

Welcome!

New Curriculum Directors'

Virtual Professional Learning Series

Justin Hill

Director of Curriculum and Instruction



January Spotlight

Jan Reyes and Paula Swartzberg

Directors for Assessment and Accountability

Assessment Research & Development

Today's Discussion

- Role of the Assessment Research & Development team
- Test Development Process
- Nomination of Educators for Test Development Activities
- Georgia Milestones Narrative Writing Resources

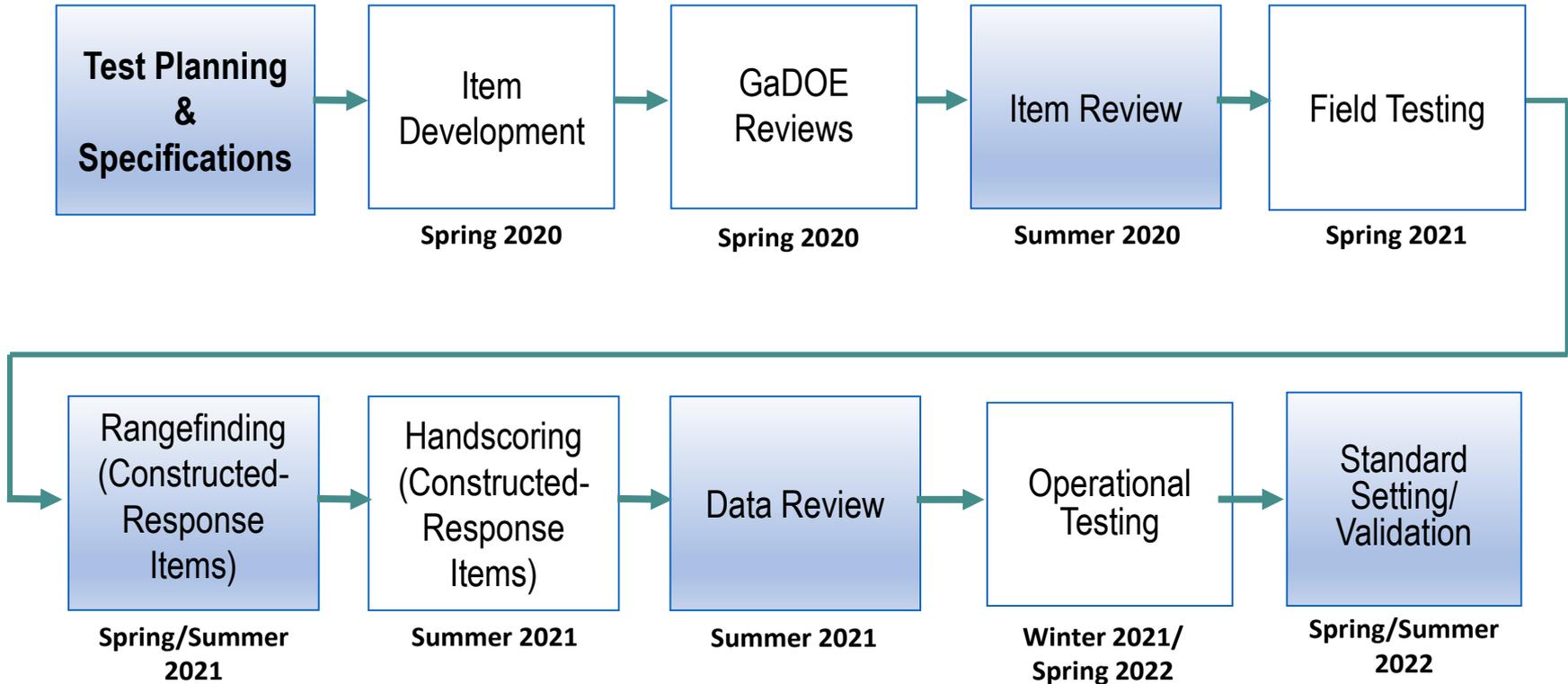
Assessment Research & Development

- Manage development of all state testing programs (GKIDS 2.0, Keenville, Georgia Milestones, GAA 2.0)
- Review all test items, in collaboration with T&L, for alignment to GSE
 - Oversee educator committee reviews of test content
- Monitor handscoring for Milestones constructed-response items
- Develop and review assessment resources (Assessment Guides, Study Guides, Item Samplers)

Assessment Research & Development

- Oversee technical measurement aspects of the state assessment programs:
 - Item calibrations
 - Test form construction
 - Equating
 - Scaling
 - Scoring
 - Reporting
- Analyze and interpret assessment data
- Support districts, schools, and other stakeholders in understanding and interpreting assessment measures and reports

