

# Accountability Working Committee

August 22, 2016

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# Agenda

Time	Activity
10:00 – 10:30	Review first meeting small group discussions
10:30 – 11:30	Overview of ESSA and State Accountability Provisions <ul style="list-style-type: none"> <li>• Ryan Reyna, Education Strategy Group</li> <li>• Allen Meyer, GaDOE Policy Division</li> </ul> History of CCRPI and Lessons Learned <ul style="list-style-type: none"> <li>• Becky Chambers, GaDOE Curriculum &amp; Instruction Division</li> </ul>
11:30 – 12:00	Break and Get Lunch (on your own)
12:00 – 12:45	Working Lunch – Review and discuss CCRPI Survey of School and District Leader results
12:45 – 2:00	Setting Goals – Overview and Small Group Discussion
2:00 – 2:15	Break
2:15 – 2:55	Setting Goals – Report Out
2:55 – 3:00	Wrap up, next steps

# Review first meeting small group discussions

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# Small Group Summary

- What works?
  - Holistic view
  - Communicates what schools are about
  - Data in portal
  - Transparent
  - Improvement over previous system
  - Indicators – performance flags, two grad rates, growth, post high school readiness (pathways), Milestones classifications

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# Small Group Summary

- What is not working?
  - Too complex
  - Timeline
  - Context is missing
  - Too much room for human error
  - Too many changes
  - Too many indicators
  - Primary schools
  - Indicator issues – attendance, ETBs, CTAE pathway completers earning a credential, Lexiles for high school, no K-3 growth data, achievement gap, innovative practice

# Small Group Summary

- What questions do you have? What issues do you want to discuss?
  - How can we create a working index as data comes out (even if it is not final) to continue to inform decisions and making plans? Is there a way to streamline?
  - What role does attendance play in enrollment or should it just be linked with climate? Maybe give points on CCRPI for climate stars?
  - Are there additional levels of varieties that we can examine with new/other indicators?
  - Can you get a fair Lexile score from a single assessment? Can it be easier to determine scores?

# Small Group Summary

- What questions do you have? What issues do you want to discuss?
  - How can we better educate district-level staff about how data is being used?
  - Is current CCRPI too much information?
  - Are parents understanding what they are seeing in CCRPI indexes?
  - Does CCRPI communicate well?
  - What is the purpose of the final CCRPI scores? To communicate a “grade” ABCD for schools?

# Small Group Summary

- What questions do you have? What issues do you want to discuss?
  - Could a school be recognized as exemplary, distinguished, improving, and developing?
  - What causes the need for several data collections for TKES, CCRPI, etc.?
  - Why can't the surveys apply across programs?
  - How can CCRPI measure children, not just measure schools?
  - How do all indicators relate to effective practice?



# Overview of ESSA Accountability Provisions

Ryan Reyna, Education Strategy Group

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# Overview of State Accountability Provisions

Allen Meyer, GaDOE Policy Division

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# History of CCRPI and Lessons Learned

Becky Chambers, GaDOE Curriculum & Instruction  
Division

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**Break**

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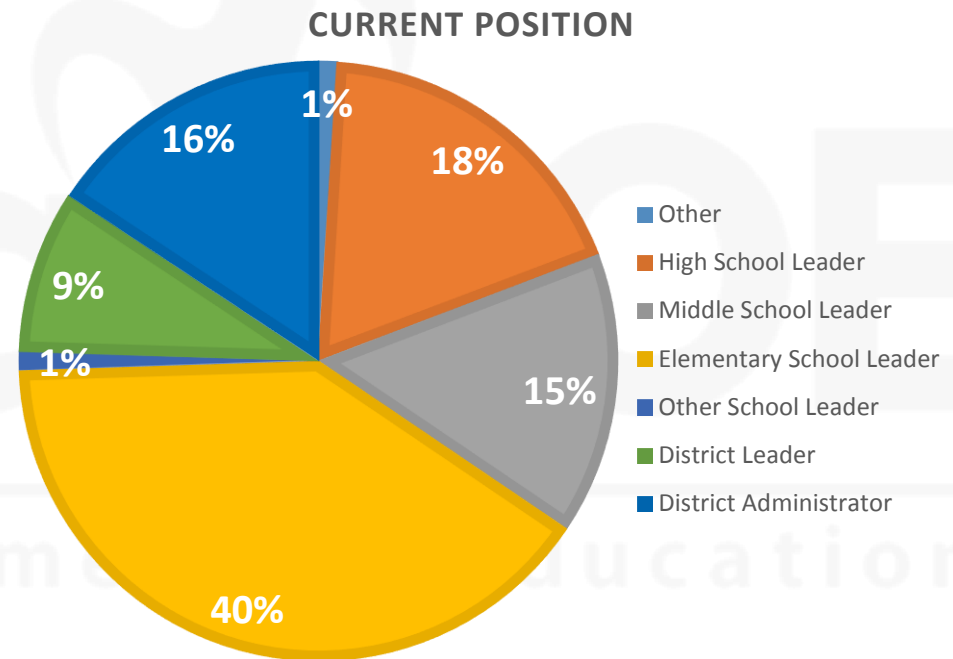
# CCRPI Survey of School and District Leaders

