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1. **Objective**

This SI Dashboard will provide an insight of different data variables reflected at a school, district and at the state level. These variables are grouped under different components to easily reach the specific element. For example, Student Attendance and Student Mobility are placed under Student information; finance tools like Per Pupil Expenditure, Financial Efficiency Star Rating (FESR) and STAR Climate Rating are placed under Star Rating; Teacher and Leader Information will include Teacher attendance, Ineffective counts, Inexperienced counts, TAPS/LAPS Summative Distribution; Student performance data includes Lexile Rate, Graduation rate; and CCRPI is available under Student Improvement.

The data variables used for the SI dashboard reflects data collected from FY16 through FY18.

2. **Scope**

The data variables used in the SI Dashboard are listed below. They are grouped under the six different components below.

<table>
<thead>
<tr>
<th>Component 1: Student Information</th>
<th>Component 2: Star Rating</th>
<th>Component 3: Teacher Information</th>
<th>Component 4: Leader Information</th>
<th>Component 5: Student Performance</th>
<th>Component 6: School Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>o State Poverty Quartile</td>
<td>o STAR Climate Rating</td>
<td>o Ineffective Teachers</td>
<td>o Leader Retention</td>
<td>o Student Proficiency</td>
<td>o CCRPI</td>
</tr>
<tr>
<td>o FTE</td>
<td>o Financial Efficiency</td>
<td>o Teachers with Emergency or</td>
<td></td>
<td>o Graduation Rate</td>
<td></td>
</tr>
<tr>
<td>o % Direct Certified</td>
<td>Star Rating</td>
<td>Provisional Certificates</td>
<td></td>
<td>o Lexile Proficiency</td>
<td></td>
</tr>
<tr>
<td>o OSS /ISS Discipline</td>
<td>o Per Pupil Expenditure</td>
<td>o Teacher Retention</td>
<td></td>
<td>o SGP (School) and MGP</td>
<td></td>
</tr>
<tr>
<td>o Students attendance</td>
<td></td>
<td>o Teachers Out-of-Field</td>
<td></td>
<td>(District/State)</td>
<td></td>
</tr>
<tr>
<td>o Student Mobility</td>
<td></td>
<td>o Inexperienced Teachers</td>
<td></td>
<td>o Participation Rate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Teacher Attendance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>o TAPS Summative Distribution</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. **Login**

The user can access the SI Dashboard through the tab highlighted in SLDS.

4. **Home Page – SI Dashboard**

The SI Dashboard allows LEA users to take a deeper dive into Georgia data variables for the purpose of informing school improvement efforts and informing equity decisions. This dashboard has six pages – 1) Student Information, 2) Star Rating, 3) Teacher Information, 4) Leader Information, 5) Student Information and 6) School Improvement – that allows state users, district users, and school users to explore the different data variables across the years. The Dashboard was created using data from FY 2016, FY 2017, and FY 2018.
P-20 (P-20 collaborative) regions and RESA (Regional Education Service Agency) regions to which the district belongs are displayed on the header.
5. **Report Features**

Below is the list of features provided as part of SI Dashboard.

a. **Download Option**

By clicking the on the right most corner of each report, the user can download the complete report to Excel and work more freely with the raw data.

---

Example of the downloaded file:

![Downloaded File Example](attachment:image.png)
b. **Search Option**

The user can either look for a school by selecting the schools listed within the district or can view data at the state level/district level with the search option. Please note that a school user will have access only to the school assigned to the educator.