Test Development Process



Educator Involvement

- Test Planning & Specifications
 - Blueprint (# items, item types, content weights)
 - Achievement Level Descriptors (ALDs)
- Item Review
 - Review newly developed test items for alignment to standards, depth of knowledge, bias & sensitivity
- Rangefinding
 - Review sets of student responses from recently field tested constructed-response items, assess rubric effectiveness, recommend anchors papers to be used in handscoring
- Data Review
 - Review flagged items from recent field test
 - Accepted items added to item bank
- Standard Setting/Validation
 - Inform cut scores for each achievement level

Nomination of Educators for Test Development Activities

- Memos posted January 10 for both Georgia Milestones and Georgia Alternate Assessment (GAA)
- Deadline for nominations: January 31
<https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Memoranda--Announcements.aspx>
- Georgia Milestones
 - Rangefinding: June 1-5
 - Item & Data Review: July 13-17
 - Math Blueprint & Item Review: October (TBD)
- Georgia Alternate Assessment (GAA)
 - Content & Bias Review: June 22-23
 - Math Blueprint & Extended Content Standards Review: July 20-24
 - Please note that we are seeking Special Education and General Education nominees for these meetings.
 - General Education participants serve as content area experts and need not hold any certifications in Special Education.

Nomination of Educators for Test Development Activities

- Reminders:
 - Please nominate educators across a range of grade levels and content areas.
 - Please nominate both first-time participants as well as veteran participants.
 - In general, we use only the current year's nominations to select educators for each meeting. Previous participants are not considered unless they are nominated again for the current year.
 - FAQ (last page of nomination memo)
 - Please share with nominees

Committee Selection Process

- Educator Application & Availability Survey (February)
- Initial Committee Invitations (February – April)
 - Rolling schedule based on meeting dates
 - 6-10 participants per grade/content area or course
 - Balanced representation
 - Gender
 - Ethnicity
 - Region
 - Experience
 - Special populations

Georgia Milestones Narrative Writing Resources

- The following resources to support narrative writing are available on the [EOG Resources](#) and [EOC Resources](#) webpages:
 - Writer's Checklists (includes Opinion/Argumentative, Informational/Explanatory, and Narrative Writing)
 - Narrative Writing Item & Scoring Samplers
- Updated Study/Resources Guides, including a new section for narrative writing, will also be available in February.
 - [EOG Study/Resource Guides](#)
 - [EOC Study/Resource Guides](#)
- PL modules focused on narrative writing are also in development and will be available in the next couple of months.

Assessment Research & Development Team

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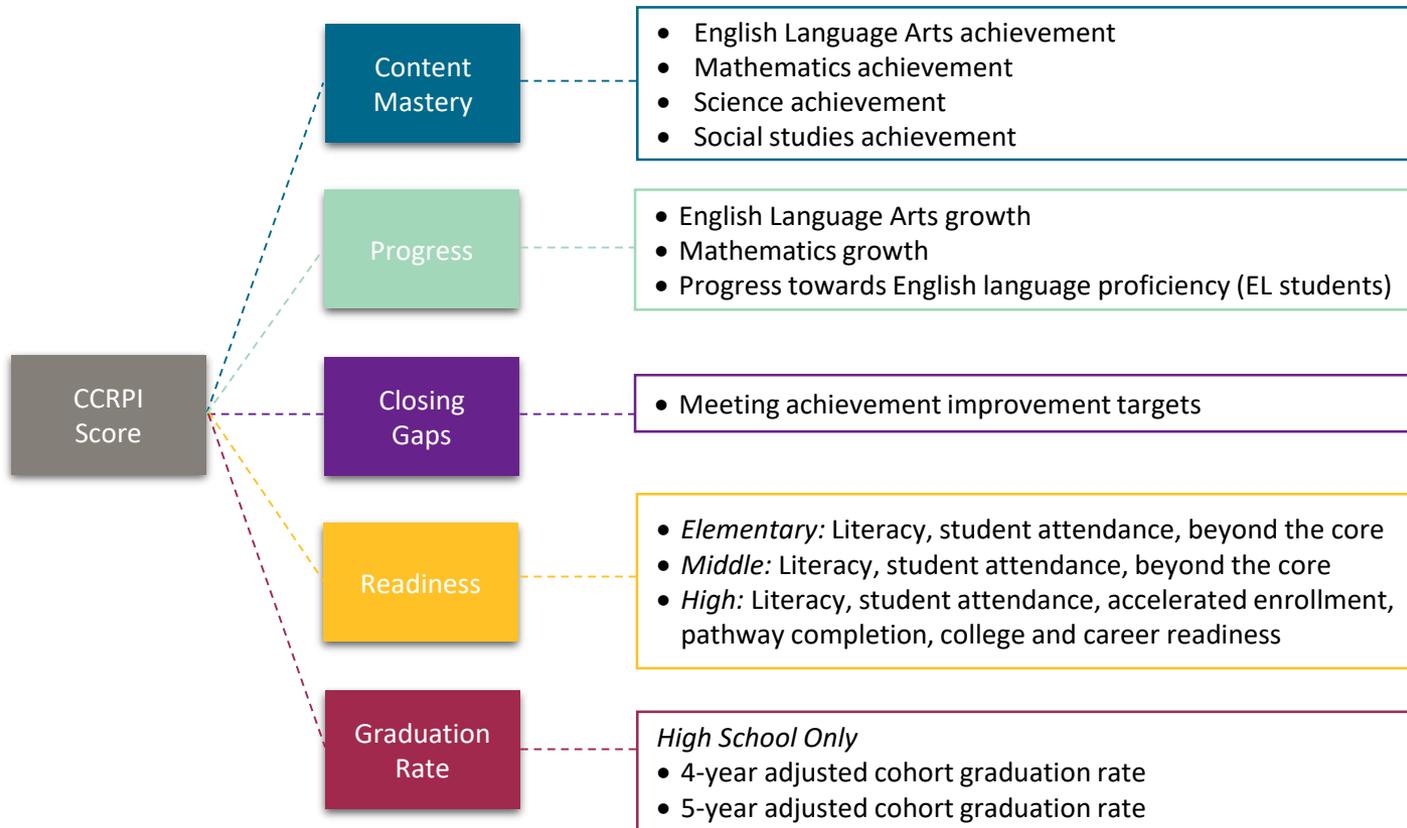
CCRPI for C & I Directors

