

Principal Advisory Council January 24, 2025





MISSION

LEARN • LEAD • LIFT-UP

The whole school for the whole student!

VISION

**A SCHOOL OF EXCELLENCE WHERE
ALL STUDENTS SUCCEED.**

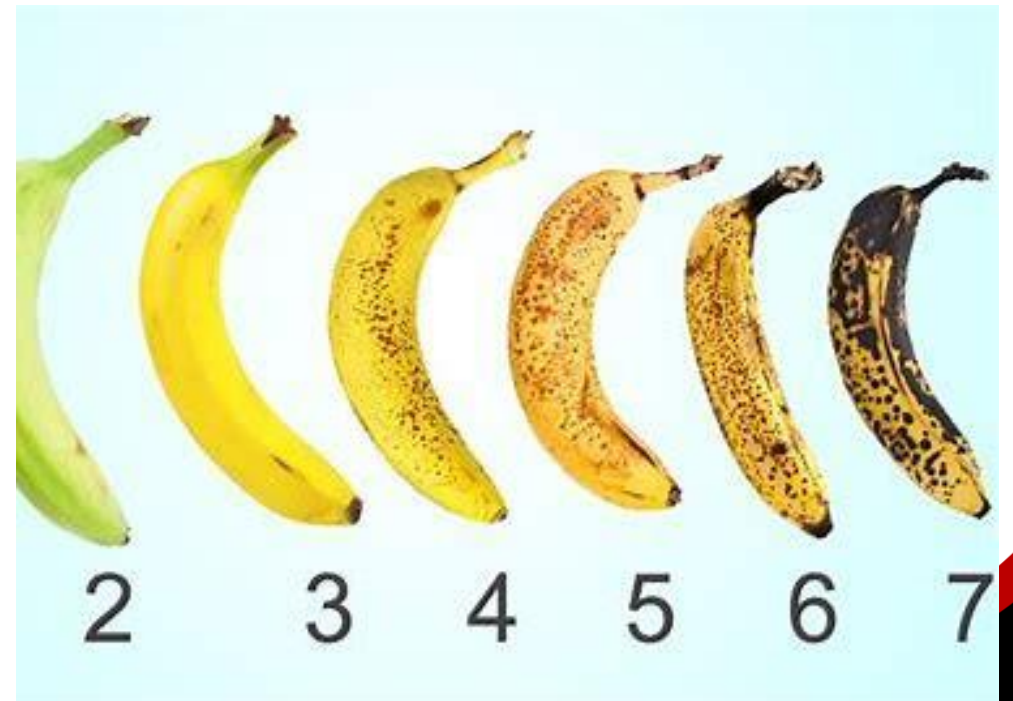


Scatter





Ripen



Agenda

- Vocabulary Building through Speaking and Listening Strategy: Headbands
- CCRPI
- AI Demonstration Walk
- Learning Commons Renovation

*Next Meeting Date – Friday, March 21, 2025



CCRPI

CCRPI is Georgia's annual tool for measuring how well schools, districts, and the state are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students.

HOW DID THE SCHOOL
PERFORM ON EACH
COMPONENT?



CONTENT MASTERY

English Language Arts	48.81
Mathematics	51.20
Science	36.06

48.1

[VIEW DETAILS](#)



PROGRESS

English Language Arts	75.61
Mathematics	62.36
Progress Towards English Language Proficiency	92.13

71.3↑

[VIEW DETAILS](#)



CLOSING GAPS

Improvement Target Performance	100.00+
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100.0

[VIEW DETAILS](#)



READINESS

At Or Above Grade-Level Reading	55.56
Student Attendance	76.76
Beyond The Core	100.00

77.4↑

[VIEW DETAILS](#)

CCRPI Data – Content Mastery

Content Mastery checks if students are learning what they need to move on to the next grade, get ready for college, or prepare for a career.

Content Mastery



WHAT IS CONTENT MASTERY?

Content Mastery addresses whether students are achieving at the level necessary to be prepared for the next grade, college, or career. This component includes achievement scores in English language arts, mathematics, science, and social studies on Georgia Milestones and Georgia Alternate Assessment 2.0.

HOW DID THE SCHOOL PERFORM ON CONTENT MASTERY?

48.1

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	77.0
STATE SCORE	67.8

HOW DID THE SCHOOL PERFORM ON EACH CONTENT AREA?

ENGLISH LANGUAGE ARTS 99.63% Participation Rate	48.81	↑ +2.72
MATHEMATICS 99.63% Participation Rate	51.20	
SCIENCE 100.00% Participation Rate	36.06	↑ +7.24

CCRPI Data – Progress

Measures how much growth students demonstrate in ELA and Math. It focuses on student improvement over time.

Progress



WHAT IS PROGRESS?

Progress measures how much growth students demonstrate in English language arts and mathematics and how well English learners are progressing towards English language proficiency. The English language arts and mathematics indicators utilize Student Growth Percentiles (SGPs) to measure how much growth students demonstrated relative to academically-similar students on Georgia Milestones and categorical growth for students on Georgia Alternate Assessment 2.0. English language proficiency measures whether students are improving within a performance band or moving up to another performance band, thus moving towards English language proficiency.

HOW DID THE SCHOOL PERFORM ON PROGRESS?

71.3 ↑ +0.1

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE	90.1
STATE SCORE	86.2

HOW DID THE SCHOOL PERFORM ON EACH INDICATOR?

