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

Test Planning & Specifications
- Spring 2020

Item Development
- Spring 2020

GaDOE Reviews
- Summer 2020

Item Review
- Spring 2021

Field Testing

Rangefinding (Constructed-Response Items)
- Spring/Summer 2021

Handscoring (Constructed-Response Items)
- Summer 2021

Data Review
- Summer 2021

Operational Testing
- Winter 2021/Spring 2022

Standard Setting/Validation
- Spring/Summer 2022
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](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

- **Content Mastery**
  - English Language Arts achievement
  - Mathematics achievement
  - Science achievement
  - Social studies achievement

- **Progress**
  - English Language Arts growth
  - Mathematics growth
  - Progress towards English language proficiency (EL students)

- **Closing Gaps**
  - Meeting achievement improvement targets

- **Readiness**
  - *Elementary:* Literacy, student attendance, beyond the core
  - *Middle:* Literacy, student attendance, beyond the core
  - *High:* Literacy, student attendance, accelerated enrollment, pathway completion, college and career readiness

- **Graduation Rate**
  - *High School Only*
    - 4-year adjusted cohort graduation rate
    - 5-year adjusted cohort graduation rate
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.
Accessing CCRPI Reports

ccrpi.gadoe.org
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

- 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

<table>
<thead>
<tr>
<th>DISTRICT NAME</th>
<th>GRADE CLUSTER</th>
<th>OVERALL SCORE</th>
<th>CONTENT Mastery</th>
<th>FINANCIAL ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLING COUNTY</td>
<td>Middle</td>
<td>75.4</td>
<td>63.4</td>
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<td>High</td>
<td>76.2</td>
<td>68.6</td>
<td></td>
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<tr>
<td>APPLING COUNTY</td>
<td>Elementary</td>
<td>69.3</td>
<td>61.9</td>
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<tr>
<td>ATKINSON COUNTY</td>
<td>Middle</td>
<td>73.6</td>
<td>62.7</td>
<td></td>
</tr>
<tr>
<td>ATKINSON COUNTY</td>
<td>High</td>
<td>76.7</td>
<td>63.6</td>
<td></td>
</tr>
<tr>
<td>ATKINSON COUNTY</td>
<td>Elementary</td>
<td>78.5</td>
<td>69.3</td>
<td></td>
</tr>
<tr>
<td>ATLANTA PUBLIC SCHOOLS</td>
<td>Middle</td>
<td>72.2</td>
<td>67.1</td>
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<tr>
<td>ATLANTA PUBLIC SCHOOLS</td>
<td>High</td>
<td>70.4</td>
<td>65.9</td>
<td></td>
</tr>
<tr>
<td>ATLANTA PUBLIC SCHOOLS</td>
<td>Elementary</td>
<td>77.6</td>
<td>61.1</td>
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<tr>
<td>BACON COUNTY</td>
<td>Middle</td>
<td>85.0</td>
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<td></td>
</tr>
</tbody>
</table>

Filter: Select Grade Cluster, Corr Overall Score 0-100, Apply Search

All Districts in the State

All Schools in the District
Using CCRPI Data to Inform Instruction

How to Dig In & Questions to Ask
## Content Mastery

### How Did the School Perform?

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>83.0</td>
</tr>
</tbody>
</table>

### Content Mastery

<table>
<thead>
<tr>
<th>Component</th>
<th>Beginning Learner</th>
<th>Developing Learner</th>
<th>Proficient Learner</th>
<th>Distinguished Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Students</strong></td>
<td>12.58%</td>
<td>26.63%</td>
<td>47.46%</td>
<td>13.22%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>Too Few Students</td>
<td>Too Few Students</td>
<td>Too Few Students</td>
<td>Too Few Students</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>5.77%</td>
<td>9.62%</td>
<td>67.31%</td>
<td>17.31%</td>
</tr>
<tr>
<td>Black</td>
<td>20.14%</td>
<td>37.41%</td>
<td>38.13%</td>
<td>4.32%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>17.24%</td>
<td>39.66%</td>
<td>37.07%</td>
<td>6.03%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>7.69%</td>
<td>38.46%</td>
<td>30.77%</td>
<td>23.08%</td>
</tr>
<tr>
<td>White</td>
<td>7.83%</td>
<td>15.67%</td>
<td>56.22%</td>
<td>20.28%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>18.10%</td>
<td>34.84%</td>
<td>41.18%</td>
<td>5.88%</td>
</tr>
<tr>
<td>English Learners</td>
<td>41.30%</td>
<td>36.96%</td>
<td>21.74%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Students with Disability</td>
<td>29.89%</td>
<td>40.23%</td>
<td>24.14%</td>
<td>5.75%</td>
</tr>
</tbody>
</table>
Closing Gaps
Readiness

HOW DID THE SCHOOL PERFORM ON EACH COMPONENT?