C & I Webinar
January 2020

Today's Discussion

- CCRPI Overview
- CCRPI Reports
- Using CCRPI to Inform Instruction
- Data Quality Reminders
- Amended SBOE Rule 160-3-1-.07 Testing Programs – Student Assessment
- Resources

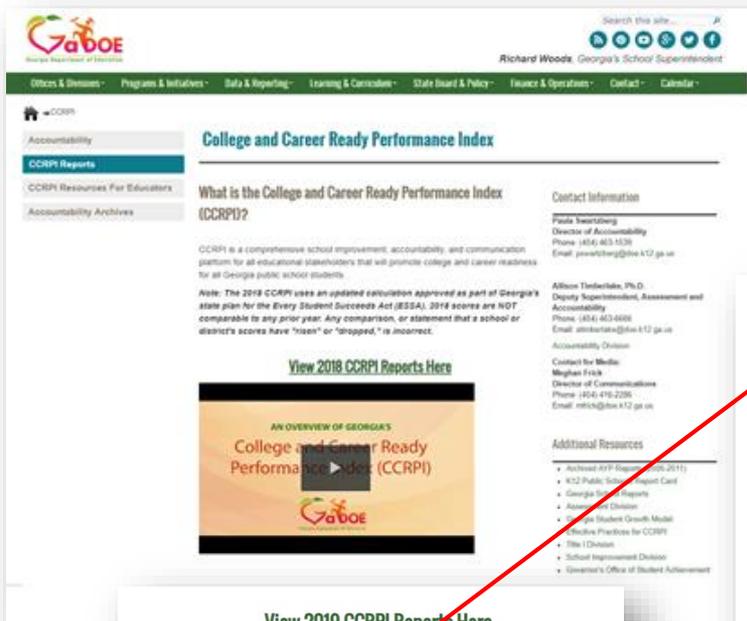
CCRPI Components



Accessing CCRPI Public Reports and Data

gadoe.org/CCRPI

Note that data files are available. These are Excel files that can be filtered in order to dig into the data.



[View 2019 CCRPI Reports Here](#)

2019 CCRPI Data Files

- 2019 CCRPI School Climate Star Rating 10.25.19
- 2019 CCRPI Scoring by Component 10.25.19
- 2019 CCRPI Content Mastery Scores, Targets, and Flags by Subgroup 10.25.19
- 2019 CCRPI Progress Scores, Targets, and Flags by Subgroup 10.25.19
- 2019 CCRPI Readiness Indicators by Subgroup 10.25.19
- 2019 CCRPI Graduation Rate Scores, Targets, and Flags by Subgroup 10.25.19
- Cohort Graduation Rate by Subgroup 09.18.19

[View 2019 CCRPI Reports Here](#)

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- Cohort Graduation Rate by Subgroup 09.18.19



Accessing CCRPI Reports

ccrpi.gadoe.org

The screenshot shows the homepage of the CCRPI Reporting System. At the top, there is a header with the GaDOE logo and the text "2019 College and Career Ready Performance Index (CCRPI) Reports". Below the header, a large white box contains the following text: "Not sure where to start? Take a look at the state report and then explore results for schools and districts within Georgia." A prominent green button labeled "VIEW STATE REPORT" is centered below this text. Below the button, it says "or" and "If you know the school or district you are looking for, enter it below." A search bar with a magnifying glass icon and the placeholder text "Search by district, school, or zip code" is positioned below the text. At the bottom of the page, there is a section titled "STATE DEMOGRAPHICS" with a table showing data for "BLACK / PACIFIC ISLANDER" (42%) and "BLACK" (37.8%).