ENGLISH LANGUAGE ARTS	75.61	↑ +1.20
MATHEMATICS	62.36	↑ +0.83
PROGRESS TOWARDS ENGLISH LANGUAGE PROFICIENCY	92.13	↓ -7.87

CCRPI Data – Closing the Gap

Closing Gaps means ensuring all students and groups show progress in learning, based on set improvement goals, to track and highlight their achievements.

Closing Gaps



WHAT IS CLOSING GAPS?

Closing Gaps sets the expectation that all students and all student subgroups make improvements in achievement rates. This component is based on CCRPI improvement targets for academic achievement, which are represented by improvement flags, and it provides an opportunity for schools to demonstrate the progress made in improving student performance among all student subgroups.

HOW DID THE SCHOOL PERFORM ON
CLOSING GAPS?

100.0

HOW DID THE DISTRICT AND STATE
PERFORM?

DISTRICT SCORE
STATE SCORE

100.0
100.0

CCRPI Data – Closing the Gap *Continued*

HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?





SUMMARY OF FLAGS

ENGLISH LANGUAGE ARTS












MATHEMATICS

SCIENCE

LEGEND

-  Subgroup met improvement target*
-  Subgroup met improvement target
-  Subgroup made progress, but did not meet improvement target
-  Subgroup did not make progress and did not meet improvement target

*This flag is only available for Economically Disadvantaged, English Learners, and Students with Disability subgroups.

	English Language Arts	Mathematics	Science
ALL STUDENTS			
AMERICAN INDIAN / ALASKAN NATIVE			
ASIAN / PACIFIC ISLANDER			
BLACK			
HISPANIC			
MULTI-RACIAL			
WHITE			
ECONOMICALLY DISADVANTAGED			
ENGLISH LEARNERS			
STUDENTS WITH DISABILITY			

CCRPI Data – Readiness

Readiness checks if students are doing activities that prepare them for the next grade, college, or career, focusing on reading, attendance, and extra learning opportunities.

Readiness



WHAT IS READINESS?

Readiness measures whether students are participating in activities preparing them for and demonstrating readiness for the next level, college, or career. The indicators for elementary and middle schools include at or above grade-level reading, student attendance, and beyond the core. High school indicators include at or above grade-level reading, student attendance, accelerated enrollment, pathway completion, and college and career readiness.

HOW DID THE SCHOOL PERFORM ON READINESS?

77.4 ↑ +0.2

HOW DID THE DISTRICT AND STATE PERFORM?

DISTRICT SCORE

86.5

STATE SCORE

83.2

HOW DID THE SCHOOL PERFORM IN EACH AREA OF READINESS?

AT OR ABOVE GRADE-LEVEL READING

55.56% ↓ -4.44

[+ View AT OR ABOVE GRADE-LEVEL READING data](#)

STUDENT ATTENDANCE

76.76% ↑ +4.67

BEYOND THE CORE

100.00% ↑ +0.51

[+ View BEYOND THE CORE data](#)

Literacy Updates

Understanding the Georgia Early Literacy Act (HB 538)

In state legislatures across the nation, there has been a recent trend of adopting state policies to address early literacy. In the 2023 legislative session, state legislators passed the *Georgia Early Literacy Act* ([House Bill 538](#)) which addresses kindergarten through third grade reading in five parts: (1) high-quality instructional materials, (2) screeners, (3) interventions, (4) professional learning, and (5) teacher preparation.

Georgia Early Literacy Act (HB 538) Components	
Key Components	Key Highlights
Instructional Materials	<ul style="list-style-type: none">Aligned to the science of reading; instruct students in foundational literacy skills and State Board of Education (SBOE)-approved English Language Arts (ELA) standards; approved by SBOE for grades K-3.
Screeners	<ul style="list-style-type: none">Administered three times per year to K-3 students; measure foundational literacy skills; identify characteristics of dyslexia; used for progress monitoring.
Interventions	<ul style="list-style-type: none">Tiered reading intervention plans for K-3 students who exhibit significant reading deficiency; use of evidence-based strategies.
Professional Learning	<ul style="list-style-type: none">Training for all K-3 teachers on the science of reading, structured literacy, and foundational literacy skills.
Teacher Preparation	<ul style="list-style-type: none">Georgia Assessments for the Certification of Educators (GACE) aligned with developmentally appropriate evidence-based literacy instruction; creation of standards to ensure students completing teacher certification programs graduate with the knowledge and skills to teach reading.



2024-2025 Schoolwide Goals

Literacy Goal

K-2 Literacy Goal

The percentage of students scoring "At or Above" Grade Level for grades K-2 will increase from 49% (151 students out of 308 students) to 55% (169 students out of 308 students) as measured by the 2024-2025 Spring Amira screening results.

3-5 Literacy Goal

The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (71 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG ELA Assessment.

2024-2025 Schoolwide Goals

Math Goal

K-2 Math Goal

The percentage of 1st and 2nd grade students scoring "Prepared" (per their quantile) will increase from 1% (2 students out of 217 students) to 25% (54 students out of 217 students) as measured by the 2024-2025 Spring Beacon Assessment.

3-5 Math Goal

The percent of 3rd through 5th grade students scoring in the Proficient and/or Distinguished Learner Range will increase from 26% (69 students out of 269 students) to 32% (89 students out of 279 students) as measured by the 2024-2025 EOG Math Assessment

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**Positivity is like a boomerang.
The more we put it out there,
the more it comes back to us!**

— Jon Gordon

Next Meeting Date
Friday, January 24, 2025

8:15 am





COMPTON

ELEMENTARY SCHOOL

GA

EST 1969

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