

# ESSA Overview – Accountability and Assessments

Georgia Partnership for Excellence in Education

12<sup>th</sup> Annual Media Symposium

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Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)

# Our Opportunity

- ESSA is an opportunity for Georgia – Georgians are expecting more from their education system
- **Our Mission**
  - Offering a *holistic education* to each and every child in the state.
- **Our Vision**
  - *Educating Georgia's Future* by graduating students who are ready to learn, ready to live, and ready to lead.



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# Developing a Stakeholder-Driven Plan

- A plan for Georgians, by Georgians
  - Stakeholder feedback sessions across the state; social media outreach; email feedback; survey responses; advisory councils; civil rights organizations; business and industry; state agencies, organizations, and nonprofits; RESAs; Metro Chamber; GPEE
  - State Advisory Committee – 40 members from state agencies, organizations, students, parents, teachers, superintendents, advocacy groups
  - 6 working committees – accountability, assessment, federal programs to support school improvement, education of the whole child, educator and leader development, communications

# Redesigning the CCRPI

College and Career Ready Performance Index

Georgia Department of Education

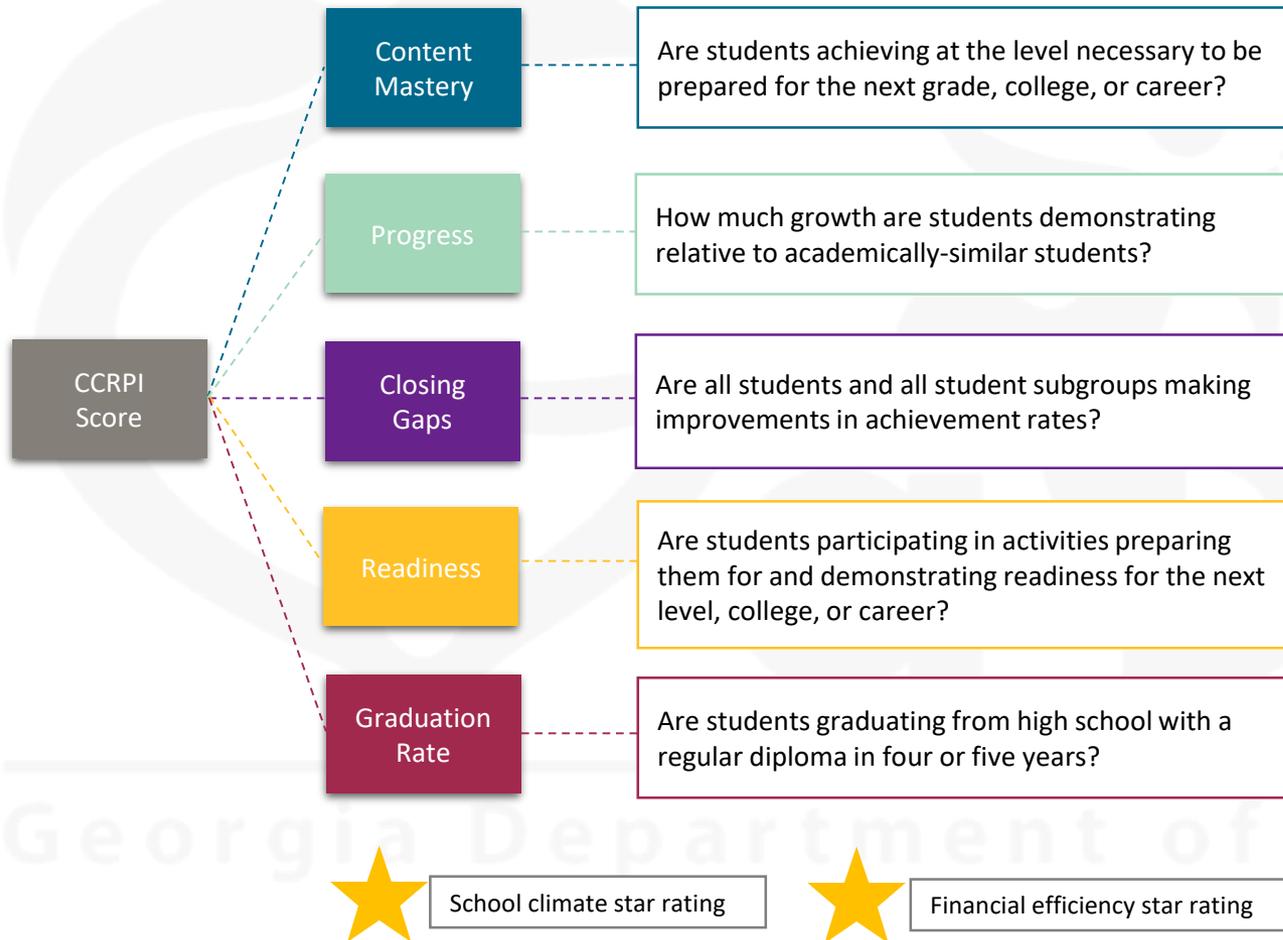
# What We Heard...