2019 College and Career Ready Performance Index (CCRPI) Reports

State of Georgia

Georgia Department of Education

2019 College and Career Ready Performance Index (CCRPI) Reports

Welcome to the CCRPI Reporting System. The reports available within this site show how schools, districts, and the State are performing on important indicators and are intended to inform educators, parents, and community stakeholders as they work collaboratively to improve student outcomes.

Not sure where to start?

Take a look at the state report and then explore results for schools and districts within Georgia.

[VIEW STATE REPORT](#)

or

If you know the school or district you are looking for, enter it below.

Search by district, school, or zip code

STATE DEMOGRAPHICS

BLACK / PACIFIC ISLANDER	42%
BLACK	37.8%

Overview



STATE INFORMATION	NUMBER OF STUDENTS ENROLLED	566,514
	TITLE I SCHOOLS	55.4%

STATE DEMOGRAPHICS	AMERICAN INDIAN / ALASKAN NATIVE	0.2%
	ASIAN / PACIFIC ISLANDER	4.2%
	BLACK	37.4%
	HISPANIC	15.2%
	MULTI-RACIAL	3.3%
	WHITE	39.7%
	ECONOMICALLY DISADVANTAGED	57.7%
	ENGLISH LEARNERS	4.9%
	STUDENTS WITH DISABILITY	12.2%

HOW DID THE STATE PERFORM? **77.0**

HOW DID THE STATE PERFORM ON EACH COMPONENT?

69.4↑

CONTENT MASTERY

English Language Arts	75.22
Mathematics	63.51
Science	66.43
Social Studies	72.58

[VIEW DETAILS](#)

82.1↓

PROGRESS

English Language Arts	85.62
Mathematics	85.15
Progress Towards English Language Proficiency	70.29

[VIEW DETAILS](#)

80.0↑

CLOSING GAPS

Improvement Target Performance	80.00
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[VIEW DETAILS](#)

74.5↑

READINESS

Literacy	67.02
Student Attendance	82.55
Accelerated Enrollment	86.57
Pathway Completion	79.68
College And Career Readiness	56.84

[VIEW DETAILS](#)

82.6↑

GRADUATION RATE

4-Year Graduation Rate	82.02
5-Year Graduation Rate	83.73

[VIEW DETAILS](#)

Toggle between years 2019 and 2018. This feature takes you to the same screen for the previous year.

Remember to choose a grade level in order to view all components.

This icon leads to the CCRPI FAQ page.

NUMBER OF STUDENTS ENROLLED includes every student with an enrollment record in the district or at the school during the school year.

Note the new trend arrows! A green arrow denotes an increase from the previous year; a yellow bar denotes no change from the previous year; and a red arrow denotes a decrease from the previous year.

CCRPI FAQs

Offices & Divisions ▾ Programs & Initiatives ▾ Data & Reporting ▾ Learning & Curriculum ▾ State Board & Policy ▾
Finance & Operations ▾ Contact ▾ Calendar ▾

 → Teaching and Learning → Accountability → CCRPI FAQs

Accountability

CCRPI Reports

CCRPI Resources for Educators

Accountability Archives

CCRPI FAQs

- Overview FAQs
- Trend Arrow FAQs
- Content Mastery FAQs
- Progress FAQs
- Closing the Gaps FAQs
- Elementary and Middle School Readiness FAQs
- High School Readiness FAQs
- Graduation Rate FAQs
- School Climate FAQs
- Financial Efficiency FAQs
- Scoring FAQs

State and District Tables

All Districts in the State

All Schools in the District

FILTERS

Display 10 Districts

DISTRICT NAME	GRADE CLUSTER	OVERALL SCORE	CONTENT MASTERY
APPLING COUNTY	Middle	75.4	63.4
APPLING COUNTY	High	76.2	68.6
APPLING COUNTY	Elementary	69.3	61.9
ATKINSON COUNTY	Middle	73.6	62.7
ATKINSON COUNTY	High	76.7	63.6
ATKINSON COUNTY	Elementary	78.5	69.3
ATLANTA PUBLIC SCHOOLS	Middle	72.2	57.1
ATLANTA PUBLIC SCHOOLS	High	70.4	51.9
ATLANTA PUBLIC SCHOOLS	Elementary	76.6	61.1
BACON COUNTY	Middle	85.0	

