



State of Georgia

Consolidated State Application Accountability Workbook Revised June 13, 2008

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)



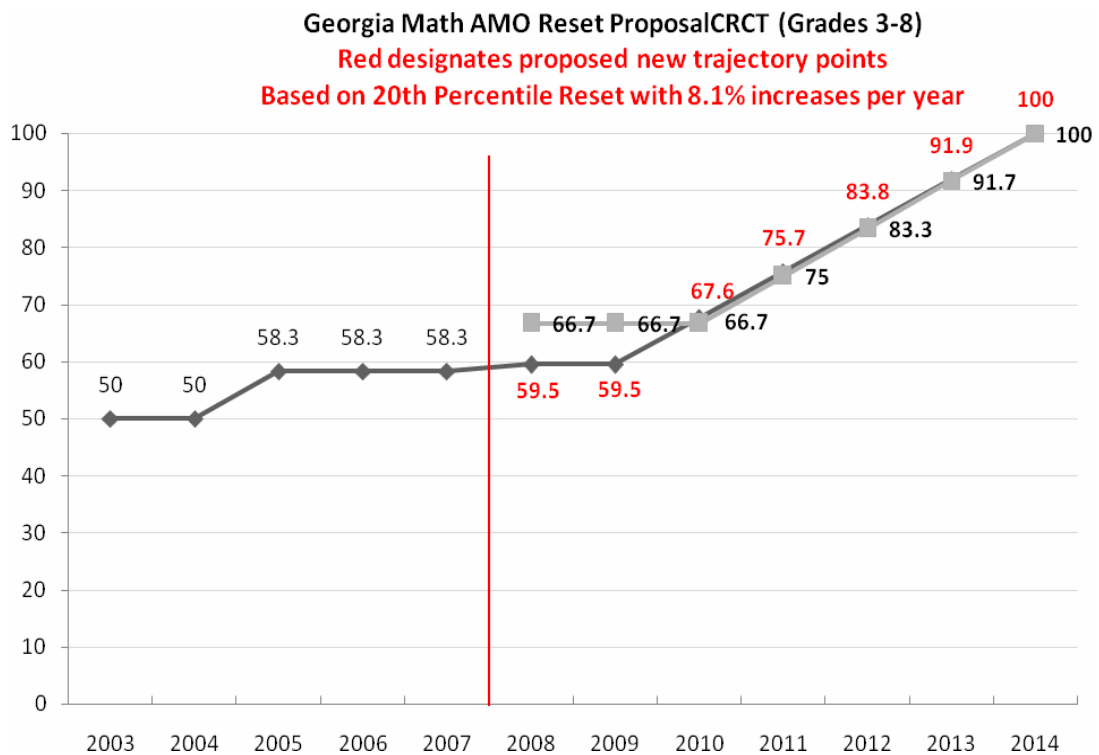
U. S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202

Georgia 2008 AYP Amendments Approved by the U.S. Department of Education

1) For the 2007-2008 school year, Georgia will be able to again take advantage of the interim federal flexibility for the Students with Disabilities (SWD) subgroup so that schools and systems that fail to make AYP based solely on the performance of their SWD subgroup, will receive a “mathematical adjustment (a proxy percent)” to their AMOs.

2) As the state did in 2006 and 2007, Georgia will equate the Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS) assessment results in grades and subjects where appropriate, using an Equipercentile based statistical adjustment for multi-year averaging, safe harbor, and second indicator calculations.

3) Georgia has been approved to reset the AMOs for math in grades 3-8 beginning in 2008 (see element 3.2b, page 24).



4) Like Tennessee, Georgia will use the event dropout rate in place of graduation rate as the second indicator for those alternative high schools that do not offer a high school diploma (see Element 1.1, page 8).

5) Georgia will annually incorporate retest scores from state assessments into AYP determinations and students' best scores will be used for final AYP determinations. The use of retests will not delay Georgia's AYP determinations (see element 1.2, page 9).



State of Georgia

Consolidated State Application Accountability Workbook

Introduction to the 2007-08 Edition

The following workbook presents Georgia's plan for defining adequate yearly progress (AYP) as required by the No Child Left Behind Act of 2001 (NCLB) for the 2007-08 school year. Georgia is strongly committed to the goals of NCLB, which reinforce Georgia's state accountability system and can help improve education for all of Georgia's students.

Georgia makes annual AYP determinations for all public schools and districts in the State, as required by federal law. In submitting this revised AYP workbook for 2007-08, Georgia seeks to build on lessons learned from the last two years and take full advantage of new NCLB flexibility to ensure the most valid and reliable AYP determinations.

For 2007-08, AYP will constitute the basis of Georgia's accountability determinations. Current Georgia law requires that all schools (Title I and Non-Title I) be held accountable based on either or both absolute student achievement and progress on improved student achievement on State assessments. In 2004, the Governor's Office of Student Achievement (GOSA) and the Georgia Department of Education (GaDOE) worked with a State Advisory Committee on Accountability and Consequences (including education stakeholders from across the State) to develop a single statewide accountability system for Georgia, which was implemented in the fall of 2005 (see Appendix D).

Finally, Georgia's AYP workbook has been approved by the Georgia State Board of Education at various stages of its development. To the extent that any representations that follow regarding Georgia policy require further board action (or State legislative action), such action will be pursued in the near term consistent with those representations.

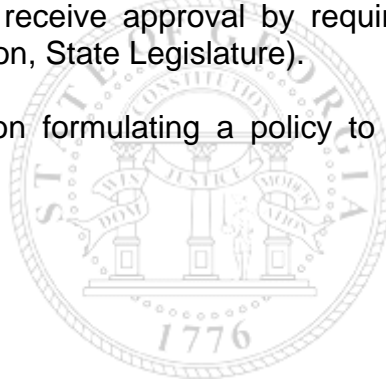
PART I: Summary of Required Elements for State Accountability Systems

Instructions

The following chart is an overview of States' implementation of the critical elements required for approval of their State accountability systems. States must provide detailed implementation information for each of these elements in Part II of this Consolidated State Application Accountability Workbook.

For each of the elements listed in the following chart, States should indicate the current implementation status in their State using the following legend:

- F:** State has a final policy, approved by all the required entities in the State (e.g., State Board of Education, State Legislature), for implementing this element in its accountability system.
- P:** State has a proposed policy for implementing this element in its accountability system, but must still receive approval by required entities in the State (e.g., State Board of Education, State Legislature).
- W:** State is still working on formulating a policy to implement this element in its accountability system.



**Summary of Implementation Status for Required Elements of
State Accountability Systems**

Status	State Accountability System Element
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Principle 1: All Schools

F	1.1	Accountability system includes <i>all schools and districts in the state</i> .
F	1.2	Accountability system holds <i>all schools to the same criteria</i> .
F	1.3	Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4	Accountability system provides <i>information in a timely manner</i> .
F	1.5	Accountability system includes <i>report cards</i> .
F	1.6	Accountability system includes <i>rewards and sanctions</i> .

Principle 2: All Students

F	2.1	The accountability system includes <i>all students</i> .
F	2.2	The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3	The accountability system properly includes <i>mobile students</i> .

Principle 3: Method of AYP Determinations

F	3.1	Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013-14</i> .
F	3.2	Accountability system has a method for determining whether <i>student subgroups, public schools, and LEAs made adequate yearly progress</i> .
F	3.2a	Accountability system establishes a <i>starting point</i> .
F	3.2b	Accountability system establishes <i>statewide annual measurable objectives</i> .
F	3.2c	Accountability system establishes <i>intermediate goals</i> .

Principle 4: Annual Decisions

F	4.1	The accountability system <i>determines annually the progress</i> of schools and districts.
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STATUS Legend:

- F – Final state policy
- P – Proposed policy, awaiting State approval
- W – Working to formulate policy

Principle 5: Subgroup Accountability

F	5.1	The accountability system <i>includes all the required student subgroups</i> .
F	5.2	The accountability system holds <i>schools and LEAs accountable for the progress of student subgroups</i> .
F	5.3	The accountability system includes <i>students with disabilities</i> .
F	5.4	The accountability system includes <i>limited English proficient students</i> .
F	5.5	The State has determined the minimum number of students sufficient to yield statistically reliable information for each purpose for which disaggregated data are used.
F	5.6	The State has strategies to protect the privacy of individual students in reporting achievement results and in determining whether schools and LEAs are making adequate yearly progress on the basis of disaggregated subgroups.

Principle 6: Based on Academic Assessments

F	6.1	Accountability system is based <i>primarily on academic assessments</i> .
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Principle 7: Additional Indicators

F	7.1	Accountability system includes <i>graduation rate for high schools</i> .
F	7.2	Accountability system includes an <i>additional academic indicator for elementary and middle schools</i> .
F	7.3	Additional indicators are valid and reliable.

Principle 8: Separate Decisions for Reading/Language Arts and Mathematics

F	8.1	Accountability system holds students, schools and districts separately accountable for <i>reading/language arts and mathematics</i> .
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Principle 9: System Validity and Reliability

F	9.1	Accountability system produces <i>reliable decisions</i> .
F	9.2	Accountability system produces <i>valid decisions</i> .
F	9.3	State has a plan for addressing <i>changes in assessment and student population</i> .