- Simplify
- Focus on key opportunities and outcomes
- Avoid gaming and chasing points
- Minimize annual changes
- Focus on school improvement
- Update the online reporting system
- Provide more comparative information
- Release results earlier

# What We Did...

- Reduced the number of indicators
- Focused the indicators on key opportunities and outcomes
  - Minimizes chasing points
  - Minimizes annual changes
  - Provides opportunities to show growth and improvement
- Simplified scoring
  - All indicators and components reported on a 0-100 point scale
- Started developing a new online reporting system
  - Easier to comprehend and navigate
  - Provides more comparative information
- Streamlined GaDOE processes to release results earlier

# Redesigned CCRPI



## Vision

Accountability should play a supporting role in assisting our state to reach its mission of offering a holistic education to every child and preparing them for college, career, and life. Accountability should not be the driving force behind decisions about educating children.

## Purpose

The purpose of CCRPI is to provide an objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement.

# Content Mastery



- Achievement scores in English language arts, mathematics, science, and social studies
  - Utilize weights based on achievement level to incentivize moving all students to the next level:
    - Beginning Learners = 0 points
    - Developing Learners = 0.5 points
    - Proficient Learners = 1.0 point
    - Distinguished Learners = 1.5 points
  - Achievement scores will be adjusted if participation rates are < 95%
    - Adjusted achievement score = achievement score x (participation rate / 95)

# Progress



- Progress scores in English language arts, mathematics, and progress towards English language proficiency (EL students)
  - Utilize weights based on level of growth to incentivize moving all students to the next level
  - Student Growth Percentiles (SGPs) measure how much a student has grown relative to academically-similar students

**ELA and Mathematics SGPs**

SGP Range	Point Value
1-29	0
30-40	.5
41-65	1
66-99	1.5

**EL Progress Towards Proficiency – ACCESS for ELLs**

Performance Band Movement	Point Value
No positive movement	0
Moved less than one band	.5
Moved one band	1
Moved more than one band	1.5

# Closing Gaps



- CCRPI achievement improvement targets will be calculated individually for all schools and districts (all students and each subgroup of students)
  - *Improvement Target* =  $(100 - baseline_{2017}) \times 0.03$
- Sets an expectation of improvement or maintenance of high achievement for all students and provides an opportunity for schools to demonstrate improvement
- Improvement targets will also be calculated for graduation rates and EL progress toward English language proficiency but they will not be included in Closing Gaps

Subgroup Performance:	Improvement Flag:	Closing Gaps Points:
Did not improve		0
Improved but did not meet the 3% target		0.5
Met the 3% target		1.0
Met the 6% target		1.5

\*Available for ED, EL, SWD subgroups

# Readiness



- Elementary and middle school readiness focus on foundational skills, such as literacy, attendance, and enrichment beyond the traditional core.
- In high school, literacy and attendance continue to be critical indicators of postsecondary readiness. Students should also participate in accelerated enrollment opportunities – academic or technical; complete a pathway; and demonstrate college or career readiness.
- Readiness indicators will be weighted equally.

