glossary of CCRPI Terms



August 2019



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4-Year Graduation Rate - number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

5-Year Graduation Rate - number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Accelerated Enrollment (indicator) - percent of 12th-grade students earning at least one full credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses during their school career.

Beginning Learner - Georgia Milestones achievement level that indicates learners who 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.

Beyond the Core (indicator) - percent of students earning a passing score in fine arts or world language at elementary school level; percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory at middle school level.

Closing Gaps (component) - addresses whether all students and all student subgroups are 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 Disability (SWD) subgroups can earn 1.5 points when a 6% improvement target is met.

College and Career Readiness (indicator) - percent of 12th-grade students entering Technical College System of Georgia/University System of Georgia (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. This indicator is based on lagging data, i.e., data from the previous year's 12th-grade students.

Content Mastery (component) - addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. It 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 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.

Developing Learner - Georgia Milestones achievement level that indicates learners who 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.

Distinguished Learner - Georgia Milestones achievement level that indicates learners who 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.

Dual Enrollment - percent of 12th-grade students earning at least one full credit for a Dual Enrollment course at any time during their school career. Dual Enrollment refers to college courses taught at the high school or on a postsecondary campus. Students receive high school and college credit simultaneously when attending and passing approved classes.

Elementary School - kindergarten through grade 5.

End of Pathway Assessment - a measurement mechanism that ascertains the technical skill attainment level of students participating in career and technical education courses. End of Pathway Assessments (EOPAs) are offered to Career, Technical, and Agricultural Education (CTAE) students who successfully complete all the designated courses in a CTAE pathway.

EOPA - see End of Pathway Assessment.

Financial Efficiency Star Rating - 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.

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

Grade Cluster – the type of school group (elementary, middle, or high) based on grade levels.

High School – grades 9 through 12.

Improvement Target Performance - performance as compared to improvement targets set for each subgroup and the all students group based on previous years’ scores.

Literacy (indicator) - percent of students demonstrating reading comprehension at the midpoint of the College & Career Ready “Stretch” Lexile Band for each grade level; or 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.

Middle School – grades 6 through 8.

Number of students enrolled - number of students with an enrollment record at any time during the school year at that school, district, or the state.

Overall CCRPI Score - consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score reported on a 0-100 scale. Each CCRPI indicator and component is also reported on a 0-100 scale. 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 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%

Pathway Completion (indicator) - percent of 12th-grade students completing an advanced academic, CTAE, fine arts, or world language pathway.

Proficient Learner - Georgia Milestones achievement level that indicates learners who 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.

Progress (component) – measures how much growth students are demonstrating relative to academically-similar students. This component utilizes Student Growth Percentiles (SGPs) to measure progress in both English language arts and mathematics. 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.

Progress Towards English Language Proficiency (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.

Readiness (component) - addresses whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. Readiness in the elementary and middle grades includes foundational skills and concepts; in secondary grades includes multiple paths to succeed by expanding opportunities and personalizing learning; and graduates are college and/or career ready.

School Climate Star Rating - a diagnostic tool to determine if a school is on the right path to school improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school’s climate; 2) student discipline; 3) safe and substance-free learning environment; and 4) school-wide attendance.

SGPs - see Student Growth Percentiles.

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SGP Levels - weights assigned to student SGPs based on growth relative to the student growth levels (see Student Growth Percentiles). SGPs in Level 1 (1-29) earn 0 points. SGPs in Level 2 (30-40) earn 0.5 points. SGPs in Level 3 (41-65) earn 1.0 point. SGPs in Level 4 (66-99) earn 1.5 points. These levels also align to the SGP levels utilized in the Teacher Keys Effectiveness System (TKES).

Student Attendance (indicator) - percent of students absent less than 10% of enrolled days (days present plus days absent).

Student Growth Percentiles (SGPs) - the amount of growth a student has demonstrated relative to academically-similar students. SGPs range from 1-99 and can be categorized into three student growth levels. Students demonstrating low growth (1-34) struggle to maintain their academic status. Students demonstrating typical growth (35-65) maintain or improve their status. Students demonstrating high growth (66-99) make greater improvements in their academic status.

Title I Schoolwide Program (SWP) - a comprehensive school reform strategy designed to update the entire educational program in a Title I school with a poverty percentage of 40 percent or greater in order to improve the achievement of the lowest-achieving students.

Title I Targeted Assistance Program (TAP) - a selective school support strategy designed to provide targeted services/interventions only to eligible children in a Title I school identified as the lowest-achieving students based upon the results of an academic multi-criteria selection process.