



Chevron Reports Overview and Technical Guide

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Impact Schools Chevron Reports

The Chief Academic Officer has identified eleven Impact Schools for additional support and intervention in order to improve academic achievement. These reports have been created for monitoring the schools' progress based on key performance indicators.

Goals / Objectives

For each Impact School, Academic Affairs School Governance staff identified a goal that is focused on improving end-of-year literacy & numeracy outcomes as measured by the district's benchmark assessments, which consist of mCLASS: DIBELS and mCLASS: Math for grades K-1, and the Scholastic Reading Inventory (SRI) and Measures of Academic Progress: Math (MAP) for grades 2-5. An area of concern is also noted. Specific objectives are enumerated, and are designed to support achievement of the overall Goal and improvement within the area of concern.

Quantitative Data

The Quantitative Data section provides data with a direct relationship to the Goals/Objectives, including information on students' performance in the areas of literacy and numeracy as measured by the district's benchmark assessments in reading and math; students' course performance as measured by teacher-assigned grades; and the school accountability data reported under Georgia's Single Statewide Accountability System.

Grades K-1 Reading & Math Measure: % On Target

Percent of students meeting mCLASS: DIBELS and mCLASS: Math performance benchmarks for grade level & timeframe, based on national norms

BOY = Beginning of Year (fall) MOY = Middle of Year (winter) EOY = End of Year (spring)

Grades 2-5 Reading & Math Measure: % On Target / % at EOY Grade Level

Percent of students meeting SRI & MAP performance targets, which are established locally based on national norms

BOY = Beginning of Year (fall)

% On Target represents the percent of students whose fall administration score is at/above the end-of-grade level target for the prior grade level. For example, the 3rd grade BOY target is the same as the 2nd grade EOY target.

% at EOY Grade Level represents the percent of students whose score is at/above the end-of-year target for the current grade level.

MOY = Middle of Year (winter)

% On Target represents the percent of students whose fall or winter score is at/above the halfway point between the BOY performance target and the EOY performance target for the current grade level.

% at EOY Grade Level represents the percent of students whose score is at/above the end-of-grade level target for the current grade level.

EOY = Middle of Year (spring)

Only the % at *EOY Grade Level* number is reported, which represents the percent of students whose fall, winter, or spring score is at/above the end-of-grade level target for the current grade level.

Grades 2-5 Reading & Math Teacher-Assigned Grades

Summary of reading and math course performance, including overall pass rate (percent of grades earned that are at/above 70) and distribution within specified numeric bands; disaggregated for each of the four academic quarters (a.k.a. marking periods) by grade level

CCRPI Data

Summary of the overall and component scores of the College & Career Ready Performance Index, part of Georgia's Single Statewide Accountability System, which serves as a public reporting tool and incorporates a variety of school accountability measures

Achievement points possible = 60

Progress points possible = 25

Achievement Gap points possible = 15

Subgroup points possible = no more than 10; varies by school's subgroup population

Exceeding the Bar points are not reported

Accountability Status

Indicates whether a school has been identified as a Priority, Focus, Alert, or Reward school based on the definitions established by the state of Georgia to meet federal school accountability requirements; only Title I schools are eligible for Priority, Focus, or Reward status

Financial Data

The Financial Data section includes information on the school's budget allocation and student enrollment.

FY Funding Source

Distinguishes the dollar amount allocated to the school in the fiscal year from the district's general fund versus grant-funded sources, including but not limited to state Title 1 funding

FY Allocation

Identifies the total dollar amount allocated to the school in the fiscal year by category: Software & Equipment; Staff Salaries & Benefits (S&B); Staff Development; Utilities & Phone; and Other

Enrollment (10th day)

Unduplicated student enrollment on the 10th day of the school year

ED, EL, and SWD

Percent of students in the subgroup, based on official Student Record data

Max Core Class Size

Number of students in the Reading, ELA, Math, Science, or Social Studies course with the greatest enrollment, based on course schedules entered in PowerSchool at time of reporting.