Previous 1 2 3 4 5 ... 64 Next

FILTERS

Display 10 Schools Displaying 1 to 10 of 106

SCHOOL NAME	GRADE CLUSTER	OVERALL SCORE	CONTENT MASTERY	PROGRESS	CLOSING GAPS	READINESS	GRADUATION RATE	SCHOOL CLIMATE	FINANCIAL EFFICIENCY
APS-FORREST HILLS ACADEMY <small>Grade 06 - Grade 12</small>	Middle	37.5	8.3	TFS	91.7	40.7	N/A	★★★★★	★★★★★
APS-FORREST HILLS ACADEMY <small>Grade 06 - Grade 12</small>	High	28.7	8.0	49.1	58.3	35.4	3.1	★★★★★	★★★★★
ATLANTA CLASSICAL ACADEMY <small>Grade PK - Grade 12</small>	Middle	75.4	76.7	81.0	35.0	93.7	N/A	★★★★★	★★★★★
ATLANTA CLASSICAL ACADEMY <small>Grade PK - Grade 12</small>	High	87.9	83.2	89.3	85.7	95.0	88.6	★★★★★	★★★★★
ATLANTA CLASSICAL ACADEMY <small>Grade PK - Grade 12</small>	Elementary	82.7	86.1	78.7	75.0	90.4	N/A	★★★★★	★★★★★
ATLANTA NEIGHBORHOOD CHARTER - ELEMENTARY <small>Grade PK - Grade 05</small>	Elementary	84.2	87.0	92.2	50.0	91.8	N/A	★★★★★	★★★★★
ATLANTA NEIGHBORHOOD CHARTER - MIDDLE <small>Grade 06 - Grade 08</small>	Middle	78.2	79.7	78.9	55.6	91.7	N/A	★★★★★	★★★★★
BEST ACADEMY <small>Grade 06 - Grade 12</small>	Middle	72.9	45.1	96.3	75.0	71.9	N/A	★★★★★	★★★★★
BEST ACADEMY									

All Districts in the State

HIDE FILTERS Select Grade Cluster CSDE OVERALL SCORE 0 - 100 APPLY Search

Using CCRPI Data to Inform Instruction

How to Dig In & Questions to Ask

Content Mastery

HOW DID THE SCHOOL PERFORM?

83.0

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY 79.0↓

English Language Arts 81.30
 Mathematics 69.75
 Science 80.61
 Social Studies 84.34

[VIEW DETAILS](#)

PROGRESS 93.0↓

English Language Arts 86.87
 Mathematics 97.65
 Progress Towards English Language Proficiency 100.00+

[VIEW DETAILS](#)



79.0↓

CONTENT MASTERY

- English Language Arts 81.30
- Mathematics 69.75
- Science 80.61
- Social Studies 84.34

	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
ALL STUDENTS 99.82% Participation Rate	12.68%	26.63%	47.46%	13.22%
AMERICAN INDIAN / ALASKAN NATIVE Too Few Students Participation Rate	Too Few Students	Too Few Students	Too Few Students	Too Few Students
ASIAN / PACIFIC ISLANDER 100.00% Participation Rate	5.77%	9.62%	67.31%	17.31%
BLACK 100.00% Participation Rate	20.14%	37.41%	38.13%	4.32%
HISPANIC 100.00% Participation Rate	17.24%	39.66%	37.07%	6.03%
MULTI-RACIAL 100.00% Participation Rate	7.69%	38.46%	30.77%	23.08%
WHITE 99.54% Participation Rate	7.83%	15.67%	56.22%	20.28%
ECONOMICALLY DISADVANTAGED 100.00% Participation Rate	18.10%	34.84%	41.18%	5.88%
ENGLISH LEARNERS 100.00% Participation Rate	41.30%	36.96%	21.74%	0.00%
STUDENTS WITH DISABILITY 100.00% Participation Rate	29.89%	40.23%	24.14%	5.75%

[VIEW DETAILS](#)

80.61 ↓ -5.70

100.00

76.74

Closing Gaps

HOW DID THE SCHOOL PERFORM?

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

CONTENT MASTERY
English Language Arts
Mathematics
Science
Social Studies

79.0↓

[VIEW DETAILS](#)