## Main Findings

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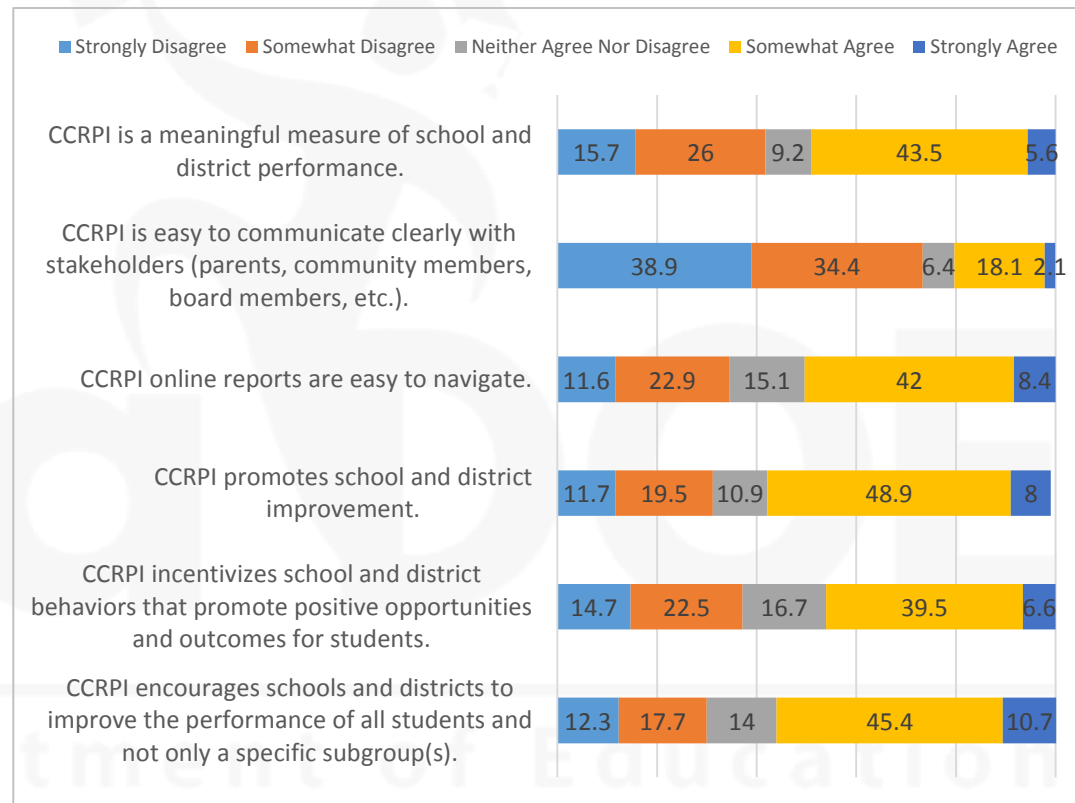
# Overview

- Administered online May 25 – June 10, 2016
- Received 1,910 valid responses from school and district leaders



