

ATLANTA HEIGHTS

Key Findings:

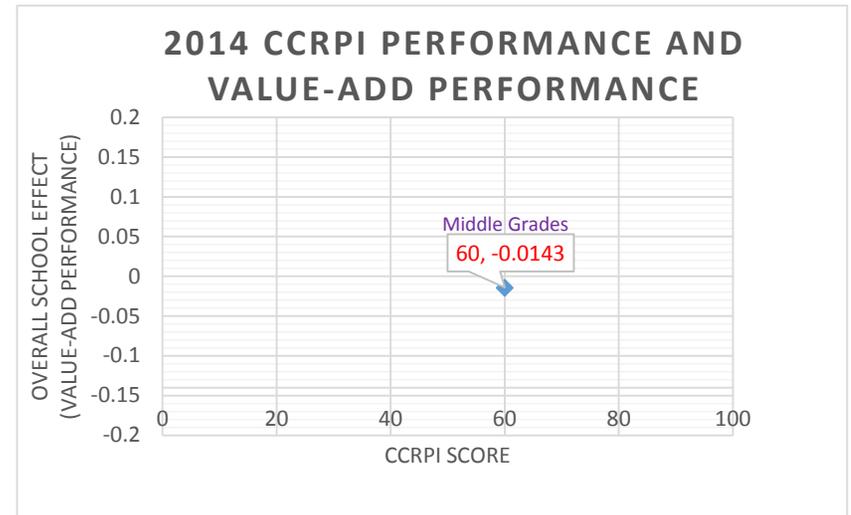
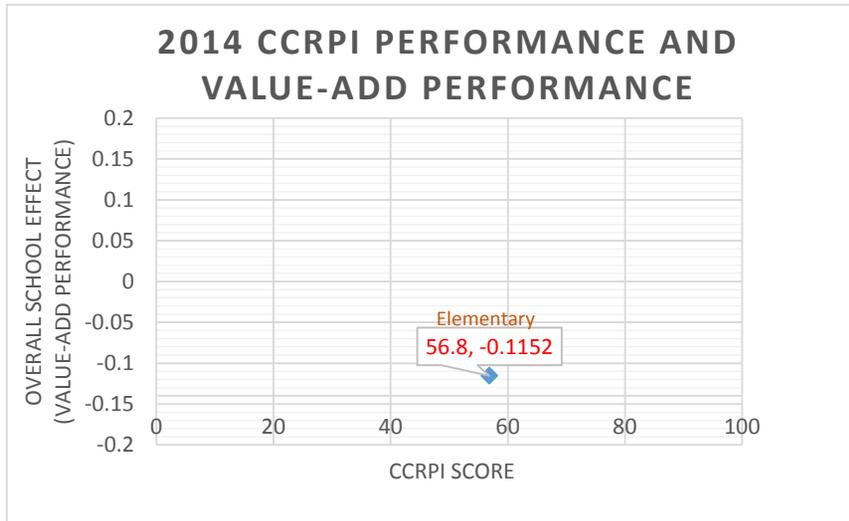
Overall Performance: Atlanta Heights is not outperforming its comparison district on either the CCRPI (single score) or on the value-added measure (in all relevant grade bands).

Performance by Grade Band: The value-added impact scores and the CCRPI scores for Atlanta Heights Charter School indicate that the school is performing below the district average in the elementary school grade band. Similarly, the CCRPI score for Atlanta Heights Charter School indicates the school is performing below the district average in the middle school grade band; however, the school's value-added impact score for middle grades is the same as the district's impact score.

- **CCRPI Elementary:** Atlanta Heights Charter School's CCRPI score is 56.8. This is below the district score of 62.4.
- **CCRPI Middle:** Atlanta Heights Charter School's CCRPI score is 60. This is below the district score of 65.8.
- **Value-Add Elementary:** Atlanta Heights Charter School's value-added impact score is -0.1152. This is below the district's impact score of -0.0446.
- **Value-Add Middle:** Atlanta Heights Charter School's value-added impact score is -0.0143. This is the same (in that it's indistinguishable in terms of statistical significance) as the district's impact score of -0.0331.

Elementary Grades

Middle Grades



COLLEGE AND CAREER READINESS PERFORMANCE INDEX (CCRPI)

Overview, CCRPI Scores

Background

In 2012, Georgia was one of 10 states granted a waiver for a portion of the accountability requirements of the Elementary and Secondary Education Act (ESEA), more commonly known as No Child Left Behind (NCLB). This waiver allowed the state to use a new accountability measure—the College and Career Readiness Performance Index (CCRPI)—to replace the previously used Adequately Year Progress (AYP) determination.

Rationale for Utilizing a Performance Index

The Index is designed to communicate how schools are performing in a more comprehensive manner than the pass/fail system previously in place under Adequate Yearly Progress (AYP). The CCRPI includes scores that easily communicate to the public how a school is doing. Each school receives a score on a 110 point scale.