![SI Dashboard](image)

**c. Export to PDF and Excel**

By clicking the option, the user can export the report to PDF or Excel.
Example of the Export to PDF file:
Example of the Export to Excel file:

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Count</td>
<td>400</td>
<td>410</td>
<td>420</td>
</tr>
<tr>
<td>Minority</td>
<td>5.8</td>
<td>7.1</td>
<td>8.4</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>20</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>25</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>15</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25</td>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>

**SS More than 10 days**

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Student Count</td>
<td>400</td>
<td>410</td>
<td>420</td>
</tr>
<tr>
<td>Minority</td>
<td>5.8</td>
<td>7.1</td>
<td>8.4</td>
</tr>
<tr>
<td>American Indian/Alaskan</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td>20</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Black</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Hispanic</td>
<td>20</td>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>25</td>
<td>26</td>
<td>28</td>
</tr>
<tr>
<td>White</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>15</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>25</td>
<td>26</td>
<td>28</td>
</tr>
</tbody>
</table>
d. **Print the Report**

By clicking the **Print** option, the user can print the report.
e. **Refer to the User Manual**

The user can refer to the User Manual for SI Dashboard reports by clicking “User Manual” on the top right corner.
6. **Component 1: Student Information**

This section will include the data variables State Poverty Quartile, % Direct Certified, OSS/ISS Discipline, Student Attendance and Student Mobility.

**a. State Poverty Quartile**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Poverty quartiles have been provided to reflect data reporting required by the United States Department of Education (USDE). Identification of these quartiles may help districts identify gaps between their high poverty and low poverty schools. These high poverty and low poverty quartiles have been calculated based on available Free and Reduced Lunch data, as required by USDE, and are determined at the state level with 1 indicating the lowest poverty quartile and 4 indicating the highest poverty quartile.
b. **FTE (Student Enrollment)**

**Availability:** This report will be available at the state, district, and school level.  
**Description:** The Full-Time Equivalent (FTE) data variable refers to data collected for Quality Basic Education funding and is based on student enrollment and the education services provided by local school systems to students.  
**Filters/Display:** Filters on district name and school name will be available. It will display the % value against each subgroup in the following order:

- All Students
- Minority
- Asian/Pacific Islander
- American Indian
- Black
- Hispanic
- Multi-Racial
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities
c. **% Direct Certified**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Food Distribution Program on Indian Reservations (FDPIR) and the Temporary Assistance for Needy Families (TANF) office, to certify without paper application other categorically eligible children. Children who are categorically eligible and may be directly certified include children in foster care, Head Start, homeless, migrant or living in households receiving SNAP/Food Stamp, FDPIR or TANF benefits may be directly certified. FY 2017 does not include foster students and is not comparable to previous years.
d. **OSS/ISS Discipline**

**Availability:** This report will be available at the state, district, and school level.

**Description:** In-School-Suspension (ISS) – 10 days or less, and more than 10 days. Out-of-School Suspension (OSS) – 10 days or less, and more than 10 days. The data variable shows the number of incidences, type or discipline, and the duration of the discipline. The minority data is the sum of non-white racial/ethnic subgroups. This data will have the bands Student assigned to ISS 10 or Fewer Days %, Students Assigned ISS More Than 10 Days %, Students Assigned OSS 10 or Fewer Days % and Students Assigned OSS More Than 10 Days % along with the total students counts. The report will display the % value against each subgroup in the following order:

- All Students
- Minority
- Asian/Pacific Islander
- American Indian
- Black
- Hispanic
- Multi-Racial
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

**Filters/Display:** Filters on district name and school name will be available.
e. **Student Attendance**

**Availability:** This report will be available at the state, district, and school level.

**Description:** It will show the incidents of student absence 5 of Fewer days, 6-15 days, More than 15 days. The values in this report are shown as a percentage to the count of students absent. The report will display the % value against each subgroup in the following order:

- All Students
- Minority
- Asian/Pacific Islander
- American Indian
- Black
- Hispanic
- Multi-Racial
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

**Filters/Display:** Filters on district name and school name will be available.
f. **Student Mobility**

**Availability:** This report will be available at the state, district, and school level.

**Description:** To count as “mobile” for the purposes of this analysis, students must have entered or withdrawn from a school between October 1 and May 1. October 1 is the Georgia Department of Education’s (GaDOE) fall enrollment count date. May 1 represents a consistent date that is prior to the end of the school year in all Georgia districts. Students who withdrew and re-entered the same school within seven days are not counted as mobile. State total is average of districts.