Total Allocation per Student

Total allocation, including general fund and grants sources, divided by the 10th day enrollment count

General Fund Allocation per Student

General fund allocation divided by the 10th day enrollment count

Qualitative Data

The Qualitative Data section of the report includes narrative information provided by Academic Affairs School Governance Staff, including site-specific observations and recommendations for action.

Additional Data

The Additional Data section includes information with a more indirect relationship to the specified Goal. This data may help tell “the story behind the numbers” and/or identify factors that may contribute to the Impact designation.

Students Absent

Percent of students absent between 0-2; 3-5; or more than 5 days, based on population of active and inactive students; reported cumulatively across quarters; count of days absent includes both excused and unexcused absences

Discipline Data

Total Discipline Referrals: number of discipline referrals reported by quarter; may include duplicated students

Students Referred for OSS: percent of students referred for one or more days of Out of School Suspension; based on unduplicated student count

Students Referred for Alt. Placemt.: percent of students reported with an Alternative Placement discipline disposition; based on unduplicated student count

Student Mobility Rate

Indicates transience within the school population; calculation formula defined below:

$$\frac{\text{number of students entering after the 10}^{\text{th}} \text{ day of school} + \text{number of students withdrawn}}{\text{total number of active and inactive students}}$$

Both the numerator and denominator reflect an unduplicated student count

RTI Data

Percent of students in Tier 2 or Tier 3 of Response to Intervention

Teacher Attendance Rate

Provides the overall attendance rate for all teachers at the site; calculation formula defined below:

$$\frac{(\text{number of days in the quarter} * 8 \text{ hours per day} * \text{number of teachers}) - \text{total hours of teacher leave}}{\text{number of days in the quarter} * 8 \text{ hours per day} * \text{number of teachers}}$$

Leave hours include the following types of leave: Bereavement, Family, Jury Duty, Leave Without Pay, Personal, Professional, Sick, and Vacation

Student Retention

Percent of students marked retained at the end of the school year, based on based on official Student Record data

TAPS Score Distribution

Percent of teachers whose annual summative rating falls within each category of the Teacher Assessment on Performance Standards, the portion of the Teacher Keys Evaluation System that includes evaluator ratings based on observations and walk-throughs.

Teacher / Administrator Experience

Teachers: percent of teachers with ≤ 3 years; between 4-19 years; or ≥ 20 years of teaching experience; reports overall years of experience as well as experience within the school site

AP / Principal: uses checkmark symbols to represent the Assistant Principal(s) and Principal's years of experience, both overall and within the school site

Principal's Corner

The Principal's Corner gives the building administrator an opportunity to provide narrative information, to include points of pride; the story behind the numbers; and additional commentary relevant to the report.

Middle Schools Chevron Reports

The purpose of the Middle Schools Chevron Reports is to support the three-year Middle School redesign strategic plan. These reports have been created to provide key performance indicators and trend data for monitoring, measuring, and increasing academic performance.

Goals / Objectives

For each district middle school, Academic Affairs School Governance staff identified a goal that is focused on improving the school's overall College and Career Ready Performance Index (CCRPI) score. Specific objectives focused on improving students' reading and mathematics proficiency are also provided to support in order to achievement of the overall Goal.

Quantitative Data

The Quantitative Data section provides data with a direct relationship to the Goals/Objectives, including information on students' performance in the areas of literacy and numeracy as measured by the district's benchmark assessments in reading and math; students' course performance as measured by teacher-assigned grades; and the school accountability data reported under Georgia's Single Statewide Accountability System.

Reading on Gr Level and Numeracy on Gr Level

Percent of students meeting the district's literacy and numeracy targets as measured by the Scholastic Reading Inventory (SRI) and Measures of Academic Progress: Math (MAP); targets are established locally based on national norms

BOY = Beginning of Year (fall)

% On Target represents the percent of students whose fall administration score is at/above the end-of-grade level target for the prior grade level. For example, the 7th grade BOY target is the same as the 6th grade EOY target.