## DEFINING READINESS

- **Early grades:** Foundational skills and concepts
- **Later grades:** Multiple paths to succeed by expanding opportunities and personalizing learning
- **Graduates** are college and/or career ready
- **Life-long learning**

# Readiness



## CCRPI Readiness Indicators

### Elementary School

**Literacy:** Percent of students in grades 3-5 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.

**Student Attendance:** Percent of students in grades K-5 absent less than 10% of enrolled days.

**Beyond the Core:** Percent of students earning a passing score in fine arts or world language.

### Middle School

**Literacy:** Percent of students in grades 6-8 demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band for each grade level.

**Student Attendance:** Percent of students in grades 6-8 absent less than 10% of enrolled days.

**Beyond the Core:** Percent of students earning a passing score in fine arts, world language, physical education/health, or career exploratory.

# Readiness



## CCRPI Readiness Indicators

### High School

**Literacy:** Percent of students in 9<sup>th</sup> Grade Literature and American Literature demonstrating reading comprehension at or above the midpoint of the College & Career Ready “Stretch” Lexile Band for each course.

**Student Attendance:** Percent of students in grades 9-12 absent less than 10% of enrolled days.

**Accelerated Enrollment:** Percent of graduates earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses.

**Pathway Completion:** Percent of graduates completing an advanced academic, CTAE, fine arts, or world language pathway.

**College and Career Readiness:** Percent of graduates entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning program.

# Graduation Rate



- High schools only
- Includes both the four-year and five-year adjusted cohort graduation rate
- Emphasizes graduating in four years while placing value on continuing to work with and graduate students who need more time