Principle 10: Participation Rate

F	10.1	Accountability system has a means for calculating the <i>rate of participation</i> in the statewide assessment.
F	10.2	Accountability system has a means for <i>applying the 95% assessment criteria to student subgroups and small schools</i> .

STATUS Legend:

- F – Final policy
- P – Proposed Policy, awaiting State approval
- W– Working to formulate policy

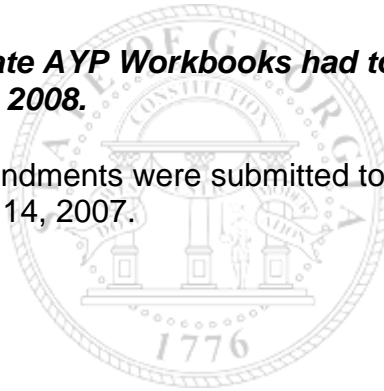
PART II: State Response and Activities for Meeting State Accountability System Requirements

Instructions

In Part II of this Workbook, States are to provide detailed information for each of the critical elements required for State accountability systems. States should answer the questions asked about each of the critical elements in the State's accountability system. States that do not have final approval for any of these elements or that have not finalized a decision on these elements by January 31, 2003, should, when completing this section of the Workbook, indicate the status of each element that is not yet official State policy and provide the anticipated date by which the proposed policy will become effective. In each of these cases, States must include a timeline of steps to complete to ensure that such elements are in place by May 1, 2003, and implemented during the 2002-2003 school year. By no later than May 1, 2003, States must submit to the Department final information for all sections of the Consolidated State Application Accountability Workbook.

For 2007-08, revisions to state AYP Workbooks had to be submitted to the Department by February 15, 2008.

- Georgia workbook amendments were submitted to the U.S. Department of Education on February 14, 2007.



PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.**CRITICAL ELEMENT**

1.1 How does the State Accountability System include every public school and LEA in the State?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's Single Statewide Accountability System (SSAS) includes every public school and local education agency (LEA) in the State, including both Title I and non-Title I schools and LEAs.¹ All public schools and LEAs are included in the SSAS as follows:

- All public schools (including public charter schools) and LEAs are required to make adequate yearly progress (AYP) in accordance with Federal requirements.
- Georgia prepares and distributes to each LEA a report card for each public school in the State based on the most current data disaggregated by student subgroups.²
- Georgia law includes an audit system for reporting findings and making recommendations regarding the performance of all public schools and LEAs, an awards system for recognizing progress and achievement in schools and LEAs, and an intervention system for recommending appropriate levels of increasingly severe interventions for schools and LEAs based on student achievement (see Appendix C & D – Rules and Guidance).³

Georgia's Single Statewide Accountability System includes schools serving special populations, including alternative schools, Department of Juvenile Justice institutions, and State schools for the blind and deaf. Students in programs and GNET psychoeducational centers will either have their test scores counted back to their home school or their home system for AYP purposes. AYP for K-2 schools will be based on State assessment results for grades 1-2. AYP for Georgia's few K-only schools will be based on attendance and other relevant data.⁴ [Beginning in 2008, those Georgia alternative high schools that have high school grades but do not offer high school diplomas will be allowed to use the event dropout rate in place of graduation rate as their second indicator.](#)

Georgia will hold accountable small schools (10-39 FAY students enrolled in the "All Students" group) in a fair and reliable manner. In examining the options of how to address extremely small schools, Georgia has two objectives: (1) include all schools in the accountability system and (2) make judgments about schools in the fairest and most reliable manner. For small schools (defined as 10-39 FAY students enrolled in the "All Students" group) for grades 3-8 or grade 11 configurations, Georgia will apply a confidence interval⁵ to determine AYP.

For AMOs and Second Indicators, subgroup size is N = 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap), including the "All Students" subgroup. The subgroup size for Participation Rate is always N = 40 or more students enrolled in AYP grades.

For subgroups not meeting Annual Measurable Objectives (AMOs), Georgia will apply the confidence interval, multi-year averaging, and safe harbor.

¹ Since all of Georgia's LEAs receive Title I funds, they are all considered Title I LEAs.

² Official Code of Georgia Annotated (OCGA) § 20-14-34

³ OCGA § 20-14-37; 20-14-41

⁴ In years where new high schools are being established, school systems may temporarily have schools configured with only grade 9 or grades 9-10 in which State assessments are not administered. During these transition periods, AYP will be determined based on attendance and other relevant data. Once the first cohort in the new high school reaches the 11th grade, AYP results will be based on State assessments.

⁵ This proportion (z) test is the same as cited in *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress* (CCSSO, 2002, pp. 65-68, <http://www.ccsso.org/content/pdfs/AYPpaper.pdf>). The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

CRITICAL ELEMENT

1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?

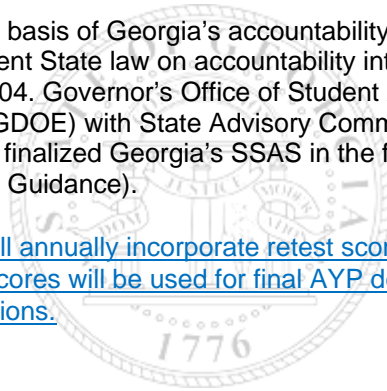
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's State Accountability System holds all public schools and LEAs, both Title I and non-Title I, accountable for AYP based on the same criteria.

- Under Georgia law, and consistent with NCLB's AYP requirements, schools and LEAs are held accountable based primarily on State assessments, including Georgia's Criterion-Referenced Competency Tests (CRCT) in Reading, English Language Arts, and Math; Georgia's Enhanced High School Graduation Tests (E-GHSGT) in English/Language Arts and Math; and the Georgia Alternate Assessment (GAA) (where appropriate).
- Assessment results for the CRCT in grades 3-8 and the E-GHSGT in grade 11, and the GAA as appropriate will be used for AYP purposes in the subject areas listed above.

For 2007-08, AYP will constitute the basis of Georgia's accountability determinations. Georgia merged Federal AYP requirements and current State law on accountability into Georgia's Single Statewide Accountability System (SSAS) in 2004. Governor's Office of Student Achievement (GOSA) and the Georgia Department of Education (GDOE) with State Advisory Committees (including education stakeholders from across the State) finalized Georgia's SSAS in the fall of 2005. (see Appendix C & D – State Board of Education Rules and Guidance).

[Beginning in 2008-2009, Georgia will annually incorporate retest scores from state assessments into AYP determinations and students' best scores will be used for final AYP determinations. The use of retests will not delay Georgia's AYP determinations.](#)



CRITICAL ELEMENT

1.3 Does the State have, at a minimum, a definition of *basic*, *proficient* and *advanced* student achievement levels in reading/language arts and mathematics?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students, including students with disabilities, are included in Georgia's State Accountability System and its definition of AYP.⁶ Georgia has established definitions of *basic*, *proficient*, and *advanced* student achievement levels in reading/language arts and in mathematics for grades 1-8 and 11.

- For grades 1-8, Georgia has defined three levels of achievement on the State's Criterion-Referenced Competency Tests (CRCT), which measure achievement in reading, language arts, mathematics, science, and social studies, as follows:
 - Quality Core Curriculum (QCC) Aligned Assessments
 - Level 1: Scores below 300 indicate "**Does Not Meet Standard**," which represents the *Basic* student achievement level.
 - Level 2: Scores from 300-349 indicate "**Meets Standard**," which represents the *Proficient* student achievement level.
 - Level 3: Scores from 350-450 indicate "**Exceeds Standard**," which represents the *Advanced* student achievement level.
 - Georgia Performance Standards (GPS) Aligned Assessments
 - Level 1: Scores below 800 indicate "**Does Not Meet Standard**," which represents the *Basic* student achievement level.
 - Level 2: Scores from 800-849 indicate "**Meets Standard**," which represents the *Proficient* student achievement level.
 - Level 3: Scores from 850-950 indicate "**Exceeds Standard**," which represents the *Advanced* student achievement level.
- For grade 11, Georgia will use the Enhanced Georgia High School Graduation Tests (E-GHSGT),⁷ which has three levels of achievement corresponding with Basic, Proficient, and Advanced levels.
- Students with disabilities are included in State assessments with appropriate accommodations, as determined by each student's Individualized Education Program (IEP) team.
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose IEP teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the US ED regulations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree. Per US ED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment in grades tested at the LEA and State levels. (The State will consider local waivers to the 1 percent cap on a case-by-case basis.)

⁶ OCGA § 20-2-281; State Board Rule 160-3-1-.07

⁷ Georgia's Enhanced High School Graduation Test (GHSGT) has three achievement levels that measure achievement in Mathematics and English/language arts:

- Basic: Math = 400-515; Reading/ELA = 400-510
- Proficient: Math = 516-524; Reading/ELA = 511-537
- Advanced Math = 525-600; Reading/ELA = 538-600.

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- The Georgia Alternate Assessment (GAA) measures annual student achievement in five domains. The levels of achievement on this assessment operate as follows:
- A rating of Initial, Emerging, is given when a student has achieved less than 50 percent of the stated criterion for a given domain;
- A rating of Progressing is given when a student has achieved between 50 and 99 percent of the stated criteria in a given domain; and
- A rating of Functional is given when a student has achieved 100 percent of the stated criteria in a given domain.