% at EOY Grade Level represents the percent of students whose score is at/above the end-of-year target for the current grade level.

MOY = Middle of Year (winter)

% On Target represents the percent of students whose fall or winter score is at/above the halfway point between the BOY performance target and the EOY performance target for the current grade level.

% at EOY Grade Level represents the percent of students whose score is at/above the end-of-grade level target for the current grade level.

EOY = End of Year (spring)

Only the *% at EOY Grade Level* number is reported, which represents the percent of students whose fall, winter, or spring score is at/above the end-of-grade level target for the current grade level.

Teacher-Assigned Grades

Summary of core content course performance, including overall pass rate (percent of grades earned that are at/above 70) and distribution within specified numeric bands; disaggregated for each of the four academic quarters (a.k.a. marking periods) by grade level

CCRPI Data

Summary of the overall and component scores of the College & Career Ready Performance Index, part of Georgia's Single Statewide Accountability System, which serves as a public reporting tool and incorporates a variety of school accountability measures

Achievement points possible = 60
Progress points possible = 25
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Subgroup points possible = no more than 10; varies by school's subgroup population
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Accountability Status

Indicates whether a school has been identified as a Priority, Focus, Alert, or Reward school based on the definitions established by the state of Georgia to meet federal school accountability requirements; only Title I schools are eligible for Priority, Focus, or Reward status

Financial Data

The Financial Data section includes information on the school's budget allocation and student enrollment.

FY Funding Source

Distinguishes the dollar amount allocated to the school in the fiscal year from the district's general fund versus grant-funded sources, including but not limited to state Title 1 funding

FY Allocation

Identifies the total dollar amount allocated to the school in the fiscal year by category: Software & Equipment; Staff Salaries & Benefits (S&B); Staff Development; Utilities & Phone; and Other

Enrollment (10th day)

Unduplicated student enrollment on the 10th day of the school year

ED, EL, and SWD

Percent of students in the subgroup, based on official Student Record data

Max Core Class Size

Number of students in the Reading, ELA, Math, Science, or Social Studies course with the greatest enrollment, based on course schedules entered in PowerSchool at time of reporting.

Total Allocation per Student

Total allocation, including general fund and grants sources, divided by the 10th day enrollment count

General Fund Allocation per Student

General fund allocation divided by the 10th day enrollment count

Qualitative Data

The Qualitative Data section of the report includes relevant school-specific information provided by the principal. This typically includes general background information, specific areas of instructional focus, and strategies implemented to support the Goals / Objectives.

Additional Data

The Additional Data section includes information with a more indirect relationship to the specified Goal. This data may help tell "the story behind the numbers" and/or identify factors that may contribute to the Impact designation.

Students Absent

Percent of students absent between 0-2; 3-5; or more than 5 days, based on population of active and inactive students; reported cumulatively across quarters; count of days absent includes both excused and unexcused absences

Discipline Data

Total Discipline Referrals: number of discipline referrals reported by quarter; may include duplicated students

Students Referred for OSS: percent of students referred for one or more days of Out of School Suspension; based on unduplicated student count

Students Referred for ISS: percent of students referred for one or more days of In School Suspension; based on unduplicated student count

Students Referred for Alt. Placemt.: percent of students reported with an Alternative Placement discipline disposition; based on unduplicated student count

Student Mobility Rate

Indicates transience within the school population; calculation formula defined below:

$$\frac{\text{number of students entering after the 10}^{\text{th}} \text{ day of school} + \text{number of students withdrawn}}{\text{total number of active and inactive students}}$$

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RTI Data

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Leave hours include the following types of leave: Bereavement, Family, Jury Duty, Leave Without Pay, Personal, Professional, Sick, and Vacation

Student Retention

Percent of students marked retained at the end of the school year, based on based on official Student Record data

TAPS Score Distribution

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Principal's Corner

The Principal's Corner gives the building administrator an opportunity to provide narrative information, to include points of pride; the story behind the numbers; and additional commentary relevant to the report.