PROGRESS

CLOSING GAPS

63.9↓

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

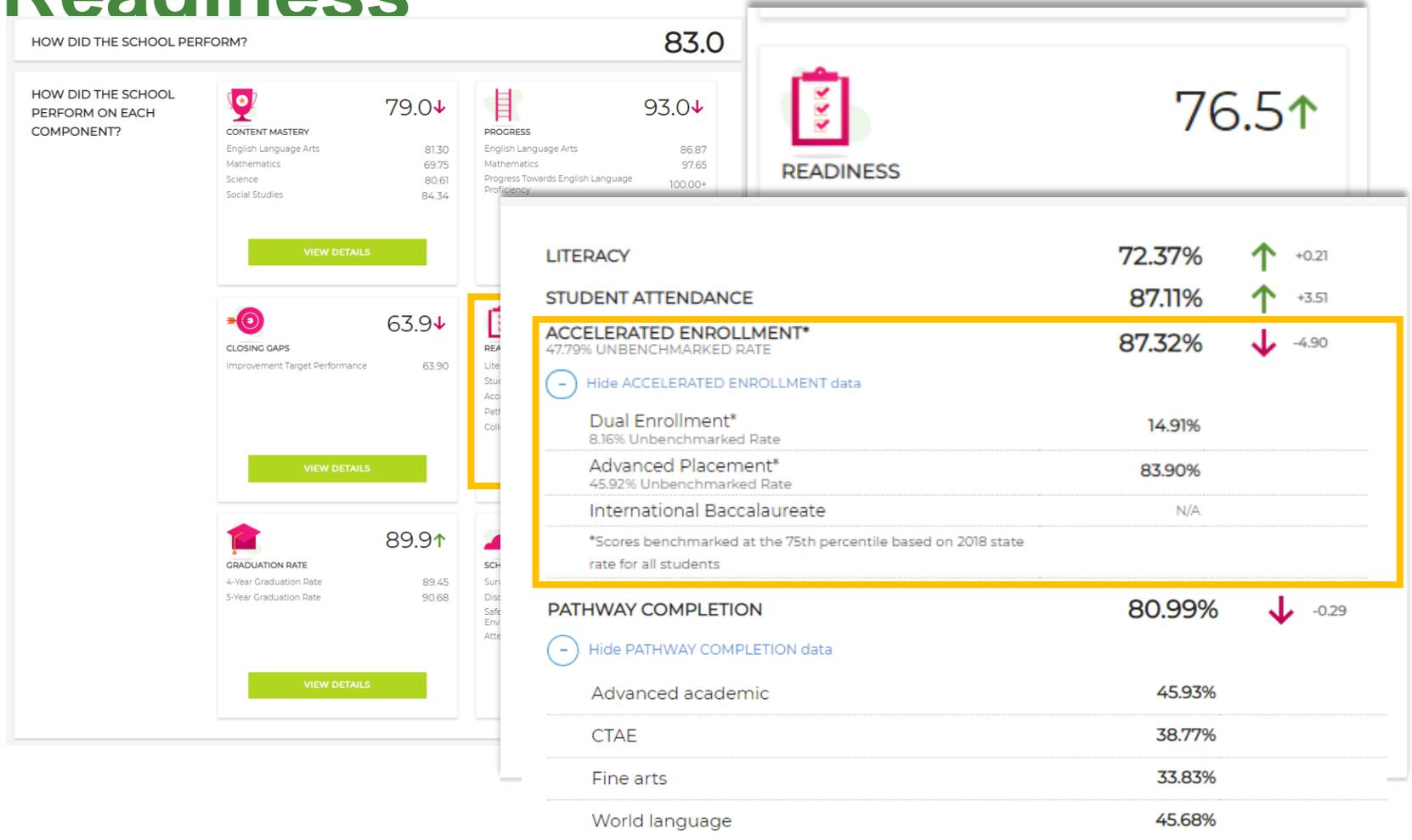
GRADUATION RATE
4-Year Graduation Rate
5-Year Graduation Rate

[VIEW DETAILS](#)

Safe And Substance-Free Learning Environment: 92.65
Attendance: 94.24

[VIEW DETAILS](#)

Readiness



Questions to Ask at the District Level

- Have resources been added or removed? Is there an impact?
- Have time and money been used on specific professional development? Is the impact positive? Is more time needed? Is more support needed?
- Are there gaps in the quality of instruction, learning expectations between subjects (i.e. Biology and Physical Science at the high school)?
- How can students move to the next achievement level?
- What other data sources do we have to determine our needs?
- Have courses and data been entered into the SIS accurately?

And finally,

- Remember to use the CCRPI as a flashlight, not a hammer.
- Be more curious than certain!

Data Quality Reminders

Enroll students in courses with correct course codes

- EOC-required courses
 - Algebra vs Coordinate Algebra and Geometry vs Analytic Geometry
 - Middle school EOC courses
- Beyond the Core courses with grades
- Pathway courses
- Accelerated Enrollment (AP/IB/DE) courses - particularly those that are exempt from the associated EOC
- Work-based Learning courses
- Credit in Lieu of Enrollment course codes

Advanced Placement/International Baccalaureate Courses

- **Amended SBOE Rule 160-3-1-.07 Testing Programs – Student Assessment** exempts a student from taking the End of Course (EOC) assessment for a core subject course if he or she passes an Advanced Placement (AP) or International Baccalaureate (IB) course in a related subject. Grades earned in AP or IB courses, in this situation, shall be used in the state accountability system.
- Students enrolled in the following AP or IB courses are exempt from the EOC:
 - American Literature and Composition
 - United States History
 - Economics

CCRPI Implementation

For eligible AP/IB courses for which a student has not already earned core credit:

- students earning an A (90-100) shall count as “Distinguished Learners,”
- students earning a B (80-89) or C (70-79) shall count as “Proficient Learners,” and
- students earning less than a C (70) shall count as “Beginning Learners” in CCRPI indicators that utilize achievement levels.