- CONTENT MASTERY
  - English Language Arts: 81.10
  - Mathematics: 69.75
  - Science: 80.61
  - Social Studies: 94.34

- PROGRESS
  - English Language Arts: 64.87
  - Mathematics: 97.65
  - Progress Towards English Language Proficiency: 100.00

- CLOSING GAPS
  - Improvement Target Performance: 63.90

- GRADUATION RATE
  - 4-Year Graduation Rate: 89.45
  - 5-Year Graduation Rate: 90.38

READINESS
- 83.0

LITERACY
- 72.37%

STUDENT ATTENDANCE
- 87.11%

ACCELERATED ENROLLMENT*
- 47.79% Unbenchmarked Rate

  - Dual Enrollment*: 14.91%
  - Advanced Placement*: 83.90%
  - International Baccalaureate: N/A

*Scores benchmarked at the 75th percentile based on 2018 state rate for all students

PATHWAY COMPLETION
- 80.99%

- Advanced academic: 45.93%
- CTAE: 38.77%
- Fine arts: 33.83%
- World language: 45.68%
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
  o Algebra vs Coordinate Algebra and Geometry vs Analytic Geometry
  o 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:
  o American Literature and Composition
  o United States History
  o 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](http://www.gadoe.org/CCRPI)
- Additional information, resources, and accountability team contact information – [accountability.gadoe.org](http://accountability.gadoe.org)
- **CCRPI Resources for Educators**
- MyGaDOE portal **CCRPI Resources section**
Accountability Team

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GaDOE Customer Service Survey:  
http://gadoe.org/surveys/AsAc-H8PBVZM
C&I Updates:

K-12 Mathematics Standards Review Process

- **Post Public Feedback Survey**
  - July 16—September 6, 2019
  - GaDOE posts survey on website/emails out; open to all Georgians to provide general feelings/feedback regarding the current standards.

- **Share Survey Results**
  - September 25 and 26, 2019
  - State School Superintendent shares results with the Governor’s Office and State Board of Education.

- **Convene Citizens Review Committee**
  - December 2019
  - 20 members appointed by Governor and State School Superintendent (10 each). Made up of parents, students, taxpayers, business/industry leaders, and community members. Facilitated by the Carl Vinson Institute.
  - Reviews survey results. Provides additional feedback.

- **Convene Working Committees of Teachers**
  - January 2020-February 2020
  - Given charge by Governor and State School Superintendent.
  - Made up of content area classroom teachers for each grade level and geographically representative of the state.
  - An equal number of appointments of teachers to serve on these committees will be made by the Governor, State School Superintendent, State Board of Education, and Georgia Department of Education’s Curriculum and Instruction division.
  - Makes draft revisions to current standards based on survey feedback, classroom perspective, feedback from Citizens Review Committee, and charge of the Governor and State School Superintendent.

- **Convene Citizens Review Committee**
  - April 2020
  - Working/Academic Review Committees share proposed revisions. Citizens Committee reviews and provides feedback on proposed revised standards.
  - Working/Academic Review Committee make necessary revisions.

- **Convene Academic Review Committee**
  - March 2020
  - Serves as an oversight committee that will review the survey analysis, recommendations of the Working and Citizens Review Committees, and charge of the Governor and State School Superintendent to approve draft recommendations for revision and/or to make additional recommendations.
  - Members of the Academic Review Committee will include: University System of Georgia, Technical College System of Georgia, Governor’s Office of Student Achievement, and Department of Early Care and Learning. The Governor will make six appointments: a member State Board of Education, Education Policy Advisor, business and industry representative, and three additional appointments. The State School Superintendent will make six appointments: GaDOE’s Deputy Superintendent of Teaching and Learning, a child development expert, two mathematics representatives, and two additional appointments.

- **Post Draft Standards for Public Comment**
  - May 2020 (30 days)
  - State School Superintendent makes recommendation to State Board of Education to post the draft standards for public comment.
  - All Georgians are able to give general or standards-level feedback. Citizens Review Committee works to urge Georgians to participate in survey process.

- **Adopt New Standards**
  - June 2020
  - Committees make additional changes if necessary based on public comment.
  - State School Superintendent makes recommendation to State Board of Education to adopt the standards.

Learn more at: [GaDOE.org/standards](http://GaDOE.org/standards)
C&I Updates: ELA

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

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