Specialty Programs Chevron Reports

The purpose of the Specialty Programs Chevron Reports is to provide board members with detailed information on each of the Specialty Programs that are supported and maintained within Savannah-Chatham County Public School System. The reports provide a holistic view using key indicators to assist on making decisions for program enhancements and or changes.

Goals / Objectives

The principal of each specialty school provided the specialty program's mission and identified specific objectives to support that mission. Background information on the program's design (school-wide versus program within a school), grade levels served, and start-up year is also reported.

Quantitative Data

The Quantitative Data section provides data with a direct relationship to the Goals/Objectives, including information on the program's mission outcomes, academic achievement, and financial data.

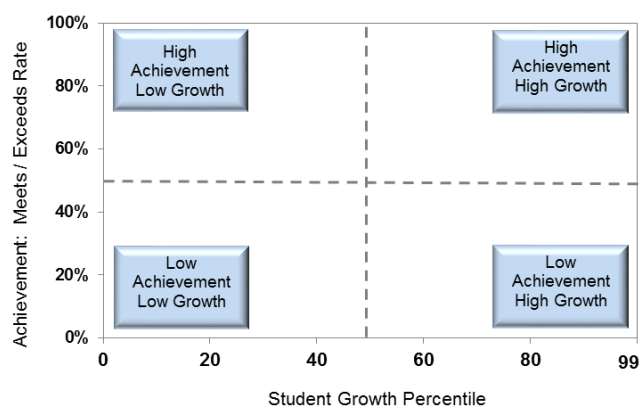
Mission Outcome

Unique set of measures for each site based on indicators relevant to the program's mission; comparison to district is reported when available

Academic Achievement

Achievement: percent of students passing state-mandated tests in reading/ELA and math, which consist of CRCT for grades 3-8 and EOCT for grades 9-12

Growth: percent of students earning a Student Growth Percentile (SGP) in the typical/high range of 35 or higher; growth and achievement rates are also categorized as high, low, or moderate (see sample growth vs. achievement matrix below)



Achievement and Growth data include comparisons of state, district, school specialty program, and school non-specialty program results when available

FY Allocation

Identifies the total dollar amount allocated to the program in the fiscal year by category: Software & Equipment; Staff Salaries & Benefits (S&B); and Other

FY Funding Source

Distinguishes the dollar amount allocated to the school in the fiscal year from the district's general fund versus grant-funded sources

Eligibility Criteria

The Eligibility Criteria section details the requirements for entry into the specialty program, including Grade Point Average (GPA); Conduct; and CRCT or Norm-Referenced Testing criteria.

Qualitative Data

The Qualitative Data section of the report includes information on stakeholders' interest in and support of the specialty program, as measured by a site-level survey. Item-level responses and their associated points values are reported, along with an overall Stakeholders Interest score.

Additional Data

The Additional Data section includes quantitative information with a more indirect relationship to the program's mission, including metrics on discipline and enrollment.

Discipline Metrics

Total Infractions: number of discipline referrals reported; referrals may include duplicated students

ISS Infractions: number of referrals resulting in In School Suspension; referrals may include duplicated students

OSS Infractions: number of referrals resulting in Out of School Suspension; referrals may include duplicated students

Discipline metrics include comparison of school specialty and non-specialty program results, when available

Enrollment Metrics

Availability: number of applications submitted; number of applicants eligible based on criteria; number of applicants wait-listed; calculated ratio of number of eligible applicants to number of seats available

Capacity: total program capacity; out-of-zone (OZ), in-zone (IZ), and total program enrollment; average program class size; basic cost per student, calculated as total FY allocation divided by total program enrollment

Principal's Corner

The Principal's Corner gives the building administrator an opportunity to provide narrative information, to include points of pride; the story behind the numbers; and additional commentary relevant to the report.