A student receives five ratings, but the assessment was not designed for a summative determination of the student's performance level. Redevelopment of the GAA is underway in order to be more aligned with Georgia's new curriculum, the Georgia Performance Standards. In the interim before the new version is ready for implementation, the Georgia Department of Education and the Office of Student Achievement have devised a method for taking the five ratings and declaring a student's performance level (Basic, Proficient, or Advanced) that will be aligned with the regular assessments in reading/language arts and mathematics subject areas of the CRCT or the Enhanced GHSAT. These achievement levels have been established consistent with nationally recognized professional and technical standards to ensure validity.



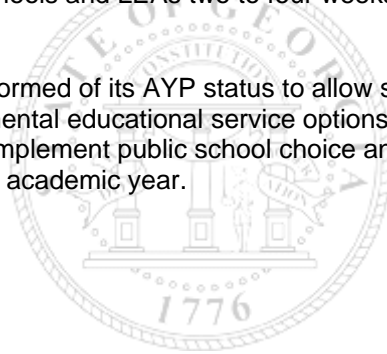
CRITICAL ELEMENT

1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia is committed to providing AYP determinations and information to schools and LEAs in a timely manner. Results from State assessments will be analyzed and AYP determinations will be sent to each public school and LEA before the beginning of the next school year.

- The results of the Enhanced Georgia High School Graduation Tests (E-GHSGT), administered annually in March are scheduled to arrive in LEAs and the Georgia Department of Education (GDOE) in May.⁸
- The results of the Criterion-Referenced Competency Tests (CRCT), administered annually in April/May, will be returned to schools and LEAs two to four weeks after answer documents are received for scoring.⁹
- Each LEA and school will be informed of its AYP status to allow sufficient time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services before the beginning of the next academic year.



⁸ State Testing Dates are listed on the Georgia Department of Education web site at: www.doe.k12.ga.us/curriculum/testing/index.asp.

⁹ State Testing Dates, as listed in footnote above.

CRITICAL ELEMENT

1.5 Does the State Accountability System produce an annual State Report Card?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The Georgia State Accountability System produces an annual State Report Card, which includes all information required by NCLB.

Under Georgia law, the Governor’s Office of Student Achievement (GOSA) has produced a State Report Card since the 1999-2000 academic year.¹⁰ The Report Card provides information regarding student achievement on State assessments and other indicators for each school, district, and the State, disaggregated by various subgroups. Each year additional elements have been added to the Report Card.

GOSA receives its data from other education entities that are responsible for data collecting. The data for K-12 schools is collected by the Georgia Department of Education (GaDOE). Adjustments to data collections are being made as part of an overall plan for the development of an individual student, longitudinal data system in Georgia, which will promote more accurate and timely accounting of student data. The data on teacher workforce and highly qualified teachers is under the purview of the Georgia Professional Standards Commission (GAPSC). Georgia continues to create stronger links between teacher data files and student data files in order to provide more accurate data on teacher qualifications in terms of courses taught and students enrolled in those courses.

The State Report Card is distributed via the Internet using colorful, easy to understand graphs. This format lends itself to be interpreted by speakers whose primary language is other than English. In addition, the GOSA website (www.gaosa.org) offers user-friendly, printable versions of reports and links to the GaDOE website (www.doe.k12.ga.us).

The following table details Georgia’s progress in including the report card elements required under NCLB (see Appendix A of NCLB AYP Workbook).

NCLB Required Element	Georgia Response
Information, in the aggregate, on student achievement at each proficiency level on the state academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student).	<ul style="list-style-type: none"> • GOSA has produced a report card since 1999-2000. The State Report Card currently includes test results on all state assessments (not just those used in AYP determinations) disaggregated by racial/ethnic categories, gender, disability, and limited English proficiency. Results disaggregated by migrant status and socioeconomic status were added in the 2002-03 Report Card. • Subgroups with a minimum of 10 students are reported in the GOSA Report Card.

¹⁰ OCGA § 20-14-34

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NCLB Required Element	Georgia Response
Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.	<ul style="list-style-type: none"> GOSA and GaDOE jointly published the annual AYP results on both the OSA and GDOE websites. These results are included in the annual State report card.
The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.	<ul style="list-style-type: none"> The AYP Reports include participation rates for subgroups with 10 to 39 members, as well as AYP participation rate determinations for groups with 40 or more students. The purpose in reporting results for subgroups that don't meet the Participation Rate minimum size is to allow schools to see how these groups are participating/performing so that the schools can be proactive as the subgroups grow.
The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.	<ul style="list-style-type: none"> Student achievement is reported on the basis of proficiency levels, with multiple-years for trend purposes, and in comparison to district and State levels.
Aggregate information on any other indicators used by the state to determine the adequate yearly progress of students in achieving state academic achievement standards disaggregated by student subgroups.	<ul style="list-style-type: none"> AYP Reports detail the results for a school's selected second indicator both in the aggregate and for each subgroup that meets the minimum subgroup size of 40 or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap). Determinations are always made for the ALL STUDENT group and any subgroup that uses Safe Harbor to demonstrate AMO. Graduation rates and attendance results were used in the 2002-03 AYP process as the second indicators. Currently, the AYP process allows elementary and middle schools to choose from a menu of other indicators. The selected indicator(s) are reported in detail for each school, LEA, and the state.
Graduation rates for secondary school students disaggregated by student subgroups.	<ul style="list-style-type: none"> AYP Reports and the GOSA Report Card detail the graduation rates for subgroups and display data in a multiyear format.
Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under Section 1116.	<ul style="list-style-type: none"> AYP Reports for LEAs show the same data aggregated and disaggregated for subgroups as is shown in the school-level reports. The GaDOE website includes an LEA list of the number of schools and LEAs not making AYP. The list includes the number of years not making AYP and the level of "needs improvement" and interventions.
The professional qualifications of teachers in the state, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly-qualified teachers, in the aggregate and disaggregated by high poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the state.	<ul style="list-style-type: none"> GAPSC is responsible for collecting and producing an annual report on the teacher workforce issues. The GAPSC's annual <i>Status Report: The Georgia Educator Workforce</i> includes data on teachers teaching out-of-field at the state level. This report is available on the web at: http://www.gapsc.com/. The GOSA Report Card includes teacher qualification data such as certificate level, years of teaching experience, and class ratio sizes for each school, LEA, and the State.

CRITICAL ELEMENT

1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia law requires that Georgia's State Accountability System (SSAS) provide awards and interventions for all public schools based on either or both absolute student achievement and progress on improved student achievement on State assessments.

Georgia continues to implement the federal/state required consequences for all schools and LEAs in the state (see Appendix C & D – Rules and Guidance).



PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT

2.1 How does the State Accountability System include all students in the State?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students in Georgia are included in the State’s Single Accountability System, based primarily on State assessments.¹¹

- Georgia law requires that all students in grades 1-8 enrolled in Georgia’s public schools be assessed with the Georgia Criterion Referenced Competency Tests (CRCT), with or without standard or non-standard accommodations as appropriate, or the Georgia Alternate Assessment (GAA).
- State law requires that a curriculum-based assessment be administered in grade 11 for graduation purposes. The English/Language Arts and Mathematics portions of the Enhanced Georgia High School Graduation Tests (E-GHSGT) will be used for AYP purposes.
- Students with disabilities are included in State assessments with appropriate accommodations, as determined by each student’s Individualized Education Program (IEP) team.
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose IEP teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the U.S. Department of Education (US ED) regulations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree. Per US ED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment in the grades tested at the LEA and State levels. (The State will consider exceptions to the 1 percent cap for LEAs on a case-by-case basis, and the state will seek an exception from US ED if appropriate.)
- Limited English Proficient (LEP)/English Language Learners (ELL) students¹² are included in State assessments with appropriate accommodations, as determined by each student’s ELL Testing Participation Committee. Per recent USED guidance, Georgia is not including in AYP determinations the test scores of LEP/ELL students who are enrolled in their first year in a U.S. school. Georgia will include the test scores of students who were LEP/ELL within the prior 2 years in AYP determinations for the LEP/ELL subgroup. Under Georgia State Board rule , all students, including LEP/ELL students, must participate in State assessments. ACCESS test participation will serve as a proxy participation for state assessments for First Year in US Students.
- Students attending public schools that serve special populations will be included in the State Accountability System, including students in Department of Juvenile Justice institutions and State schools for the blind and deaf. Students in alternative schools and psychoeducational centers will have their test scores counted back to their home schools or their home systems for AYP purposes. Public charter schools will also be included in AYP determinations. AYP for K-2 and K-1 configured schools will be based on State assessment results for grades 1-2, and AYP for K-

¹¹ OCGA § 20-2-281; State Board Rule 160-3-1-.07

¹² Throughout this AYP Workbook, the terms “limited English proficient (LEP) student” and “English language learner (ELL)” are used interchangeably.

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only and other non-standard schools (e.g., 9th grade academies, 9th / 10th grade high schools) will be based on indicators such as attendance, End-of-Course Tests, and other relevant data.