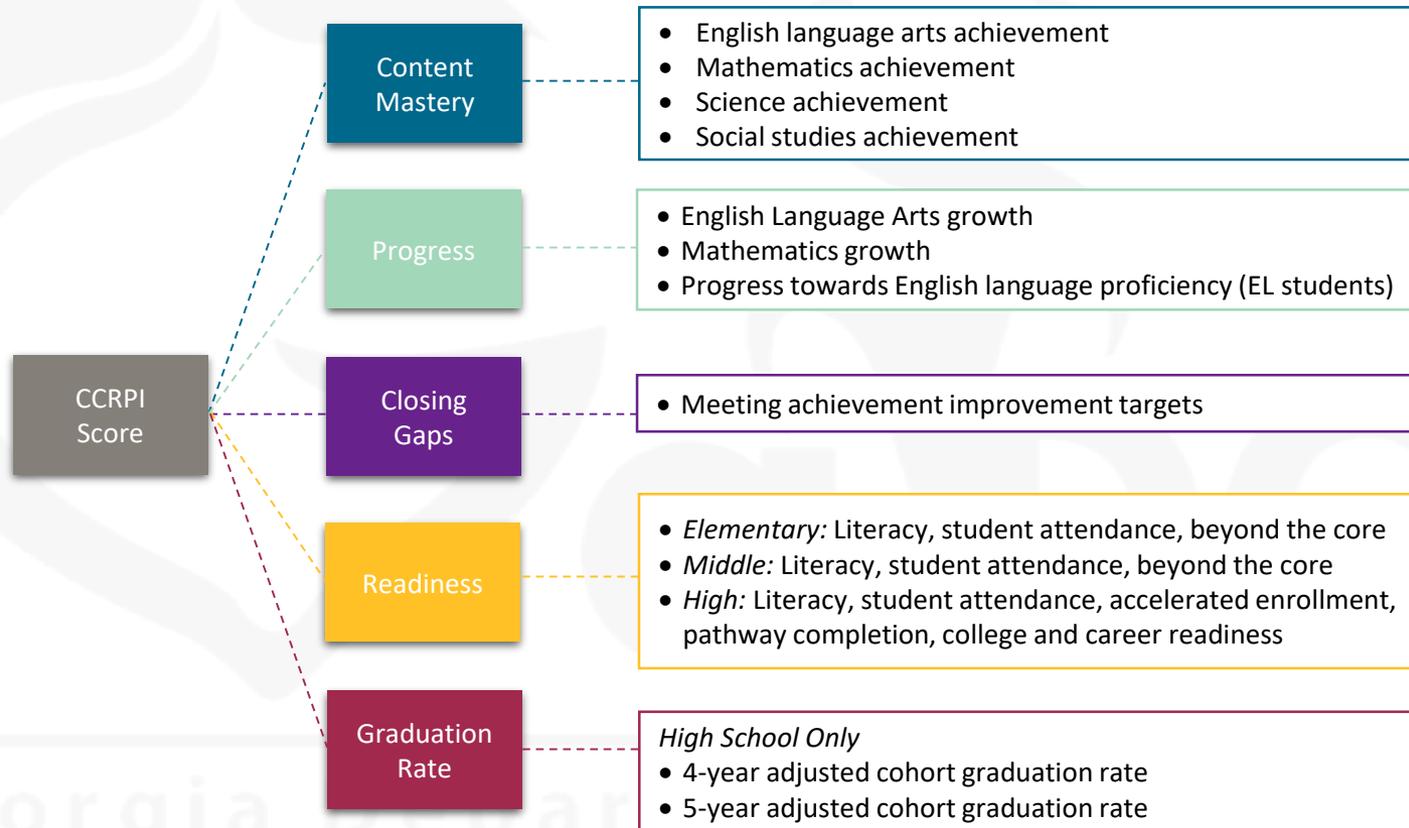
Georgia Department of Education

# Scoring and Reporting

- Consistent with state law (O.C.G.A. § 20-14-33), the overall CCRPI score will be reported on a 0-100 scale.
- The minimum N size for an indicator or component to be reported and included in CCRPI is 15.
- To increase ease of understanding and interpretation, each CCRPI indicator and component will also be reported on a 0-100 scale.
- The maximum score for an indicator or component is 100.
- Components will be weighted and combined according to the weights defined in the table to the right to determine the overall CCRPI score.

	Elementary	Middle	High
Content Mastery	30%	30%	30%
Progress	35%	35%	30%
Closing Gaps	15%	15%	10%
Readiness	20%	20%	15%
Graduation Rate	--	--	15%

# Redesigned CCRPI





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# Highlights of the Redesigned CCRPI

- The redesigned CCRPI maximizes local flexibility to determine the programs and policies that best meet the needs of students.
  - Schools should not feel pressured to “chase points” by adopting a particular program or policy because it earns extra points on CCRPI.
- CCRPI values educating the whole child.
  - Exposure to a well rounded curriculum (Beyond the Core)
  - Engagement/climate and skills for success (Student Attendance)
  - Relevance and in-depth study (Pathway Completion)
  - Accelerated enrollment opportunities (AP, IB, Dual Enrollment)
  - Postsecondary readiness (College and Career Readiness – multiple opportunities to demonstrate readiness)
- CCRPI is designed to award points where possible as opposed to denying points when expectations are not met.
  - Partial points when progress is made but targets are not met
  - Extra points when targets are exceeded
  - Progress and Closing Gaps capture growth and improvement

# Identifying Schools for Support - CSI

Comprehensive Support and Improvement (CSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Lowest 5%	<p><b>Title I Schools Only:</b></p> <p>When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification.</p>	<p>A school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score.</p>
2	Low Graduation Rate	<p><b>All High Schools:</b></p> <p>Have a four-year adjusted cohort graduation rate less than or equal to 67%.</p>	<p>Attain a four-year adjusted cohort graduation rate greater than 67%.</p>
3	TSI Additional Targeted Support	<p><b>Title I Schools Only:</b></p> <p>Have been identified as a targeted support and improvement (TSI) school for additional targeted support for three consecutive years without exiting TSI status.</p>	<p>Meet the TSI exit criteria.</p>



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# Identifying Schools for Support - TSI

Targeted Support and Improvement (TSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Consistently Underperforming Subgroup	<p><b>All Schools:</b> Have at least one subgroup that is performing in the lowest 5% of all schools in <i>at least 50%</i> of CCRPI components.</p>	A school may exit if no subgroup is performing in the lowest 5% of all schools in at least 50% of CCRPI components.
2	Additional Targeted Support	<p><b>All Schools:</b> Among all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in <i>all</i> CCRPI components.</p> <p>Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years.</p>	A school may exit if no subgroup is performing in the lowest 5% of all schools in all CCRPI components.

# New CCRPI Reporting System

- We are pleased to present a prototype of the new CCRPI online reports.
- Please watch a video overview and tour the prototype at [accountability.gadoe.org](http://accountability.gadoe.org).