## Please indicate the extent to which you agree or disagree with the following statements about CCRPI.

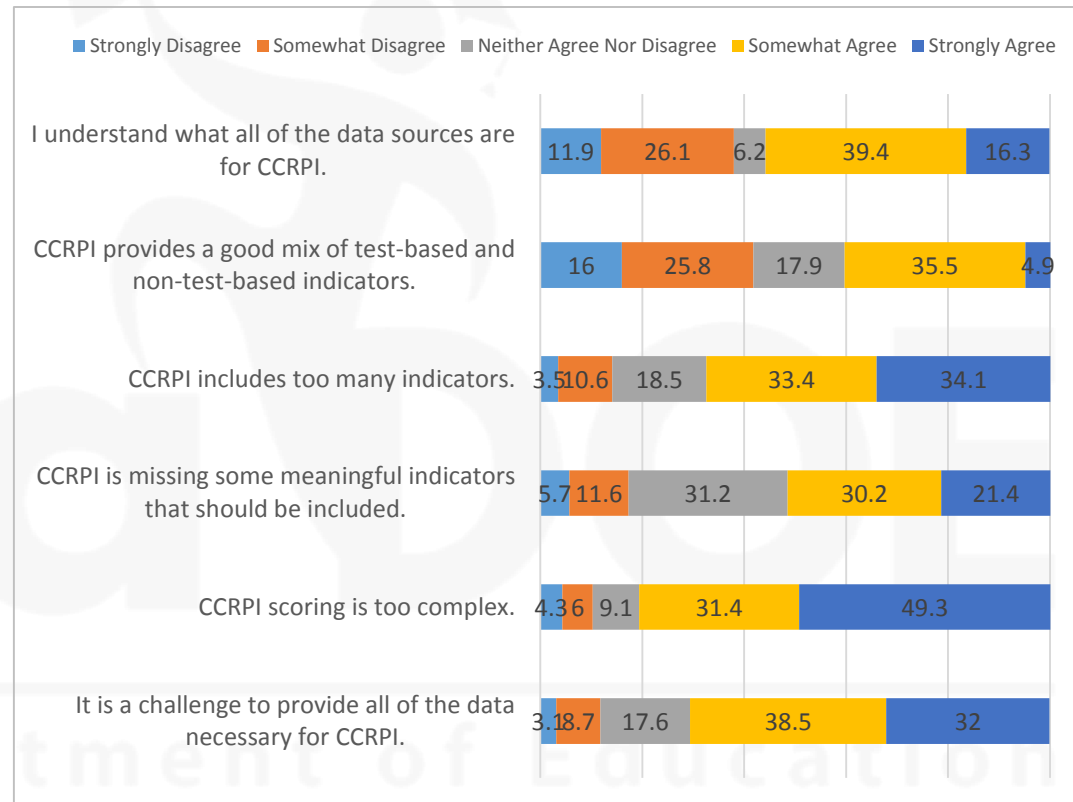
- More than one-half agree that CCRPI:
  - Promotes improvement (56.9%)
  - Encourages the improvement of all students (65.1%)
- About one-half agree that CCRPI:
  - Online reports are easy to ready (50.4%)
  - Is a meaningful measure of school and district performance (49.1%)
  - Incentivizes behaviors that promote positive opportunities and outcomes for students.
- Few agree that CCRPI:
  - Is easy to communicate (20.2%)



**Finding: There is not a clear message about the goals of the system.**

## Please indicate the extent to which you agree or disagree with the following statements about CCRPI.

- CCRPI is too complex:
  - 80.7% agree that CCRPI scoring is too complex
  - 70.5% agree that it is a challenge to provide the data necessary for CCRPI
  - 67.5% agree that CCRPI includes too many indicators
  - Only 55.7% agree that they understand the data sources for CCRPI
- Does CCRPI provide a good mix of test- and non-test based indicators?
  - 40.4% agree; 41.8% disagree; 17.9% neither agree nor disagree
- 51.6% agree that CCRPI is missing meaningful indicators



**Finding: CCRPI is too complex.**



Please indicate whether or not each of the following CCRPI components are important for accountability, communicating school and district performance, and informing school improvement.

No            Yes	Accountability	Communication	School Improvement
Achievement: Content Mastery			
Achievement: Post School Readiness			
Achievement: Graduation Rate or Graduation Rate Predictor			
Progress (SGPs)			

Please indicate whether or not each of the following CCRPI components are important for accountability, communicating school and district performance, and informing school improvement.

	Accountability	Communication	School Improvement
<b>Achievement Gap (Gap Size and Gap Progress)</b>	43 No, 57 Yes	53 No, 47 Yes	35 No, 65 Yes
<b>Performance Flags</b>	49 No, 51 Yes	52 No, 48 Yes	40 No, 60 Yes
<b>ED/EL/SWD Performance</b>	31 No, 69 Yes	39 No, 61 Yes	24 No, 76 Yes
<b>Exceeding the Bar</b>	57 No, 43 Yes	54 No, 46 Yes	51 No, 49 Yes



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

Please indicate whether or not each of the following CCRPI components are important for accountability, communicating school and district performance, and informing school improvement.