CRITICAL ELEMENT

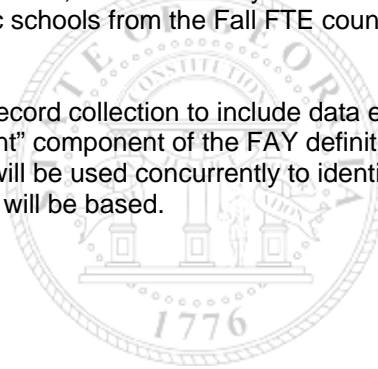
2.2 How does the State define “full academic year” for identifying students in AYP decisions?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia will define “full academic year” (FAY) for AYP purposes as follows:

- For school accountability purposes, “full academic year” will be defined as continuous enrollment in the same school from the Fall FTE count (which occurs on the first Tuesday in October each year) through state’s Spring testing window (which occurs in March for the E-GHSGT and April/May for the CRCT).
- For LEA accountability purposes, “full academic year” will be defined as continuous enrollment in the same LEA from the Fall FTE count through the state’s Spring testing window.
- For State accountability purposes, “full academic year” will be defined as continuous enrollment in the State of Georgia’s public schools from the Fall FTE count through state’s Spring testing window.

GaDOE has modified the Student Record collection to include data elements that will allow improved tracking of the “continuous enrollment” component of the FAY definition. The Fall FTE count, the Student Record, and the test window dates will be used concurrently to identify the pool of FAY students upon which a school’s AYP determination will be based.



CRITICAL ELEMENT

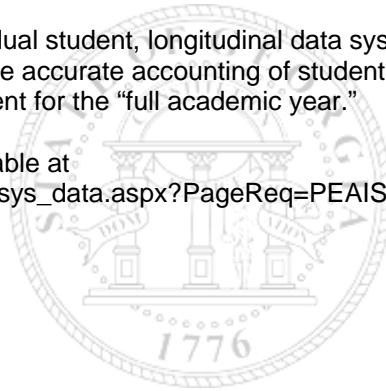
2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia uses information from October and March Full Time Equivalent (FTE) files, the Student Record, and test records to determine which students attended the same public school and/or LEA for the “full academic year.” The Student Record, a summative file of all students enrolled for any duration in any public school in Georgia during the academic year, is matched with test records in order to obtain student demographic information for the purposes of disaggregating test results on the basis of racial/ethnic categories, gender, disability, limited English proficiency, migrant status, and socioeconomic status. Withdrawal date will be used to determine if each student was continuously enrolled at a particular school during the testing window.

Georgia is developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State, including determining each student’s enrollment for the “full academic year.”

Student Record information is available at
http://public.doe.k12.ga.us/pea_infosys_data.aspx?PageReq=PEAISDStuRec



PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT

3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia has established its endpoint for AYP such that all students (100%) must achieve proficiency on State assessments in reading/language arts and mathematics by the end of the 2013-14 school year.



CRITICAL ELEMENT
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

To determine whether each school or LEA makes AYP, see Element 4.1 to determine Georgia's AYP decision-making steps.

For a Georgia public school or LEA to make AYP, each subgroup must have at least a 95% participation rate on State assessments. Each subgroup must meet or exceed the State's annual measurable objectives regarding the percentage of students scoring proficient or advanced on State assessments and the school or LEA must meet the State's requirement for progress on the second indicator.

Georgia will apply the "safe harbor" method to those subgroups not meeting the state's annual measurable objectives in mathematics and/or reading/English language arts. Thus, in order for subgroups to meet the "safe harbor" requirement, the percentage of students not meeting proficient or advanced levels on state assessments must decrease by 10 percent or more from the preceding school year. In addition, any subgroup using "safe harbor" must meet the second indicator requirement (i.e., if in any particular year one or more subgroups does not meet the annual measurable objective on State assessments, the subgroup, public school, LEA, or the State may still make AYP if it meets "safe harbor" requirements. In other words, AYP is met if the percentage of students in that subgroup not scoring proficient decreases by 10% from the preceding school year and the subgroup meets the State's requirement for progress on second indicator.)

All schools will face school improvement consequences if they do not meet AYP in the same subject for two consecutive years or more. The same subject includes reading/language arts (either participation rate or percent proficient), mathematics (either participation rate or percent proficient) or the second indicator.

All LEAs will face consequences if they do not meet AYP in the same subject or second indicator for two consecutive years or more at both the elementary/middle school and the high school levels.

2007-2008 Interim Federal Flexibility for Students with Disabilities – Third Year

For those schools and LEAs not making AYP based solely on the proficiency scores of the SWD subgroup, the state will apply the interim federal flexibility for SWD proficiency scores (Appendix B).

For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercntile adjustment for multi-year averaging, safe harbor, and second indicator calculations (see Appendix E, page 97).

CRITICAL ELEMENT
3.2a What is the State’s starting point for calculating Adequate Yearly Progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

As required by the NCLB, Georgia’s starting points were set at the percentage of students scoring proficient or above on State assessments in the public school at the 20th percentile of the State’s total enrollment among all schools ranked by the percentage of students at the proficient level. Georgia test data indicate that this level is greater than the proficiency level of the lowest achieving group of students in the State. Georgia established its starting points based on averaged data on State assessments from 1999-2000, 2000-01, and 2001-02. The purpose is to value progress made on State assessment scores over recent years. Georgia set separate starting points for reading/English language arts and for mathematics, and separate starting points by grade spans – one set for elementary and middle schools and one set for high schools. Georgia set the same starting points for all subgroups. Georgia’s starting points for elementary and middle schools and for high schools are included in the chart below.¹³

Subjects	Elementary and Middle School CRCT Starting Points (Grades 3-8)	High School GHSGT Starting Points (Grade 11) <i>For 2002-03 only.*</i>	Enhanced GHGST Starting Points
Reading/Language Arts ¹⁴	60	88	81.6%
Mathematics	50	81	62.3%

****The starting points (i.e., annual measurable objectives) for the Enhanced Georgia High School Graduation Tests were recalculated following the March, 2004 administration.***

Finally, Georgia maintains its emphasis on the equal importance of the Reading and English/ Language Arts portions of the CRCT. Data from these two assessments are combined to form a single “Reading and English/Language Arts” factor for AYP determinations. This combined factor is defined as:

$$RELA = \frac{(R_{Met} + R_{Exceeded} + ELA_{Met} + ELA_{Exceeded})}{(R_{TestsTaken} + ELA_{TestsTaken})} \times 100$$

¹³ See Attachment 3 regarding the establishment of state starting points (2002-2003).

¹⁴ In elementary and middle schools, AYP is based on Reading and Language Arts combined; in high schools, AYP is based on English/Language Arts.

CRITICAL ELEMENT

3.2b What are the State's annual measurable objectives for determining adequate yearly progress?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

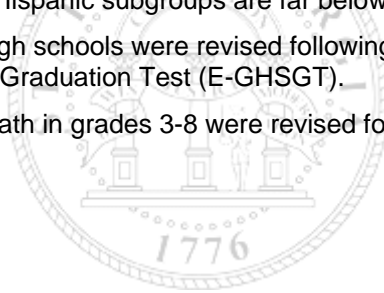
Georgia established annual measurable objectives (AMO) for the percentage of students who must score proficient or above on State assessments for schools and LEAs to make AYP.

As indicated on the charts below, the annual measurable objectives will increase from the State starting points to 100% proficiency in 2013-14. These objectives will rise in equal increments every three years beginning 2004-05 until 2010-11. Thereafter, the objectives will rise annually more dramatically than in previous years toward the goal of 100% in 2013-14.

This method of increasing the objectives gradually at first and more dramatically in the last few years allows schools additional time to work with those subgroups scoring significantly below proficiency levels on State assessments. For example, statewide the students with disabilities subgroup at the 4th through 8th grades scored far below the State's starting points for both CRCT Math and CRCT Reading/English Language Arts. Assessment data indicates that for many schools in Georgia, the proficiency rates for LEP, students with disabilities, and Hispanic subgroups are far below those of other subgroups.

Annual measurable objectives for high schools were revised following the March 2004 administration of the Enhanced Georgia High School Graduation Test (E-GHSGT).

Annual measurable objectives for math in grades 3-8 were revised following the 2008 spring administration of the CRCT.