<table>
<thead>
<tr>
<th>State of Georgia</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee County</td>
<td>16.1</td>
<td>16.7</td>
<td>16.6</td>
</tr>
<tr>
<td>Central Elementary School</td>
<td>13.1</td>
<td>13.1</td>
<td>13.0</td>
</tr>
<tr>
<td>Park High School</td>
<td>15.7</td>
<td>15.4</td>
<td>15.7</td>
</tr>
<tr>
<td>Dundee County Middle School</td>
<td>15.2</td>
<td>15.8</td>
<td>15.3</td>
</tr>
<tr>
<td>Dundee County Primary School</td>
<td>21.4</td>
<td>22.2</td>
<td>21.4</td>
</tr>
</tbody>
</table>

7. **Star Rating**

This section includes the data variables: Per Pupil Expenditures, Financial Efficiency Star Rating, and School Climate Star Rating.
a. **Star Climate Rating**

**Availability:** This report will be available at the state, district, and school level.

**Description:** The Star Climate Rating is a component of the CCRPI system. It is a 1 to 5 scale with 1 Star schools needing the most improvement and 5 Star schools having an excellent climate. The rating comes from multiple data sources and the data provide information on four components namely Survey, Student Discipline, Safe/Substance and Attendance. The four components are given equal weight in calculating the final score. This report will reflect data only to the schools indicating to 5 scale with 1 Star schools needing the most improvement and 5 Star schools having an excellent climate.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbus Elementary School</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Park High School</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Dundee County Middle School</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Dundee County Primary School</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>NA (Student Count = 0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

b. **Financial Efficiency Star Rating**

**Availability:** This report will be available at the state, district, and school level.

**Description:** The Financial Efficiency Star Rating (FESR) is based on the district’s three-year average College and Career Ready Performance Index (CCRPI) score and the percentile of the three-year average per pupil expenditure (PPE). Following 2016 Federal and State legislative updates, FESR is reported at the school level. School level data is available FY17 forward reflecting a change in Federal and State reporting laws.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dundee County</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Columbus Elementary School</td>
<td>NA</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Park High School</td>
<td>NA</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Dundee County Middle School</td>
<td>NA</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Dundee County Primary School</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>NA (Student Count = 0)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
c. **Per Pupil Expenditure**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Average per-pupil expenditure equals the total amount of revenue paid out by school systems in the state divided by K-12 total enrollment. It includes funds from federal, state, and local sources spent on day to day operating expenses, such as teacher salaries. It does not include capital expenses, such as school construction. FY16 and FY17 PPE are reported at the LEA level. Following Federal and State legislative updates, FY18 PPE is reported at the school level.

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State of Georgia</strong></td>
<td>NA</td>
<td>NA</td>
<td>629.52</td>
</tr>
<tr>
<td>Dundee County</td>
<td>642.05</td>
<td>7942.26</td>
<td>8484.31</td>
</tr>
<tr>
<td>Columbia Elementary School</td>
<td>NA</td>
<td>NA</td>
<td>645.28</td>
</tr>
<tr>
<td>Park High School</td>
<td>NA</td>
<td>NA</td>
<td>352.75</td>
</tr>
<tr>
<td>Dundee County Middle School</td>
<td>NA</td>
<td>NA</td>
<td>465.75</td>
</tr>
<tr>
<td>Dundee County Primary School</td>
<td>NA</td>
<td>NA</td>
<td>554.07</td>
</tr>
</tbody>
</table>

NA (Student Count = 0) — No data found

State-level data is the average of the district level data.

8. **Teacher Information**

This section includes the data variables: Ineffective Teachers, Emergency and Provisional Certification, Teacher Retention, Teacher Out-of-Field, Inexperienced Teachers, Teacher Assessment on Performance Standards (TAPS) Summative Distribution, and Teacher Attendance.