- Findings

- Content mastery, progress/SGPs, ED/EL/SWD performance, and graduation rates are most important for accountability, communication, and school improvement
- Fewer believe that other components of the system are as important
- For more technical calculations (SGPs, achievement gap), there is more agreement that they are useful for accountability and school improvement, and less for communication

Please rank the following CCRPI components from most (1) to least (8) valuable.

	Average Ranking 1 = Most Valuable 8 = Least Valuable	% Selecting Most Valuable (1)	% Selecting Least Valuable (8)	Most Common Ranking
Achievement: Content Mastery Progress (SGPs)	2.65	49.1%	9.7%	1 (49.1%)
Achievement: Graduation Rate or Graduation Rate Predictor	3.26	25.0%	6.1%	2 (27.2%)
Achievement Gap (Gap Size and Gap Progress)	4.44	7.0%	8.4%	3 (17.7%)
Achievement: Post School Readiness	4.65	2.5%	6.5%	3 (19.1%)
ED/EL/SWD Performance	4.78	4.4%	10.0%	4 (16.2%)
Performance Flags	4.86	1.7%	5.4%	4 (19.8%)
Exceeding the Bar	5.39	4.2%	16.9%	7 (19.4%)
	5.97	6.1%	37.0%	8 (37.0%)

**Finding: Content mastery, progress/SGPs, and graduation rates are most valuable while performance flags and exceeding the bar are least valuable.**

## What are the most important improvements that could be made to CCRPI?

	%
Simplify how CCRPI data are combined to produce an overall score	67.6%
Eliminate or minimize annual changes to CCRPI indicators	50.7%
Reduce the number of indicators	48.2%
Have a core set of indicators for all schools and a flexible section of indicators selected by districts	40.9%
Use a smaller set of indicators for scoring and report additional indicators as informational	38.1%
Other	15.1%
Redesign the online report format	7.6%
Add indicators not currently included	5.3%

**Finding: Simplify; minimize changes; reduce number of indicators**

## What are the most important improvements that could be made to CCRPI?

- 15.1% of respondents selected “other.”
- Many of the comments associated with “other” are already captured in the answer choices, such as simplifying the index and eliminating or minimizing annual changes to indicators.
- Other frequently entered comments include the following:
  - increasing the minimum N size
  - addressing how subgroup performance is reported
  - changing or eliminating the attendance indicator
  - releasing data earlier
  - eliminating the use of lagging data
  - eliminating CCRPI altogether



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In addition to academic proficiency, academic growth, EL proficiency, and graduation rate, ESSA requires at least one indicator of school quality or success. What types of indicators best meet this requirement?

- Student completion of pathways or advanced content were among the most selected indicators, especially at the high and middle school levels.
- College readiness measures were the next most selected option for high schools
- The School Climate Star Rating was frequently selected at the middle and elementary school levels