Resources

- [CCRPI Overview Video](#)
- [Navigating the CCRPI Report Tutorial](#) (video)
- [A Family's Guide to CCRPI](#) (English and Spanish versions)
- [A Principal's Guide to CCRPI](#)
- Online reports and data files – www.gadoe.org/CCRPI
- Additional information, resources, and accountability team contact information – accountability.gadoe.org
- [CCRPI Resources for Educators](#)
- MyGaDOE portal *CCRPI Resources* section

Accountability Team

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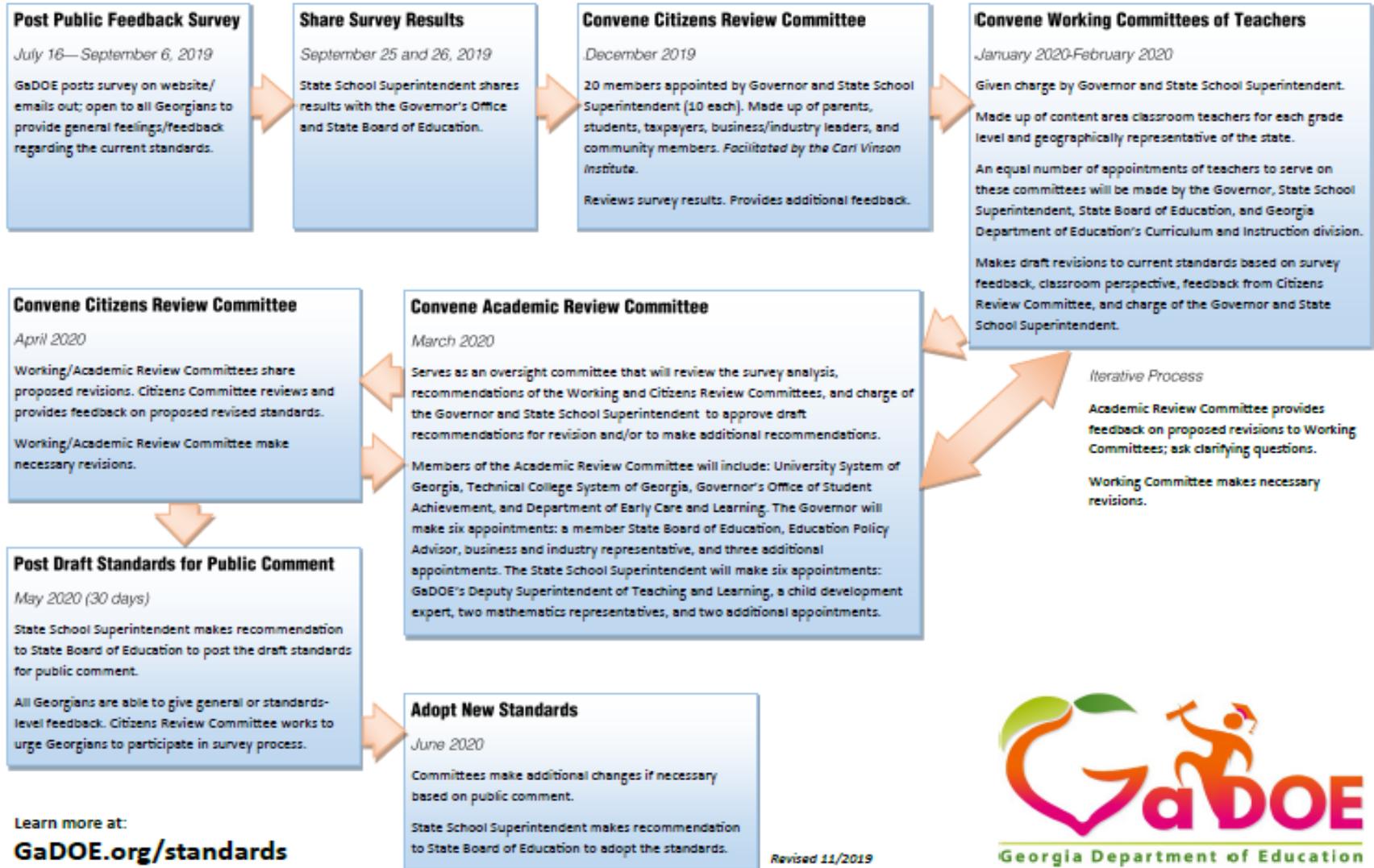
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GaDOE Customer Service Survey:
<http://gadoe.org/surveys/AsAc-H8PBVZM>

C&I Updates:

K-12 Mathematics Standards Review Process



C&I Updates: ELA

SAVE THE DATE 2020 Winter Literacy Institutes



February 5, 2020
Cartersville

February 19, 2020
Dublin

March 4, 2020
Tifton



 Georgia Association of
Middle School Principals



These one-day institutes are aimed at increasing the expertise of school-based literacy teams in our state. Schools will have the opportunity to send members of their literacy teams to a winter institute as a follow-up to the 2019 Summer Literacy Conference.

