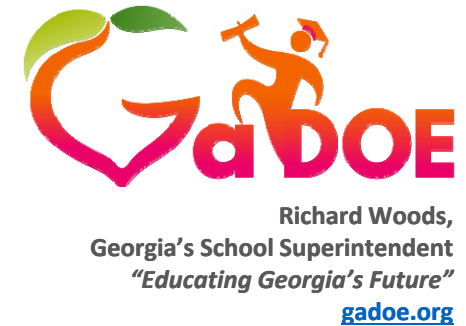


# An Update on Georgia's Draft ESSA Assessment and Accountability State Plan

State Board of Education Rules Committee

May 3, 2017

# Assessment & Accountability



The primary purpose of school is **teaching and learning**.

Assessment and accountability play an important role, but importantly – *that role is supporting with the primary focus being teaching and learning.*

# Georgia's ESSA Plan



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Georgia's School Superintendent  
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- State Advisory Committee
  - Comprised of 40 stakeholders representing a variety of organizations, agencies, and advocacy groups across the state of Georgia
- Working Committees (20 members each)
  - Accountability
  - Assessment
  - Education of the Whole Child
  - Federal Programs
  - Teacher & Leader Development

[ga DOE.org/ESSA](http://ga DOE.org/ESSA)

**Superintendent Woods held 8 ESSA Listening Sessions across the state:**

Columbia County, Habersham County, Fulton County, Muscogee County, Dougherty County, Laurens County, Chatham County, Gordon County

**GaDOE administered an online survey and held a Twitter chat.**

# General Updates



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Georgia's School Superintendent  
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- Accountability Regulations were rescinded by Congress; no action was taken on the Assessment Regulations.
- President Trump has issued an executive order calling for the review of all regulations pertaining to ESSA.
- Both the Assessment and Accountability Working Committees have grounded their discussions in the actual law.

# Assessment Update

Melissa Fincher, Deputy Superintendent for Assessment and Accountability

# Background



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- Federal requirements surrounding assessment, introduced by No Child Left Behind, remain:
  - all public school students enrolled in grades 3 through 8 must be assessed annually in reading/language arts and mathematics;
  - high school students enrolled in public schools must be assessed at least once in grades 9 through 12 in reading/language arts and mathematics;
  - science must be assessed at least once in grades 3 – 5, 6 – 9, and 10 – 12.

# Federal/State Testing Requirements in Georgia



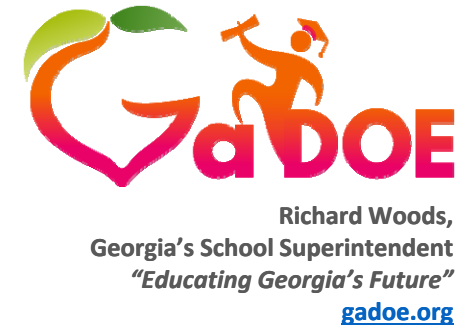
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Grade	State Required	Federally Required	
K	GKIDS	—	
1	[Literacy / math formative TBD]	—	
2	[Literacy / math formative TBD]	—	
3	GM EOG: ELA / Math	ELA / Math	Science
4	GM EOG: ELA / Math	ELA / Math	
5	GM EOG: ELA / Math / Science / Social Studies	ELA / Math	
6	GM EOG: ELA / Math	ELA / Math	Science
7	GM EOG: ELA / Math	ELA / Math	
8	GM EOG: ELA / Math / Science / Social Studies	ELA / Math	
High School (9-12)	GM EOC: ELA (9th Grade Lit / American Lit) / Math (Coordinate Algebra or Algebra I / Analytic Geometry or Geometry) / Science (Physical Science / Biology) / Social Studies (US History / Economics)	ELA / Math	Science

**Note:** Georgia Milestones/Georgia Alternate Assessment are used to fulfill federal testing requirements for ESEA/ESSA.

# Stakeholder Feedback



- Too much pressure surrounding testing
  - assessment should inform instruction, not drive it
  - too many unintended consequences
- General testing fatigue
  - too many tests given too often
- Summative tests given too late to provide useful information
  - support voiced for formative assessments with timely feedback



# ESSA Assessment Requirements



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- States are required to administer the *same* academic assessments to all public elementary school and secondary school students in the state
  - alternate assessments based on alternate academic achievement standards are permissible for students with significant cognitive disabilities (limited to 1% participation)
  - eighth grade students taking advanced high school mathematics may take the end of course rather than the grade 8 end of grade in mathematics

**Note:** Georgia will request a waiver to continue flexibility granted under ESEA allowing middle school students taking an advanced science course (i.e., Physical Science) to take the associated EOC in lieu of the EOG; the request will expand to include an advanced language arts course (i.e., 9<sup>th</sup> Grade Literature).