STATE OF GEORGIA CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Georgia's Annual Measurable Objectives (AMOs)

Reading/Language Arts CRCT Grades 3-8	Percent of Students Proficient or Advanced
2002-2003 Target	60.00
2003-2004 Target	60.00
2004-2005 Target	66.70
2005-2006 Target	66.70
2006-2007 Target	66.70
2007-2008 Target	73.30
2008-2009 Target	73.30
2009-2010 Target	73.30
2010-2011 Target	80.00
2011-2012 Target	86.70
2012-2013 Target	93.30
2013-2014 Target	100.00

Math CRCT Grades 3-8	Percent of Students Proficient or Advanced
2002-2003 Target	50.00
2003-2004 Target	50.00
2004-2005 Target	58.30
2005-2006 Target	58.30
2006-2007 Target	58.30
2007-2008 Target	59.50
2008-2009 Target	59.50
2009-2010 Target	65.60
2010-2011 Target	77.70
2011-2012 Target	83.80
2012-2013 Target	91.90
2013-2014 Target	100.00

English/Language Arts GHSGT* Grade 11	Percent of Students Proficient or Advanced
2002-2003 Target	88.00
2003-2004 Target	81.60
2004-2005 Target	81.60
2005-2006 Target	84.70
2006-2007 Target	84.70
2007-2008 Target	87.70
2008-2009 Target	87.70
2009-2010 Target	87.70
2010-2011 Target	90.80
2011-2012 Target	93.90
2012-2013 Target	96.90
2013-2014 Target	100.00

Math GHSGT* Grade 11	Percent of Students Proficient or Advanced
2002-2003 Target	81.00
2003-2004 Target	62.30*
2004-2005 Target	62.30
2005-2006 Target	68.60
2006-2007 Target	68.60
2007-2008 Target	74.90
2008-2009 Target	74.90
2009-2010 Target	74.90
2010-2011 Target	81.20
2011-2012 Target	87.40
2012-2013 Target	93.70
2013-2014 Target	100.00

Following the March 2005 administration of the Enhanced Georgia High School Graduation Test (E-GHSGT), Georgia reset its annual measurable objectives for high schools, maintaining the current trajectory from the revised "starting point" to 100% proficiency by 2013-14.

Following the spring 2008 administration of the new GPS Math CRCT, Georgia reset its grades 3-8 math AMOs and trajectory to 100% proficiency by 2013-2014.

CRITICAL ELEMENT

3.2c What are the State's intermediate goals for determining adequate yearly progress?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia has established intermediate goals for the percentage of students who must score proficient or above on State assessments for schools and LEAs to make AYP. The intermediate goals are equivalent to Georgia's annual measurable objectives described in 3.2b.

Intermediate goals for high school AYP were revised following the March 2005 administration of the Enhanced Georgia High School Graduation Tests (E-GHSGT).



PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.**CRITICAL ELEMENT**

4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's State Accountability System includes annual determinations regarding school performance, and Georgia will make annual determinations of whether each public school and LEA achieved AYP.

For public schools that miss AYP based on the performance of relatively small subgroups and to ensure reliability of AYP determinations, Georgia also uses a confidence interval¹⁵ approach along with averaging data across multiple years. See the AYP determination steps listed below and in the accompanying AYP flow chart on the following page.

Georgia's AYP Decision-Making Steps

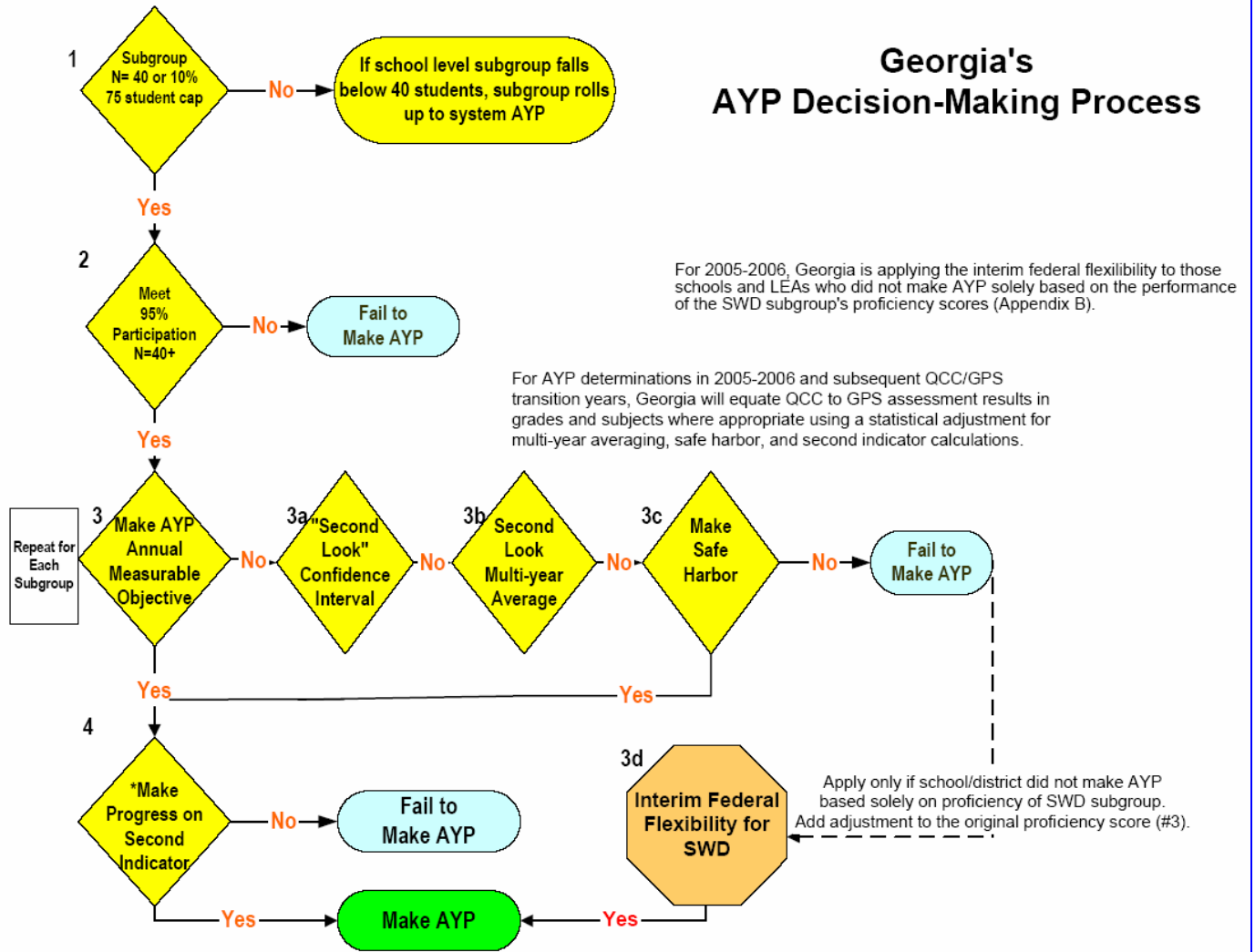
1. Determine if each subgroup, including the "all student" subgroup meets the minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) – for AMO and second indicator calculations.
2. Determine if "all students" and each subgroup at or above the minimum number meet the 95% participation requirement - (N=40 for participation).
3. Determine if AYP is met using State assessment results regarding the percent proficient/advanced as compared to the State's annual measurable objectives for both Reading/English Language Arts and Math.
 - 3a. If AYP is not met using step 3; determine if AYP is met by using a confidence interval application. A confidence interval method will be used for schools with 10 to 39 FAY students.
 - 3b. If AYP is not met using a confidence interval, then apply a *multi-year averaging method.
 - 3c. If AYP is not met using the multi-year averaging method, then determine if AYP is met using the *safe-harbor method – decreasing the percent not meeting proficiency/advanced levels by 10%.
- 3d. For those schools and LEAs not making AYP based solely on the proficiency scores of the SWD subgroup, state will apply the interim federal flexibility for SWD proficiency scores (Appendix B).
4. To meet AYP, Georgia will require that each elementary and middle school meet State standards regarding progress on its second indicator, which will include performance above a statewide preset level or improved performance from the prior school year. Progress on the *second indicator will be required at the subgroup level where "safe harbor" is used (See element 7.2).

***For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years,** Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercntile adjustment for multi-year averaging, safe harbor, and second indicator calculations (see Appendix E, page 97).

¹⁵ The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

4.1 With Interim Federal Flexibility for Students with Disabilities

Georgia's AYP Decision-Making Process



*The Second Indicator is applicable to the All Students subgroup and all subgroups when using Safe Harbor to meet AMO.

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

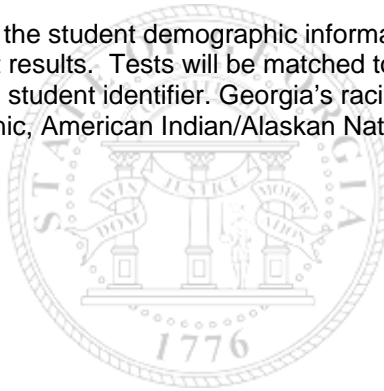
CRITICAL ELEMENT

5.1 How does the definition of adequate yearly progress include all the required student subgroups?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's definition of AYP includes all of the required student subgroups, disaggregated by racial/ethnic categories, disability, limited English proficiency, and socio-economic status. Georgia law requires the reporting and/or grading of schools in the aggregate and by these subgroups.

For AYP purposes, Georgia will use the student demographic information that is available from the Student Record to disaggregate test results. Tests will be matched to the Student Record using school code, system code, grade level, and student identifier. Georgia's racial/ethnic categories include Asian/Pacific Islander, Black, Hispanic, American Indian/Alaskan Native, White, and Multiracial.



CRITICAL ELEMENT

5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's State Accountability System holds public schools and LEAs accountable for the progress of students overall and in each required subgroup, disaggregated by racial/ethnic categories, disability, limited English proficiency, and socio-economic status, in determining AYP. See Georgia's AYP Workbook 1.2, 3.2, and 5.1.