Institute Dates and Locations:

February 5, 2020 – Cartersville, GA – Clarence Brown Conf. Center
February 19, 2020 – Dublin, GA – Oconee Fall-Line Tech. College
March 4, 2020 – Tifton, GA – UGA Tifton Campus Conf. Center

Cartersville Drive-in

<https://gael.ps.membersuite.com/events/ViewEvent.aspx?contextID=e386dc0a-0078-c541-fe8e-0b4060885309>

Dublin Drive-in

<https://gael.ps.membersuite.com/events/ViewEvent.aspx?contextID=e386dc0a-0078-c6bd-1fef-0b4060873aa7>

Tifton Drive-in

<https://gael.ps.membersuite.com/events/ViewEvent.aspx?contextID=e386dc0a-0078-cb44-92a6-0b4060895aec>

The 2020 Winter Literacy Institutes will provide school teams the opportunity to engage in evidence-based practices for literacy. It is anticipated the literacy teams will implement these strategies and processes within their respective schools upon their return.

Keynote:

Dr. Julie Washington

Chair, Department of Communication Sciences and Disorders, Georgia State University

Specializations

- Language development and language disorders in high risk populations
- Early literacy and language interactions
- African American child English
- African American student achievement



Dyslexia Lunch & Learn:

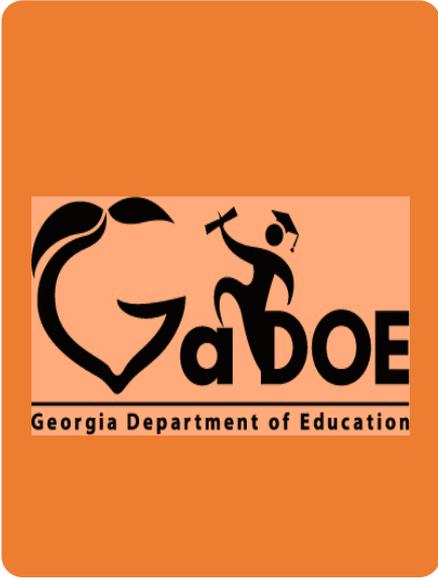
Dr. Jennifer Lindstrom

Associate Professor, Department of Communication Sciences and Special Education, The University of Georgia

Specializations

- Dyslexia
- Learning Disabilities
- Assessment
- Accommodations





Featured Breakout Session:

Social Emotional Engagement—Knowledge and Skills (SEE-KS)

Emily Rubin, MS, CCC-SLP
Director of Educational Outreach Program
Marcus Autism Center

Amanda Carden
Director of Student Support
Carrollton City Schools



Karen Wild
Director of School Improvement
Carrollton City Schools

- Identification of key domains of instruction that promote social and emotional engagement
- Freely accessible tool for measuring student engagement
- Teacher-to-Teacher Mentorship Checklist



Featured Breakout Sessions:

REL (Regional Laboratory Southeast at Florida State University)

Laurie Lee

Improving Literacy Research
Alliance Manager, REL

Kevin Smith

Senior Research Associate,
REL

- Understand the recommendations from the Institute of Education Sciences (IES) practice guide
- Practice using some of the activities in the guide
- Reflect upon how these practices could be implemented



Featured Breakout Session: GaWP and Griffin-Spalding Schools

Cultivating and Sustaining Writing Practices in the Classroom

- Evidence-based writing practices and routines from the National Writing Project
- Teacher as writer

Dr. Hilary Hughes, Red Clay Writing Project, The University of Georgia

Shervette Miller-Payton, K-12 ELA Curriculum Coordinator, Griffin-Spalding Schools





Spring 2020 Registration

January 6: 18-week session begins

January 21: 16-week session begins

February 3: 14-week session begins (last Advanced Placement course start date)

February 18: 12-week session begins (last start date)

Contact: Margaret Thomas, Supervisor of Student Support

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Phone: 404-985-8319



**February Spotlight:
PBIS and MTSS
Feb. 4, 10AM**

www.gadoe.org

   @georgiadeptofed

 youtube.com/georgiadeptofed

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Georgia Department of Education



**EDUCATING
GEORGIA'S FUTURE**