**Teacher with Provisional or Emergency Certificates**

Teachers with Emergency or Provisional Credentials are teachers who hold an E or an I on their Georgia Standardized Assessment of Teacher Effectiveness (GATE) annual report.

**Teacher Out of Field**

Teachers who are not certified or licensed and who do not hold any certificate according to the State's regulations.

**Inexperienced Teachers**

Teachers with less than four consecutive years of teaching experience as captured through the GATE annual report.

**Teacher Assessment on Performance Standards (TAPS) Summative Distribution**

This data variable shows the mean summative score for each teacher. The first data variable is the mean summative score. This score comes from the TAPS summative cut scores. The next data variable is the mean TAPS level for each of the ten TAPS standards. Please note that the individual TAPS standard scores will differ from the TAPS platform as they are on the 0-5 scale.
a. **Ineffective Teachers**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Ineffective teachers are defined as those teachers who scored a Level 1 or Level 2 on their final Teacher Assessment on Performance Standards (TAPS) rating which aligns with the GaPSC’s definition of UNSAT.

**Filters/Display:** Filters on district name and school name will be available.

---

b. **Teacher with Provisional and Emergency Certificates**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Teachers Teaching with Emergency or Provisional Credentials are teachers who hold a N and/or W GaPSC issued certificate and special education teachers who hold a SI certification in a special education field without a passing score on the GaPSC accepted test (GACE) at any time throughout the year.

**Filters/Display:** Filters on district name and school name will be available.
c. **Teacher Retention**

**Availability:** This report will be available at the state, district, and school level.  
**Description:** Teachers (whether full-time or part-time) who appear in Spring CPI Data Collection of one year and also appear in the following Fall CPI Data Collection. Teacher is defined by CPI job code 080-199 excluding 145, 155, 156 and 157. New schools and schools without Spring CPI Data will be reported as 0% retention. This data variable is reported using both Count and FTE.  
**Filters/Display:** Filters on district name and school name will be available.

---

d. **Teacher Out-of-Field**

**Availability:** This report will be available at the state, district, and school level.  
**Description:** This data variable shows the percentage of teachers who are out-of-field. Out-of-field is defined as teachers who are teaching in a content area or providing a service for which they are not fully certified.  
**Filters/Display:** Filters on district name and school name will be available.
e. **Inexperienced Teachers**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Teachers with less than four consecutive years being reported as a teacher as captured through Fall and Spring CPI. Teacher is defined by CPI job code 080199 excluding 145, 155, 156 and 157. New LEAs that are charter schools will show as having 100% inexperienced personnel for three years. This data variable is reported using both Count and FTE.

**Filters/Display:** Filters on district name and school name will be available.

---

f. **Teacher Attendance**

**Availability:** This report will be available at the state and district level.

**Description:** This variable indicates the number of sick, vacation, personal, and professional days taken per teacher. This is taken from CPI data elements: Total Teacher Count, Total Teacher Sick Leave Days, Total Teacher Staff Development Days, Total Teacher Vacation Days, and Total Teacher Other Days. It does include professional development, field trips, or other off-campus activities with students. This data variable is self-reported by districts.

**Filters/Display:** Filters on state and district will be available.
g. **Teacher Assessment on Performance Standards (TAPS) Summative Distribution**

**Availability:** This report will be available at the state, district, and school level.

**Description:** This data variable shows the mean summative score for each school. The first data variable is the mean summative score. This score comes from the TAPS summative cut score. The next data variable is the mean TAPS level for each of the ten TAPS standards. Please note that the individual TAPS standard scores will differ from the TLSD platform as they are on the 0-3 scale used to calculate the summative score; 1 = 0, 2 = 1, 3 = 2, 4 = 3.