For each public school, LEA, and the State to make AYP:

- The “all” student category and each AYP required student subgroup (at or above the minimum number of 40 students) must have a participation rate of 95 percent or above on State assessments.
- The “all” student category and each AYP required student subgroup (at or above the minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) must meet the State’s annual measurable objective regarding percent proficient or advanced on State assessments (or meet “confidence interval,¹⁶ multi-year average, or safe harbor”).
- Each school, LEA, and the State must meet the State standard regarding progress on its “second indicator” (subgroups using “safe harbor” must also show progress on the second indicator). The minimum number for the second indicator equals 40 students or 10% of students enrolled in AYP grades , whichever is greater (with 75 student cap).
- **For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years**, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (see Appendix E, page 97).

¹⁶ The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

CRITICAL ELEMENT
5.3 How are students with disabilities included in the State's definition of adequate yearly progress?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

- Students with disabilities are included in State assessments with appropriate accommodations, as determined by each student's Individualized Education Program (IEP) team.
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose IEP teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the US ED regulations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree. Per US ED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment at the LEA and State levels. (The State will consider exceptions to the 1 percent cap on a case-by-case basis.)
- The Georgia Alternate Assessment (GAA) measures annual student achievement in five domains. The levels of achievement on this assessment operate as follows:
 - A rating of Initial or Emerging, is given when a student has achieved less than 50 percent of the stated criterion for a given domain;
 - A rating of Progressing is given when a student has achieved between 50 and 99 percent of the stated criteria in a given domain; and
 - A rating of Functional is given when a student has achieved 100 percent of the stated criteria in a given domain.

A student receives five ratings, but the assessment was not designed for a summative determination of the student's performance level. Redevelopment of the GAA is underway in order to be aligned with Georgia's new curriculum, the Georgia Performance Standards. In the interim before the new version is ready for implementation, the Georgia Department of Education and the Office of Student Achievement have devised a method for taking the five ratings and declaring a student's performance level (Basic, Proficient, or Advanced) that will be in line with the regular assessments in reading/language arts and mathematics subject areas of the CRCT or the Enhanced GHSQT.

- For 2006-2007, those schools and LEAs not making AYP based solely on the proficiency scores of the SWD subgroup, apply the interim federal flexibility for SWD proficiency scores (Appendix B).

Note: For specifics regarding the administration of the Georgia Alternate Assessment (GAA), please refer to the Georgia Alternate Assessment Administrator's Manual published by the Georgia Department of Education Testing Division at: <http://www.doe.k12.ga.us/curriculum/testing/gaa.asp>

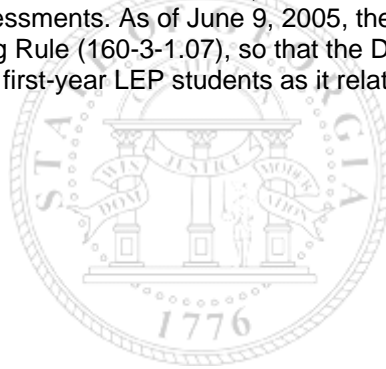
CRITICAL ELEMENT

5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All students, including limited English proficient (LEP) students, are included in Georgia's State Accountability System and its definition of AYP.

- LEP students are included in State assessments with appropriate accommodations, as determined by each student's ELL Testing Participation Committee.¹⁷
- Per recent USED guidance, Georgia does not include in AYP determinations the test scores of LEP/ELL students who are enrolled in their first year in a U.S. school. ACCESS test participation will serve as a proxy participation for state assessments for First Year in US Students.
- Under Georgia State Board of Education rule, all students, including LEP/ELL students, must participate in State assessments. As of June 9, 2005, the State Board of Education initiated amendments for Testing Rule (160-3-1.07), so that the Department can take advantage of the greater flexibility for first-year LEP students as it relates to subject matter assessments.



¹⁷ Georgia has established a State LEP Panel that will examine the need and practicability of establishing alternative assessments for LEP students.

CRITICAL ELEMENT

5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia has established minimum numbers for subgroup reporting and accountability purposes as follows:

- A minimum number of 10 students is used for subgroup AYP reporting purposes. This rule is intended to protect student privacy and prevent disclosure of individually identifiable information. Additional rules may apply consistent with the Family Education Rights and Privacy Act (FERPA). See Georgia's AYP Workbook 5.6.
- A minimum number of 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) is used for subgroup AYP accountability purposes regarding the state's AMO and second indicator calculations. This rule is intended to ensure that subgroup AYP determinations are reliable.
- The minimum number of 40 will be used with regard to 95% participation determinations.
- The minimum number will be applied consistently across the State in all public schools and LEAs.

As stated in workbook element 1.1, for small schools, those identified as having only 10 to 39 Full Academic Year (FAY) students with test scores enrolled in the grades 3-8 or grade 11 configurations, Georgia uses a confidence interval¹⁸ methodology to make AYP determinations. In other words, for schools with a total eligible enrollment of 10 to 39 FAY students with test scores, Georgia will apply a test of statistical significance to determine whether such schools' total group passing rate is significantly below the state AYP annual objective passing rate in each appropriate subject area. This proportion (z) test is the same as cited in *Making Valid and Reliable Decisions in Determining Adequate Yearly Progress* (CCSSO, 2002, pp. 65-68).

With the implementation of Georgia's Single Statewide Accountability System, the state will continue to analyze data regarding the minimum number and will consider changes in future years to ensure the most valid and reliable AYP determinations..

¹⁸ The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

CRITICAL ELEMENT

5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

A minimum number of 10 students will be used for subgroup AYP reporting purposes. School and LEA data regarding AYP will not be reported separately for subgroups below this minimum number. This rule is intended to protect student privacy and prevent disclosure of individually identifiable information. Additional rules are applied consistent with the Family Education Rights and Privacy Act (FERPA). See Georgia's AYP Workbook 5.5.

For more information on FERPA, please visit the U.S. Department of Education's website at: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.



PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT
6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments? ²⁷
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Under Georgia law, school accountability determinations, including AYP determinations, are based primarily on annual State assessments as follows:¹⁹

- Elementary and middle schools are held accountable based primarily on student test scores on Georgia’s Criterion Referenced Competency Tests (CRCT), including reading and English language arts (combined) and mathematics in grades 3-8 for AYP purposes.
- High schools will be held accountable based primarily on student test scores on the Enhanced Georgia High School Graduation Tests (E-GHSGT), including English/language arts and mathematics. The E-GHSGT builds on the Georgia High School Graduation Tests by including additional, more rigorous items for purposes of school accountability.
- The Georgia Alternate Assessment (GAA) is administered to the small number of students with the most significant cognitive disabilities whose Individualized Education Program (IEP) teams determine (based on State criteria) that they should participate in the State assessment system based on alternate achievement standards in accordance with the USED regulations. Georgia requires annual reporting on use of the GAA and monitors those data to ensure that the GAA is not used to an inappropriate degree. Per USED regulations, Georgia will allow scores of proficient or above on the GAA to count when making AYP determinations, with a cap of 1 percent of student enrollment at the LEA and State levels. (The State will consider exceptions to the 1 percent cap on a case-by-case basis.)
- Georgia’s overall Student Assessment Program includes End of Course Tests (EOCT). The EOCT is used to provide student level diagnostic information and will be linked to the fully revised GHSGT.

Georgia has created the Georgia Performance Standards (GPS), which are replacing the Quality Core Curriculum. As the GPS is phased in, current state assessments will be revised as necessary to ensure alignment with new standards.

¹⁹ OCGA § 20-2-281, 20-14-31; State Board Rule 160-3-2-.07

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT
7.1 What is the State definition for the public high school graduation rate?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia will define and calculate graduation rates as the percentage of students who graduate in the standard number of years (4 years and a summer for a 9-12 school) from a Georgia public high school with a regular diploma (not including a GED or certificate not fully aligned with the state’s academic standards and not including Special Education diplomas). This process will not delay AYP determinations made before the beginning of each school year.

Students receiving GEDs are counted as dropouts and are included in the denominator for calculating graduation rates. (Prior to 2002, Georgia calculated a completion rate similar to that of the NCLB graduation rate except that certificates of attendance and Special Education Diplomas were included. This previous definition of completion rate has been replaced with the National Center for Education Statistics (NCES) graduation rate in compliance with NCLB.) In doing so, the “standard” number of high school years for students with disabilities will be determined by each student’s IEP team, even if such number exceeds the “standard” number of years for non-disabled students.

To meet AYP, Georgia will require that each secondary school meet State standards regarding progress on its “graduation rate,” which will include performance above a statewide preset level or improved performance from the prior school year. (Progress on “graduation rate” will be required at the subgroup level where “safe harbor” is used.) See the following page.

Georgia is developing a new, individual student, longitudinal data system based on unique student identifiers, which will allow for a more accurate accounting of students throughout the State.

Since 2002, Georgia has calculated its high school graduation rate using an NCES “Lever Rate” formula – one of the three federally allowed high school graduation rate formulas since the enactment of the No Child Left Behind Act of 2001.

