An Analysis of Georgia's Current School-Accountability Measures

The table below reviews *current* measures being used to assess Georgia's students, grades K-12, and the effectiveness of public schools. Each indicator is rated on its assessment validity, or **how well the indicator measures what it is purporting to measure, and the utility of such a measure in predicting future college and career readiness.**

Green means a relatively high level of confidence in the validity and utility of an indicator. **Yellow** means there is a moderate level of validity and utility, but further research is needed to ensure reliability. **Red** means that extreme caution should be exercised when using an indicator; the validity and utility of the indicator have not been proven.

The tool is not intended to be an endorsement nor is it suggesting elimination of any specific indicator. The purpose is to inform an open dialogue to determine the best indicators for Georgia.

Grouping	Type	Indicator	Validity	Utility	Notes
College and Career Readiness Performance Index (CCRPI)	Achievement Points — Post Readiness: Elementary and Middle School	ACCESS for ELLs	🟢	🟢	Tests are analyzed annually for reliability and validity. English language proficiency, as measured by ACCESS for ELLs, is proven to affect student outcomes.
		Disabled students served in general education settings	🟢	🟢	Hours spent in general education settings affect achievement outcomes for students with disabilities. Aggregating these data is useful in showing other variances that affect achievement.
		Technical Skills Attainment Inventory	🔴	🔻	There are currently no valid measures of technical skills attainment, and inventories currently being used are not predictive of college and career readiness in most cases.
	Post Readiness: High School	CTAE pathway completers & credentialed	🔴	🔻	Other variables may account for higher scores on assessments, indicating a lack of assessment validity. Pathway completion has not been thoroughly researched as predictive of career readiness.
		Graduates not requiring remediation	🟢	🟢	Numbers are collected from colleges that report high school graduates who enroll in remediation. Students requiring remedial education are significantly less likely to be successful in postsecondary education.
		Graduates earning credit for AP courses	🟢	🔻	Statistics reflect the number of high school graduates who complete AP courses, and completion is positively related to student success for at least the first two years of college, after which other factors become stronger predictors.
	Post Readiness: All Grades	Chronic absenteeism	🟢	🟢	Absenteeism is recorded by the school and is correlated with academic failure, decreased test scores and decreased graduation rates.
		Lexile performance	🟢	🔻	This indicator cannot be used independently to set performance standards; however, it is useful as a norm-referenced comparison measure.
	Content Mastery Georgia Milestones Assessment System (Grades 3-12)	End-of-course achievement level descriptors (EOC)	🟢	🔻	EOCs appear to provide valid results and are comparable to national averages, but further research is needed. Converting the scores into a half-point performance index may weaken the ability to use this indicator effectively.
		End-of-grade achievement level descriptors (EOG)	🟢	🔻	EOGs appear to provide valid results and are comparable to national averages, but further research is needed. Converting the scores into a half-point performance index may weaken the ability to use this indicator effectively.
	Graduation Rates	Elementary & middle school predictor	🔴	🔴	This indicator is not valid. The research does not support using EOC/EOG performance as the primary indicator for high school success.
		4- and 5-year cohort high school graduation rates	🟢	🔻	Rates are calculated uniformly across the nation; however, a higher high school graduation rate does not necessarily mean that graduating students are fully prepared for college-level courses.
	Progress Score	Georgia Student Growth Model	🔻	🔻	When using student growth percentiles, other student characteristics cannot be controlled for, decreasing the validity of this measure. Comparison rates can also lower expectations for disadvantaged students, decreasing its predictive ability.
	Achievement Gap	Growth in lowest 25% of achievers	🔻	🔴	This indicator can hide undesirable outcomes in subgroups, making it an inaccurate achievement measure. Findings are not predictive of future success but can be useful in policymaking.
	Challenge Points	Exceeding the Bar indicators	🟢	🔻	These indicators have validity and showcase successful practices in schools, but they do not necessarily predict college and career readiness.
		ED/EL/SWD performance	🔻	🔻	This indicator is valid but should be refined to address disability type; it should not be factored into the index, as it is not predictive of all students.