

160-7-1-.02 ACCOUNTABILITY SYSTEM DEFINITIONS.

(1) Accountability Plan - information presented annually by December 31 by the Office of Student Achievement to the State Board of Education describing the methodology used to determine the components of the Accountability Profile to be included in the State Report Card.

(2) Accountability Profile - a publicly disseminated report that provides a summary of a school's and local educational agency's (LEA's) performance as defined by the Single Statewide Accountability System (SSAS) and included in the State Report Card.

(3) Adequate Yearly Progress (AYP) - a component of the Accountability Profile based on a series of performance goals that every school, LEA, and state must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001(NCLB).

(4) AYP Workbook - the document that is officially known as the *Consolidated State Application Accountability Workbook*. Each state annually submits to the United States Department of Education (US ED) its workbook describing how AYP determinations will be calculated and how the state will comply with the No Child Left Behind Act of 2001. Updates to the AYP Workbook reflect the state's response to feedback from Georgia education stakeholders, analysis of academic-related data, and changes in state curriculum and assessments, state law, and federal legislation and/or guidance/regulations from US ED.

(5) Contract-Managed School - a school subject to interventions as provided in the Management Contract with the LEA. The Contract-Managed School will implement intervention strategies in the Management Contract and will be monitored and evaluated on an ongoing basis by the LEA and GDOE.

(6) Contract-Monitored School - a school subject to interventions as provided in the Improvement Contract with the LEA. The Contract-Monitored School will implement intervention strategies in the Improvement Contract and will be monitored and evaluated on an ongoing basis by the LEA and GDOE.

(7) Criterion-Referenced Competency Tests (CRCT) - state-required tests to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia law requires that these tests be administered to students in grades one through eight in the content areas of reading, English/language arts, and mathematics, and in grades three through eight in science and social studies.

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(8) Elementary and Secondary Education Act (ESEA) - the federal education statute, originally passed by the U. S. Congress in 1965, that defines the role of the federal government in public education and authorizes many of the major federal education programs, including Title I. This Act has been reauthorized by Congress several times, most recently in 2001 as the No Child Left Behind Act.

(9) Enhanced Georgia High School Graduation Tests - Georgia High School Graduation Tests (GHSGT) for English/language arts and mathematics were enhanced to comply with the No Child Left Behind Act of 2001 requiring more rigorous examinations. For accountability purposes, Enhanced GHSGT results from first time test takers in the eleventh grade for English/language arts and mathematics are used in making AYP determinations at school, LEA, and state levels.

(10) Georgia Alternate Assessment (GAA) - an assessment based on an Individualized Education Program (IEP) that reports progress toward achievement of targeted goals for students participating in an alternate curriculum and who are unable to participate in state-mandated assessments even with maximum accommodations.

(11) Georgia Department of Education (GDOE) - the state agency charged with the fiscal and administrative management of certain aspects of K-12 public education, including the implementation of federal and state mandates. Such management is subject to supervision and oversight by the State Board of Education.

(12) Georgia High School Graduation Tests (GHSGT) - state-mandated curriculum-based assessments administered in grade eleven for graduation purposes. The tests are administered several times a year so that students have up to five opportunities to take each of the tests within their eleventh and twelfth grade years.

(13) Improvement Contract - a contract between the LEA and State Education Agency (SEA) outlining an LEA's commitment to implement interventions for schools subject to escalating consequences.

(14) Instructional Coach – a certified teacher or administrator, with a record of raising academic achievement of students, who is designated to work with schools identified as Needs Improvement and subject to escalating consequences.

(15) Instructional Extension - a state-funded academic instructional program designed for implementation beyond the regular school day to address the academic needs of low-performing students.

(16) Leadership Facilitators - individuals assigned by the GDOE to specific schools on a long-term basis. Based on student achievement data, they advise, mentor, and provide feedback to school administrators in mobilizing and leading school staff to implement required plans, actions, and changes to improve student academic performance. The Leadership Facilitators also will assist administrators and teacher leaders in school improvement processes that produce high levels of learning for all students.

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(17) Local Educational Agency (LEA) - local school system pursuant to local board of education control and management.

(18) LEA Corrective Action Plan - an addendum of a LEA Improvement Plan required of all LEAs that reach Needs Improvement Year 3. The Corrective Action Plan is to be written in accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the State Board of Education for a minimum of a two-year period.

(19) LEA Improvement Plan - a document developed by a LEA, and approved by the State Board of Education, to serve as a blueprint for guiding the LEA's continuous improvement and progress toward identified LEA, school, and student achievement objectives and targets.

(20) LEA Support Specialist – a certified administrator, appointed by the GDOE to manage and approve the financial, personnel, and program resources of schools identified as Needs Improvement and subject to escalating consequences.

(21) Management Contract - a contract between the LEA and SEA for schools classified as a State-Monitored School that outlines a school's and LEA's commitment to implement identified interventions with the assistance of the GDOE.

(22) Needs Improvement - an identification for a school or LEA that has not made AYP for two or more consecutive years in the same subject for schools and in the same subject for both elementary and secondary school grade spans for LEAs.

(23) No Child Left Behind Act of 2001 (NCLB) - a reauthorization of the Elementary and Secondary Education Act of 1965 - the principal federal law affecting education from kindergarten through high school. NCLB is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system.