# ESSA Assessment Flexibility



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- At states' discretion, ESSA allows:
  - single summative assessment or multiple statewide interim assessments that result in a single summative score;
  - seven states to seek a demonstration period (no more than 5 years) for an innovative assessment approach that is technically sound, results in an annual summative determination, and can be scaled statewide;
  - local districts to petition the state to administer a nationally-recognized high school academic assessment to *all* students in the district in lieu of state high school assessment; comparability and technical quality must be established prior to its use, including federal peer review.

# Senate Bill 211



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Georgia's School Superintendent  
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- This legislation directs the State Board of Education to 'direct the existing assessment workgroup to pursue maximum flexibility for state and local assessments under federal law' – to include:
  - use of nationally-recognized college and career ready high school assessment ('provided that comparability can be established' as required by ESSA);
  - application for the innovative assessment authority.
- Requires the State Board to provide a report by September 1, 2017.
- Requires the State Board to conduct comparability studies with nationally-recognized academic assessments such as SAT, ACT, and ACCUPLACER.
  - Studies must be initiated no later than July 1, 2017.

Senate Bill 211 reflects the requirements within ESSA and reflects the recommendations of the Assessment Working Committee.



# Assessment Working Committee Recommendations



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Georgia's School Superintendent  
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- Regarding areas of flexibility, the committee has recommended:
  - additional study and analysis is needed regarding the use of multiple statewide interim assessments;
  - districts be allowed to pursue a locally selected nationally-recognized high school assessment and present evidence the requirements outlined in law are met;
  - districts be allowed to present innovative solutions for consideration to be scaled statewide.
- Clear communication about the purpose and appropriate use of state tests is needed
  - communications should be targeted based on audience

# Accountability Update

Allison Timberlake, Director of Accountability

# Background



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Georgia's School Superintendent  
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- Georgia's College and Career Ready Performance Index (CCRPI) was first implemented in 2012 as an alternative to No Child Left Behind's Adequate Yearly Progress (AYP).
- Georgia's Elementary and Secondary Education Act (ESEA) Waiver provided the opportunity to implement a new accountability system that included multiple measures, provided a more holistic picture of school performance, and addressed several shortcomings of the AYP system.
- While ESSA's new accountability provisions represent a substantial departure from No Child Left Behind's AYP, they are more closely aligned with the CCRPI system already in place in Georgia.
- With ESSA, Georgia seized the opportunity to reflect on six years of CCRPI implementation, and, in consultation with stakeholders across the state, to revise CCRPI to expand upon its successes and address its shortcomings.

# Stakeholder Feedback



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Georgia's School Superintendent  
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- Accountability themes that emerged from stakeholder feedback include the following:
  1. CCRPI needs to be simplified, easier to read, and include more comparative information.
  2. CCRPI needs to have clear, attainable goals.
  3. CCRPI needs to minimize annual changes to ensure consistency.
  4. CCRPI scores need to be released earlier.
  5. CCRPI should include indicators that promote improved opportunities and outcomes for all students.
  6. CCRPI should include multiple measures and emphasize student growth.
  7. The focus of CCRPI should be school improvement.
  8. There should be more information about school offerings and opportunities for students and on student preparation for life.



# Accountability Working Committee



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Georgia's School Superintendent  
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- GaDOE convened an ESSA Accountability Working Committee comprising 20 representatives from districts, schools, RESAs, the GaDOE, and GOSA.
- The committee met regularly from summer 2016 through spring 2017 to examine the current CCRPI, review stakeholder feedback, and make recommendations for the revised CCRPI under ESSA.
- The committee defined the purpose, goals, intended uses, and intended outcomes of CCRPI. They then reviewed indicators and components to recommend those that aligned with the purpose and goals.

# Role of Accountability



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Georgia's School Superintendent  
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- Accountability should play a supporting role in assisting schools, districts, and the 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.
- CCRPI should include objective measures that illustrate the extent to which schools and districts are succeeding in providing improved opportunities and outcomes for all students.

# Purpose of CCRPI



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Georgia's School Superintendent  
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- 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.
- The redesigned CCRPI focuses on five goals in order to increase the percentage of students graduating high school college and career ready.
- CCRPI components and indicators have been selected to support these goals.