Explanation of the CCRPI

A school and district's overall score is based on points earned in three major areas:

1. **Achievement** (60 possible points; 54.5% of total possible score)
 - Content Mastery on state standardized assessments in core subjects.
 - Post High School Readiness (e.g.: career pathways, ACT/SAT/AP/IB exam performance, world language coursework, reading/writing skills, and attendance).
 - Graduation rate (Four- and five-year graduation rates with more weight given to the four-year rate) in high school or a “Predictor for High School Graduation” for elementary and middle schools (an additional, different look at CRCT performance).¹
2. **Progress/ Growth** (25 possible points; 22.7% of total possible score)
 - Measured by the percentage of students earning typical or high growth on state assessments. This percentage is derived from Student Growth Percentiles (SGPs), which compare a student's growth with other students with similar past achievement.¹
3. **Achievement Gap Reduction** (15 possible points; 13.6% of total possible score)
 - Based upon schools' achievement gap size and change in that gap. The gap is measured between the schools' bottom 25% of students and the state average.¹

¹ Beaudette, Pascael and Sam Rauschenberg. (2014). State-level Analysis of 2012-13 CCRPI Release. Retrieved from GOSA website <http://gosa.georgia.gov/state-level-analysis-2012-13-ccrpi-release>

- In addition to the three major areas, schools may receive “Challenge Points” to add to their scores (up to 10 possible points).
 - Schools may receive these points if they have a significant number of Economically Disadvantaged students, English Learner students and Students with Disabilities meeting expectations.
 - Schools can also receive points for going beyond the targets of the CCRPI by challenging students to exceed expectations and participate in college and career ready programs.

VALUE-ADD ANALYSIS (VAA)

Overview, 2014 Value-Add Impact Scores

Background

In addition to evaluating CCRPI performance, the SCSC also assesses state charter schools based on their ability to positively impact the unique student populations they serve. To accomplish this, the SCSC annually contracts with Georgia’s educational accountability agency, the Governor’s Office of Student Achievement (GOSA) to conduct a Value-Add Analysis (VAA) of state charter school performance. The VAA utilizes a value-added model that includes statistical controls for observable student characteristics and prior academic performance in order to generate an “impact score” for each school.

Rationale for Utilizing a Value-Added Approach

State charter schools serving atypical or disproportionately disadvantaged student populations may be at a disadvantage *if* average student achievement levels are used as the sole yardstick for performance because—in addition to measuring a school’s impact on student performance—standardized test scores may also reflect the level of student support systems that exist within a given community (strong parental engagement, access to proper nutrition and medical care, availability of supplemental academic supports, extracurricular activities, etc.). In order to mitigate the impact of a student’s demographic, academic, and socio-economic background on his/her current achievement level, the SCSC employs a value-added approach, in addition to average achievement levels, to evaluate school-level performance. The value-added method adjusts for the observable characteristics of students so that schools can be fairly compared regardless of their differing student populations.

Explanation of the Value-Added Method

The value-added method adjusts all student-level test scores to a normalized score so the statewide mean is zero and the standard deviation is one.

- Example: If a student scores in the 95th percentile he/she would have a normalized score of 1.96 because—with a bell-shaped distribution—5 percent of scores are 1.96 or more standard deviations above the mean score. Similarly, a student whose score equals the statewide average would have a normalized score of zero.

Using normalized scores, the value-added method estimates the relationship between current test scores and A) prior test scores and B) observable student characteristics like free/reduced-price lunch status, disability status, gender, etc.

- Example: When estimating the effect of student characteristics on 9th-grade Lit. EOCT scores, the impact of being female is 0.114. This means that all else being equal, girls—on average—have a normalized score that is 0.114 higher than boys.

Using estimated impacts of prior scores and student characteristics, the value-added method enables the construction of a predicted score for each student. Once determined, this predicted score is compared to the student's actual score.

- Example: If a student does as well as one would expect based on his/her observable characteristics and prior scores, the difference between the student's actual and predicted scores will equal zero.

To obtain an estimate of a school's effect (or its impact on student achievement), the value-added method averages the difference between actual and predicted scores across all students in a school.

- Example: If all of the students in a school were performing as well as one would expect based on their observable characteristics and prior scores, the school effect would equal zero. These school effects are calibrated so that the average school in the state should have a school effect of zero.

Statistical Controls Used in the Value-Added Analysis

1) Prior-year test scores², 2) gender, 3) foreign-born indicator, 4) race/ethnicity, 5) ESOL enrollment, 6) free/reduced-price lunch eligibility, 7) gifted status, 8) primary-language-not-English indicator, 9) disability status (fifteen specific disability categories), 10) number of schools attended in the current year, 11) an indicator for students who changed schools from the prior year, 12) number of disciplinary incidents in the prior year, 13) attendance in the prior year, and 14) the difference between a student's age (in months) and the modal age of students in the same grade (i.e. "overage" in grade).

² For grades 3-8, prior-year test scores in all five CRCT subject areas are used to control for student ability and prior educational inputs.² For high school students, End-of-Course test (EOCT) scores in Math (Analytic Geometry, Coordinate Algebra, Math II), ELA (9th Grade Literature and Composition, American Literature and Composition), Science (Biology, Physical Science) and Social Studies (U.S. History, Economics) are employed. For the analysis of EOCT scores, 8th grade CRCT scores in all five subjects are used as controls. Because the CRCT does not vertically align scale scores over time, and the CRCT and End-of-Course Tests can vary from year to year, all scale scores are converted to normal-curve equivalents (z-scores) based on the testing population in the state for each grade, year, and subject. Thus, school effect estimates are measured in standard deviation units or "effect sizes."