Formula Defined

Regular diploma recipients as a percent of students leaving high school over a four-year period estimated as the sum of diploma recipients and dropouts during the past four years in grades 9 through 12 respectively). Graduation Rate = # of regular diplomas divided by (# of regular diplomas + # of special education diplomas + # of certificates of attendance + # of dropouts in 12th grade (current year), 11th grade (current year -1), 10th grade (current year -2) and 9th grade (current year -3))

STATE OF GEORGIA CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

National Center for Education Statistics

Regular diploma recipients as a percent of students leaving high school over a four-year period (estimated as the sum of diploma recipients and dropouts during the past four years in grades 9 through 12 respectively).

$$NCES_y = \frac{G_y}{G_y + D_y^{12} + D_{y-1}^{11} + D_{y-2}^{10} + D_{y-3}^9}$$

where: G_y is the count of students who graduated with a regular high school diploma during the y school year, and

D_y^{12} is the count of students who dropped out of grade 12 during the y school year.

ELL Graduation Rates

The standard number of years for graduation rate for LEP/ELL students will be four years and a summer. Beginning in the 2005-2006 school year, this could be extended on a case by case basis with documentation for newly arriving individual LEP/ELL students to a maximum of five years and a summer.

Including summer graduates in the graduation rate calculations will not delay the state's AYP determinations.



7.1

High School Additional Indicator

Section: Workbook Element 7.1

Purpose: This document provides the standard for determining progress on the high school additional indicator - graduation rate.

Background Information:

- Prior to 2002, Georgia reported a completion rate using the National Center for Education Statistics (NCES) proxy formula.
- The completion rate for Georgia's high school graduating class of 2002 was 72.7%. However, this rate included certificates of attendance and Special Education Diplomas. A total of 3,867 students (5.3%) received Certificates of Attendance and 2,714 (3.9%) received Special Education Diplomas in 2002.
- In order to produce a graduation rate aligned with NCLB, Georgia altered its completion rate formula by removing Certificates of Attendance and Special Education Diplomas from the numerator. After removing certificates of attendance and Special Education Diplomas from the 2002 completion rate, Georgia's calculation for the NCLB definition of graduation rate for the graduating class of 2002 is approximately 61.8%.
- Georgia used this impact data to set the state's 2002-2006 graduation rate standard of 60%
- Beginning in 2006-2007 school year, Georgia's high school graduation rate will be based on the following annual graduation rate targets.

School Year	High School AYP Second Indicator Graduation Rate Standard
2006-2007	65% or greater; or Second Looks: 1) apply multi-year average to achieve 65%; or 2) increase by 10% from the preceding year from a minimum threshold of 50%
2007-2008	70% or greater; or Second Looks: 1) apply multi-year average to achieve 70%; or 2) increase by 10% from the preceding year from a minimum threshold of 50%
2008-2009	75% or greater; or Second Looks: 1) apply multi-year average to achieve 75%; or 2) increase by 10% from the preceding year from a minimum threshold of 55%
2009-2010	80% or greater; or Second Looks: 1) apply multi-year average to achieve 80%; or 2) increase by 10% from the preceding year from a minimum threshold of 60%
2010-2011	85% or greater; or Second Looks: 1) apply multi-year average to achieve 85%; or 2) increase by 10% from the preceding year from a minimum threshold of 60%
2011-2012	90% or greater; or Second Looks: 1) apply multi-year average to achieve 90%; or 2) increase by 10% from the preceding year from a minimum threshold of 70%
2012-2013	95% or greater; or Second Looks: 1) apply multi-year average to achieve 95%; or 2) increase by 10% from the preceding year from a minimum threshold of 70%
2013-2014	100%; or Second Looks: 1) apply multi-year average to achieve 100%; or 2) increase by 10% from the preceding year from a minimum threshold of 80%

Graduation Rate Determination Steps

Schools can achieve the graduation rate standard in one of three ways:

Step 1: Did the Graduation Rate meet the Absolute Bar? If yes, Graduation Rate requirement was met. If no, proceed to Step 2.

Step 2: Apply the first Second Look - Multi-Year Average (three years). Did the averaged Graduation Rate meet the Absolute Bar? If yes, Graduation Rate requirement was met. If no, proceed to Step 3.

Step 3: Apply the “Safe Harbor-like” Second Look – 10% Progress (prior year Graduation Rate must meet a minimum threshold). Did the current Graduation Rate increase by at least 10% from the prior year’s Graduation Rate? If yes, Graduation Rate requirement was met. If no, Graduation Rate requirement was not met.

- 2007-2008 Absolute graduation bar = 70%
- 2007-2008 Minimum threshold for graduation rate = 50%

Step 1	2007 Graduation Rate	10% of 2006 Grad Rate	Increase Goal (10% Increase)	2008 Graduation Rate	Met / Not Met	Determination
Absolute Bar	66.0%	N/A	N/A	71.0%	Met	Met the Absolute Bar of 70%.
Step 2	2006	2007	2008	Average	Met / Not Met	Determination
Multi-year Average	69%	72%	69%	70%	Met	The average of the current year and two previous years must be equal to or greater than the current year’s absolute bar of 70%.
Step 3	2007 Graduation Rate	10% of 2006 Grad Rate	Increase Goal (10% Increase)	2008 Graduation Rate	Met / Not Met	Determination
“Safe Harbor-like”	57.0%	5.7%	62.7%	63.0%	Met	Met Increased Percentage (63.0% is 10% or greater than 57.0%).
“Safe Harbor-like”	58.0%	5.8%	63.8%	60.0%	Not Met	Did Not Meet Increase Goal (60.0% is not greater than 63.8%)

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Critical Element
7.2 What is the State's additional [second] academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP? For alternative high schools?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Alternative High Schools - Beginning in 2008, those Georgia alternative schools that have high school grades but do not offer high school diplomas will be allowed to use the event dropout rate in place of graduation rate as their second indicator.

For elementary and middle schools, Georgia will define "second indicators" as a menu from which each LEA must choose. The options are described in the table below. The purpose is to make AYP determinations as relevant and valuable as possible at the local level. Georgia law requires each school and LEA to report annually on several academic indicators, and different indicators are of primary significance in different LEAs. Each LEA will select its second indicator for AYP at the beginning of the academic year and will maintain that indicator for this year and for at least three years beginning in 2004-05 – in conjunction with scheduled changes in the State's intermediate goals/annual measurable objectives for AYP. To meet AYP, Georgia will require that each elementary and middle school meet State standards regarding progress on its *second indicator, which will include performance above a statewide preset level or improved performance from the prior school year. (Progress on the second indicator will be required at the subgroup level where "safe harbor" is used.)

State Approved Menu of "Second" Indicators Effective for the 2003-2004 Academic Year		
Note: LEAs made their selection again in 2005-2006. It will remain in place for at least 3 years.		
Indicator	Grade Level	Standard
Attendance Rate	3-8, High 9-11 High 9, 9-10 K-only	Schools, school districts, subgroups using the safe harbor method, and the State as a whole must have no more than 15% of students absent more than 15 days in one school year or show progress from the preceding year.
Middle Grades Writing Assessment (MGWA)	8	Beginning school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 80% on the MGWA or show progress from the preceding year. This indicator was not available for the 2004-2005 school year, 2005-2006 or 2006-2007.
Science CRCT	3-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 80% meeting or exceeding standards in Science or show progress from the preceding year. (Progress for 2003-04 will compare 2003-04 data with available 2001-02 data.)
Social Studies CRCT	3-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 80% meeting or exceeding standards in Social Studies or show progress from the preceding year. (Progress for 2003-04 will compare 2003-04 data with available 2001-02 data.)
Percent Exceeding Reading CRCT Standards	1-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 35% exceeding standards in Reading or show progress from the preceding year.
Percent Exceeding English/Language Arts CRCT Standards	1-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in English/Language Arts or show progress from the preceding year.
Percent Exceeding Math CRCT Standards	1-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in Math or show progress from the preceding year.
Percent Exceeding Science CRCT Standards	3-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in Science or show progress from the preceding year. (Progress for 2003-04 will compare 2003-04 data with available 2001-02 data.)
Percent Exceeding Social Studies CRCT Standards	3-8	Beginning with school year 2003-04, schools, school districts, subgroups using the safe harbor method, and the State as a whole will be required to score at or above 15% exceeding standards in Social Studies or show progress from the preceding year. (Progress for 2003-04 will compare 2003-04 data with available 2001-02 data.)

CRITICAL ELEMENT

7.3 Are the State's academic [second] indicators valid and reliable?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

All of Georgia's second indicators are valid and reliable for AYP purposes and supported by evidence to that effect.

Second indicators such as graduation rates, attendance rates, and achievement on other State assessments are recognized as potential indicators in the NCLB Act and have strong correlations to overall academic success. Georgia's CRCT assessments have been developed consistent with nationally recognized professional and technical standards and are supported by validity evidence. Georgia has systems in place to ensure the accurate collection of data regarding second indicators (i.e., graduation rates, attendance rates).

- **For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years**, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (See Appendix E, page 97).



PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT

8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's AYP determinations for student subgroups, public schools, and LEAs are made separately for reading/English language arts and for mathematics. Georgia combines reading and English/language arts (two separate State CRCT assessments) into a single indicator for AYP purposes with regard to elementary and middle schools. Thus, for grades 3-8, AYP determinations are based separately on reading/ English language arts and on mathematics. For grade 11, AYP determinations are based separately on English/Language Arts and on Mathematics.