**Filters/Display:** Filters on district name and school name will be available.

9. **Leader Information**

This section includes the data variables: Leader Retention, Inexperienced Leaders, and Leader Assessment on Performance Standards (LAPS) Summative Distribution.
a. **Leader Retention**

**Availability:** This report will be available at the state, district, and school level. Please note that because of the small leader numbers there may not be any data displayed at the school and even the district level because they do not meet the GaDOE’s N size requirement of 15.

**Description:** Leaders (whether full-time or part-time) who appear in Spring CPI Data Collection of one year and also appear in the following Fall CPI Data Collection. Leader is defined by CPI job codes 610, 615. There may be multiple leaders in a building. New schools and schools without Spring CPI Data will be reported as 0% retention. This data variable is reported using both Count and FTE.

**Filters/Display:** Filters on district name and school name will be available.

---

b. **Inexperienced Leaders**

**Availability:** This report will be available at the state, district, and school level. Please note that because of the small leader numbers there may not be any data displayed at the school and even the district level because they do not meet the GaDOE’s N size requirement of 15.

**Description:** Leaders with less than four consecutive years being reported as a teacher as captured through Fall and Spring CPI. Leaders is defined by CPI job codes 610 and 615. There may be multiple leaders in a building. New schools and schools without Spring CPI Data will be reported as having 100% inexperienced personnel for three years. This data variable is reported using both Count and FTE.

**Filters/Display:** Filters on district name and school name will be available.
c. **Leader Assessment on Performance Standards (LAPS) Summative Distribution**

**Availability:** This report will be available at the state, district, and school level. Please note that because of the small leader numbers there may not be any data displayed at the school and even the district level because they do not meet the GaDOE’s N size requirement of 15.

**Description:** This data variable shows the mean summative score for each district. The first data variable is the mean summative score. This score comes from the LAPS summative cut score. The next data variable is the mean LAPS level for each of the eight LAPS standards. Please note that the individual LAPS standard scores will differ from the TLE platform as they are on the 0-3 scale used to calculate the summative score; 1 = 0, 2 = 1, 3 = 2, 4 = 3. FY16 and FY17 LAPS are reported at the LEA level. FY18 LAPS is reported at the school level and LEA level.

**Filters/Display:** Filters on district name and school name will be available.
10. **Student Performance**

This section includes the data variables: Student Proficiency, Graduation Rate, Lexile Proficiency, Mean Growth Percentile, and School Growth Percentile.

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**Student Performance**

This section includes the data variables: Student Proficiency, Graduation Rate, Lexile Proficiency, Mean Growth Percentile, and School Growth Percentile.

<table>
<thead>
<tr>
<th><strong>State/District MPG/School SGP (mean)</strong></th>
<th><strong>Student Proficiency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mean Growth Percentile (MGP) is the average student growth percentile for all students in a district/state. The student growth percentile shows a student's growth relative to higher academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth.</td>
<td>Student Proficiency measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English language arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education.</td>
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</tbody>
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<tr>
<th><strong>Lexile Proficiency</strong></th>
<th><strong>Graduation Rate</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Georgia Standards of Excellence specify that students read and comprehend complex text at each grade level. For this reason, students in grades 3-8 and students taking high school courses in Ninth Grade Literature &amp; Composition or American Literature &amp; Composition receive a Lexile measure in addition to their scale score from the Georgia Milestones Assessment. Historical data reflects current calculation methodologies.</td>
<td>Graduation Rate measures whether students are graduating from high school with a regular diploma in four or five years. This component includes both the four- and five-year adjusted cohort graduation rates and is only applicable to high schools. Historical data reflects current calculation methodologies.</td>
</tr>
</tbody>
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<th><strong>Participation Rate</strong></th>
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<tr>
<td>Participation Rate is the percentage of students in each subgroup participating in various tests to assess the student proficiency in key subjects.</td>
</tr>
</tbody>
</table>
a. **Student Proficiency**

**Availability:** This report will be available at the state, district, and school level. 

**Description:** It will give the overview on how the students groups performed on each subject for the three years. Student Proficiency measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies. Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education.