(24) Office of Student Achievement (OSA) - the state agency mandated by state law to create a uniform performance-based accountability system for K-12 public schools that incorporates both state and federal mandates, including student and school performance standards. Additionally, OSA is charged with the responsibility of publishing the State Report Card for schools and LEAs and to formulate a system of awards and consequences within the Single Statewide Accountability System.

(25) OSA Audit – an investigation into evidence of non-compliance regarding identified interventions pursuant to SBOE Rule 160-7-1-.04 Accountability System Awards and Consequences. OSA audits may also include a review of school and/or LEA performance and fund accounting information and records.

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(26) Performance Highlights - a component of the Accountability Profile that utilizes data from the State Report Card to recognize each school and LEA for top indicators based on key variables related to student achievement.

(27) Performance Index - a measure of a school's or LEA's current year academic achievement or gain over the previous year's performance based on results from all CRCT subjects and grades and the English/language arts, math, science, and social studies GHSGT results for first time test takers in the eleventh grade. The Performance Index calculations are based on schools with the greatest gains and on schools with the highest percentage of students meeting and exceeding standards.

(28) Principal Master – a certified administrator, with a record of raising academic achievement of students and schools, who is designated to work with schools identified as Needs Improvement Year 6 or more.

(29) Regional Education Service Agency (RESA) - a state agency established to improve the effectiveness of educational programs and services to LEAs through the provision of certain shared services to those LEAs.

(30) Regional Support Teams - teams, led by the GDOE, responsible for coordinating the statewide, coherent, and sustained system of assistance and support for schools and LEAs not meeting specified levels of achievement or progress.

(31) Safe Harbor - the last step in determining AYP status if the confidence interval approach and multi-year averaging do not enable a group of students (referred to hereinafter as "subgroup") to make AYP. To make Safe Harbor, a subgroup must decrease the percent of students not meeting proficient/advanced levels by 10% from the previous year. The subgroup must also meet the additional academic indicator requirement.

(32) School Corrective Action Plan - an addendum of a School Improvement Plan required of all schools that reach Needs Improvement Year 3. The Corrective Action Plan is written collaboratively by the LEA and the school in accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the local board of education for a minimum of a two-year period.

(33) School Improvement Fieldbook - a guide, published by the GDOE, to assist with school improvement planning and implementation of focused, research-based strategies to increase the opportunity for schools to make AYP. It is designed for use by all Georgia educators and schools as a tool to clarify and explain the requirements of NCLB and Georgia's Single Statewide Accountability System.

(34) School Improvement Plan - a document developed by a school and approved by the LEA to serve as a blueprint for guiding the school's continuous improvement and progress toward identified student achievement objectives and targets.

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(35) School Performance Review - a GDOE initiated review and analysis of a school's student academic performance data to determine school improvement interventions.

(36) School Restructuring Plan - an addendum of the School Improvement Plan and Corrective Action Plan required of all schools that reach Needs Improvement Year 4. The School Restructuring Plan is written and implemented collaboratively by the LEA and the school in accordance with the No Child Left Behind Act of 2001, section 1116, and approved by the GDOE.

(37) Scientifically-based research - research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. Such research must (1) employ systematic, empirical methods that draw on observations or experiments; (2) involve rigorous data analysis to support hypothesis testing and to justify conclusions drawn; (3) rely on reliable and valid measurement or observation methods; (4) be evaluated using experimental and quasi-experimental designs; (5) ensure completeness, clarity, and level of detail to allow for replication and generalization; and (6) have been accepted by a peer-reviewed journal or approved by an independent panel of experts through a comparable rigorous, objective, and scientific review.

(38) Single Statewide Accountability System (SSAS) - the statewide accountability system defined by OSA and adopted by the State Board of Education that includes indicators reflecting both absolute and progress determinations. The SSAS merges both federal and state education laws that relate to K-12 school accountability for student academic performance. For purposes of defining Georgia's SSAS, the absolute component shall be based on the federal AYP determination. The performance component shall be based on the Performance Index that reflects a school's progress over the prior year on indicators identified by OSA that will result in a corresponding award category. In addition, the Accountability Profile shall incorporate a listing of Performance Highlights that captures a school's and LEA's top academic-related indicators based primarily on State Report Card data.

(39) State Board of Education (SBOE) - the constitutional authority which defines education policy for the public K-12 education agencies in Georgia.

(40) State Educational Agency (SEA or State) - the Georgia State Board of Education. The State Superintendent of Schools implements the administrative functions on behalf of the Georgia State Board of Education.

(41) State Report Card - the official report card for Georgia's K-12 public schools that includes an annual report prepared by OSA for each school, system, and the state, which is widely disseminated for use by educators, parents, and the general public. The State Report Card contains student and school performance information based on the most current data available disaggregated by student groups.

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(42) Student Record - an annual record that provides cumulative information about a student for the school year, such as education history and demographics. This information contains LEA, school, and student level data that can be used for both state and LEA reporting and analysis.

(43) Supplemental Educational Services (SES) - additional academic instruction provided outside the regular school day that is designed to increase the academic achievement of students in low-performing schools. (State Board of Education Rule 160-4-5-.03 Supplemental Educational Services.)

(44) System Performance Review - a GDOE initiated review and analysis of a LEA's student and school academic performance data to help determine school and LEA improvement interventions.

(45) Title I - the federal Elementary and Secondary Education Act program that focuses on improving the academic achievement of the disadvantaged by ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.

Authority O.C.G.A. § 20-2-11; 20-2-270.1; 20-2-281; 20-14-26; 20-14-30; 20-14-31; 20-14-33; 20-14-34; 20-14-37.

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