See Element 3.2a for combining Reading with English/Language Arts assessment results and more regarding Georgia's Starting Points.



PRINCIPLE 9. State Accountability System is statistically valid and reliable.**CRITICAL ELEMENT**

9.1 How do AYP determinations meet the State's standard for acceptable reliability?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia includes several features to ensure the reliability of State AYP determinations. For example:

- AYP determinations will be based primarily on State assessments that have been developed consistent with nationally recognized professional and technical standards and are supported by evidence regarding validity and reliability for AYP purposes.
- Georgia's minimum number is 40 students or 10% of students enrolled in AYP grades, whichever is greater (with a 75 student cap) for subgroup AYP AMO and Second Indicator accountability purposes (including confidence interval,²⁰ multi-year average, and safe harbor).
- All schools face school improvement consequences when they miss AYP for two consecutive years or more in the same subject or the second indicator. See element 3.2 for additional information.
- All LEAs face consequences if they do not meet AYP in the same subject or *second indicator for two consecutive years or more at both the elementary/middle school and the high school levels.
- Annually, Georgia requires all subgroups, LEAs, and the State to demonstrate 95 percent participation in state assessments (subgroup size N = 40 or more students, enrolled in AYP grades).
- Georgia has an appeals process for AYP determinations through which any LEA may appeal a State determination regarding a school or LEA that is found not to have made AYP.
- Georgia's curriculum-based assessment system is aligned to its Quality Core Curriculum (QCC) and/or Georgia Performance Standards (GPS) which are aligned with NAEP and the state required norm-referenced tests.

For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercenile adjustment for multi-year averaging, safe harbor, and second indicator calculations (See Appendix E, page 97).

Georgia will annually review its system and processes for making AYP determinations to ensure maximum reliability of AYP judgments.

Finally, Georgia has an AYP **Appeals Process** for LEAs and schools. Before identifying Georgia's schools for improvement, corrective action, or restructuring, the following procedures are followed:

- 1) For the Appeals Process, Georgia has designed an interactive student record collection process that will allow LEAs to review school-level data that will ultimately contribute to AYP determinations.
- 2) Preliminary AYP Reports are released on an internal review site. These reports do not reflect a final determination; LEAs can drill down and review student level data for each component. Upon the approval of the LEA superintendent, school principals have access to their individual school's data.
- 3) Superintendents sign-off on the data verification process certifying that the Student Record and the AYP data are accurate.
- 4) This improved AYP process diminishes the number of appeals. Only special circumstances form the basis for appeals.

²⁰ The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.

STATE OF GEORGIA CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

- 5) An application process has been developed by GaDOE and GOSA and provides guidance for appeals.
- 6) An appeals committee has been established with members from GaDOE and GOSA. Consulting membership reflects personnel from Title I, Curriculum and Instruction, School Improvement, Testing, Technology, Policy, and Accountability.

CRITICAL ELEMENT

9.2 What is the State's process for making valid AYP determinations?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia includes several features to ensure the validity of State AYP determinations, including those listed in 9.1.

Georgia has an appeals process, described in 9.1 for AYP determinations through which any LEA may appeal a State determination regarding a school or LEA that does not make AYP.

Finally, Georgia has developed several methods to evaluate the validity and reliability of its AYP determinations over time. Options include the following:

- First, decisions concerning school AYP performance are compared to accountability decisions that would have resulted had a conceptually different computational method been used. The GaDOE uses a purely statistical analysis as a second measure of AYP for each school. The department will then compute the association between the two comparisons. The GaDOE works with various experts, including its testing Technical Advisory Committee, to establish appropriate reliability standards.
- Second, the State identifies a random geographically and demographically stratified sample of schools, and will investigate the validity of the AYP process by attempting to discern instructional and administrative patterns in schools that did and did not meet AYP. In addition to providing feedback on the AYP process, this investigation informs subsequent school improvement efforts statewide.

CRITICAL ELEMENT
9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia's plan maintains continuity in AYP decisions through any assessment changes or similar actions. For example:

- Georgia includes new public schools in the State Accountability System if the new public school has been in existence for a "full academic year" (i.e., from Fall FTE count through the state's Spring testing window).
- Georgia is in the process of revising the State's Quality Core Curriculum (QCC). Upon completion of the new curriculum, Georgia Performance Standards (GPS) are currently being phased-in. Current State assessments will be aligned with the GPS.
- **For AYP determinations in 2005-2006 and subsequent QCC/GPS transition years**, Georgia will equate QCC to GPS assessment results in grades and subjects where appropriate using an Equipercentile adjustment for multi-year averaging, safe harbor, and second indicator calculations (See Appendix E, page 97).
- Georgia periodically reviews and monitors its State Accountability System, so that issues and changes can be quickly addressed.
- Following the March 2004 administration of the Enhanced Georgia High School Graduation Test (E-GHSGT), Georgia set achievement levels and established revised starting points.

The revision of Georgia's QCC has profound implications for the statewide assessment program. The validity of test results and subsequent AYP decisions depends on the alignment of Georgia's tests with its curriculum. The following preliminary steps are set forth realizing that the final procedures for "maintaining continuity in AYP decisions through assessment changes" will be constructed by the GaDOE in conjunction with its Technical Advisory Panel (TAC) and contractors.

- Compare QCC with GPS and note additions, deletions, and modifications in content and process for each tested course/grade level combination.
- Modify content domain specifications, content weighting and test blueprints as warranted.
- Revise item specifications and review all banked items for curricular relevance.
- Build (write, review, pilot, field test, etc.) additional test items to ensure full content coverage of domains.
- Review, revise, and update all test materials (e.g., Content Description Guides).
- Conduct review of cut-scores derived from standard setting for continued alignment with content standards and revised performance level descriptions.
- Equate test forms to maintain constant levels of test difficulty, if advisable.

If deep structural changes are made in the development of the GPS, it may be necessary to recalculate the appropriate starting point(s) (i.e., annual measurable objectives) while maintaining the 2013-14 endpoint for 100% proficiency.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT

10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Georgia calculates participation rates on State assessments for AYP purposes by dividing the total number of assessments administered by the total enrollment for each subgroup, public school, and LEA (at or above the minimum number of 40 students). Georgia uses information from Full Time Equivalent (FTE) files, the Student Record, and test records to make these determinations.

Invalid Test scores are counted for participation rates but are not counted for annual measurable objectives and second indicators.



CRITICAL ELEMENT

10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

To demonstrate AYP, Georgia requires that all subgroups, schools, LEAs and the State at or above the minimum number for enrollment demonstrate 95 percent participation on State assessments. A minimum number of 40 students is used with regard to 95 percent participation rate determinations.

Invalid Test scores are counted for participation rates but are not counted for annual measurable objectives and second indicators.



AYP Workbook Appendix A
Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 3-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.

AYP Workbook Appendix B
Interim Federal Flexibility for Students with Disabilities

NCLB 2007-2008 Flexibility for Schools and School Systems Not Making AYO Based Solely on the Students with Disabilities (SWD) Group Proficiency Rates:

- Applies to schools and LEAs not making AYP based solely on SWD group scores;
- Provides a mathematical adjustment to the proficiency rates for the SWD group in both subjects reading/English language arts (R/ELA) and math;
- Provides Federal calculation steps:
 1. Determine the percent of SWD students assessed within the State (124,100 divided by 1,091,678 = 11.37% for Georgia)
 2. Divide 2% by the percentage of SWD assessed (2% divided by 11.37% = 17.59% rounded to 18%)
 3. Add the proxy percent to the actual percent proficient for each subject -R/ELA and/or math. (add 18% for Georgia for 2007-2008)
 4. Determine if the proxy percent is equal to or greater than the State AMO.

NOTE: This interim flexibility is applied after the Safe Harbor step to the SWD group's original proficiency rate. (Add the Federal adjustment to the original SWD proficiency rate without Confidence Interval²¹ and Multi-Year Average.)

Georgia Example Table for 2007-2008

Elem./Middle School Examples: State 2007-2008 CRCT Math AMO = 59.5%				
Example Schools	Original SWD Proficiency Rate	Federal Adjustment	Adjusted SWD Proficiency Rate	Adjusted SWD Proficiency Rate Determination
Elem. School	54%	+ 18%	70%	Yes (Met/exceeded the AMO absolute bar of 59.5%)
Middle School	49%	+ 18%	65%	Yes (Met/exceeded the AMO absolute bar of 59.5%)
Elem./Middle School Examples: State 2007-2008 CRCT R/ELA AMO = 73.3%				
Elem. School	56%	+ 18%	74%	Yes (Met/exceeded the AMO absolute bar of 73.3%)
Middle School	61%	+ 18%	79%	Yes (Met/exceeded the AMO absolute bar of 73.3%)
High School Example: State 2007-2008 Enhanced GHSGT Math AMO = 74.90%				
High School	59%	+ 18%	77%	Yes (Met/exceeded the AMO absolute bar of 74.9%)
High School Example: State 2007-2008 Enhanced GHSGT ELA AMO = 87.7%				
High School	70%	+ 18%	88%	Yes (Met/exceeded the AMO absolute bar of 87.7%)

²¹ The critical z is 1.645 for a population proportion, which means the programs are running a one-tail test at the 95% level of significance.