The report will display the % value against each subgroup in the following order:

- All Students
- Minority
- Asian/Pacific Islander
- American Indian
- Black
- Hispanic
- Multi-Racial
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

**Filters/Display:** Filters on district name and school name will be available.
b. **Graduation Rate**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Graduation Rate measures whether students are graduating from high school with a regular diploma in four or five years. This component includes both the four- and five-year adjusted cohort graduation rates and is only applicable to high schools. Historical data reflects current calculation methodologies. 4 Year Graduation Rate for school year is the percentage of students in a High school cohort that graduate with a regular diploma in four years. 5 Year Graduation rate for school year is the percentage of students in High school cohort that graduate in five years, who need an additional year to graduate from high school.

**Filters/Display:** Filters on district name and school name will be available.
c. **Lexile Rate**

**Availability:** This report will be available at the state, district, and school level.

**Description:** The Georgia Standards of Excellence specify that students read and comprehend complex text at each grade level. For this reason, students in grades 3-8 and students taking high school courses in Ninth Grade Literature & Composition or American Literature & Composition receive a Lexile measure in addition to their scale score from the Georgia Milestones Assessment. Historical data reflects current calculation methodologies.

The Lexile rate will be rerun as per the new rule for 2018 and displayed in the report.

Cut off scores for Lexile calculation are listed below:
- Grade 3 Lexile >=670
- Grade 5 Lexile >=920
- Grade 8 Lexile >=1070
- High Lexile >=1285

The report will display the % value against each subgroup in the following order:
- All Students
- Minority
- Asian/Pacific Islander
- American Indian
- Black
- Hispanic
- Multi-Racial
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

**Filters/Display:** Filters on district name and school name will be available.
d. **SGP(School) and MGP (District/State)**

**Availability:** This report will be available at the state, district, and school level and will be shown as SGP for school user and MGP for district and state users.

**Description:**

**SGP:** The mean growth percentile is the average student growth percentile for all students in the school. The student growth percentile describes a student’s growth relative to his/her academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth.

**MGP:** The mean growth percentile is the average student growth percentile for all students in a district/state. The student growth percentile describes a student’s growth relative to his/her academic peers (i.e., students with similar prior achievement), and can range from 1 to 99. Lower percentiles indicate lower academic achievement growth and higher percentiles indicate higher academic growth.
e. **Participation Rate**

**Availability:** This report will be available at the state, district, and school level.

**Description:** Participation Rate is the percentage of students in each subgroup participating in various tests to assess the student proficiency in key subjects. This report will display the two-year trend and the three-year trend between year 2018 to 2017 and 2018 to 2016 respectively. The report will display the % value against each subgroup in the following order:

- All Students
- Minority
- Asian/Pacific Islander
- American Indian
- Black
- Hispanic
- Multi-Racial
- White
- Economically Disadvantaged
- English Language Learner
- Students with Disabilities

**Filters/Display:** Filters on district name and school name will be available.
11. School Improvement

This section includes the data variable: The College and Career Ready Performance Index
a. **CCRPI**

**Availability:** This report will be available at the state, district, and school level.

**Description:** The College and Career Ready Performance Index is Georgia's annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive road map to help educators, parents, and community members promote and improve college and career readiness for all students. This report will have two sections CCRPI Score and CCRPI Indicators.

CCRPI Score will include Overall CCRPI Score, HS CCRPI Score, MS CCRPI Score and ES CCRPI Score.

This report will show the 2-year trend and 3-year trend between 2017 to 2016, as the 2018 CCRPI data cannot be compared to the previous year's data. The CCRPI Indicators will include the below measures:

- ES Achievement Points
- ES Progress Points
- ES Achievement Gap Points
- ES Content Mastery Performance Category %
- MS Achievement Points
- MS Progress Points
- MS Achievement Gap Points
- MS Content Mastery Performance Category %

**Filters/Display:** Filters on district name and school name will be available.