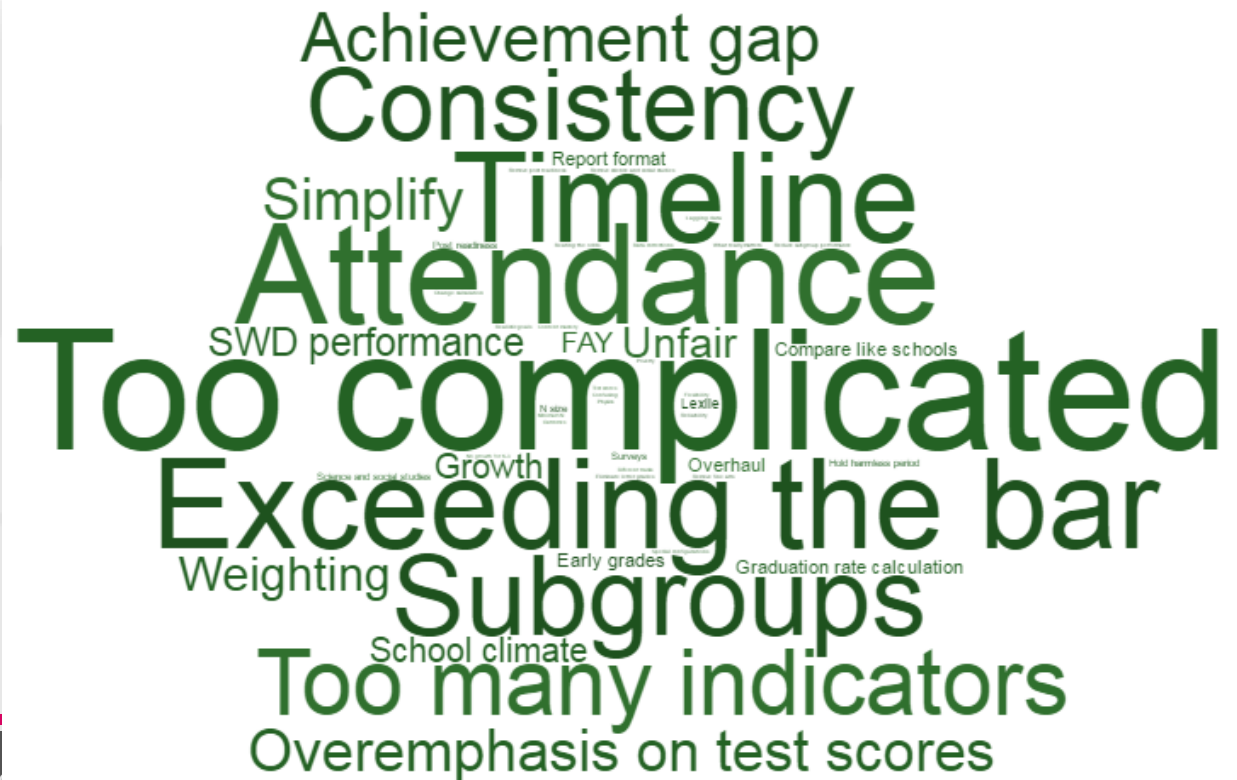
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## What needs to be changed?

- CCRPI is too complicated; CCRPI includes too many indicators; Results are available too late (timeliness); There are too many changes (consistency); and the attendance indicator needs to be changed or removed
- Concerns about early grades (no test scores or growth), impact of SB364 and reduction of science and social studies testing, ETB indicators, report format





Please provide any additional feedback you may have regarding CCRPI.

- 437 comments revealed three prevalent themes
  - CCRPI is too complicated
    - Goals are not clear; schools do not know where to focus their efforts; schools do not know how to use the information for school improvement
    - The number and type of indicators result in “chasing points” instead of focusing on best practices that can improve student performance
    - Communicating results with parents and stakeholders is a challenge
  - There are too many changes to CCRPI
    - Adjustments will need to be made, but current changes are extensive and make it difficult to set goals and work towards improved scores
  - Scores are released too late
    - Timing makes it difficult to use the results for improvement purposes.
    - Instead, the release serves more as an accountability hammer as opposed to a tool to engage communities in improving opportunities for and the performance of students

# Conclusion

1. Set clear, attainable goals
2. Include indicators that promote improved student opportunities and outcomes
3. Simplify the index
4. Maintain consistency
5. Release CCRPI scores earlier

Discussion – what are the implications for our work?

# Setting Goals and Identifying Expected Outcomes

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# Importance of Setting Goals

- Develop a common vision for accountability
  - Common language and shared understanding
  - Clarifies the rationale for the system's design
- Define the goals of the accountability system
  - Outline how and why CCRPI, as designed, will result in the specified goals
- Ensure the design of CCRPI is deliberate, coherent, and aligned to the stated goals of the system
  - Outline the thoughtfulness and coherence of the system
  - An iterative process – we will continue to articulate, design, and revise the theory of action as we design and develop CCRPI

Source: Hall, Erika. Developing A Theory of Action. National Center for the Improvement of Educational Assessment.

# Theory of Action

1. Purpose, goals, and expected outcomes
2. Intended uses of results
  - How results should and should not be used
3. How the accountability system will result in attainment of goals
4. Claims we want to make in light of results
5. Design of the system and components
  - Indicators, measures, resources, supports
  - How they relate to one another
  - Mechanism by which components are intended to provide for specified goals
6. Inferences/assumptions underlying the system working as intended

Source: Hall, Erika. Developing A Theory of Action. National Center for the Improvement of Educational Assessment.

# Goals and Expected Outcomes

- What are the intended goals of accountability/CCRPI?
- What outcomes do we expect for the system to afford?
- What impact do we expect the accountability system to have on stakeholders and systems?
- How will we determine whether the accountability system and its components are having the desired effect? What will we look at? How will we measure success?

Source: Hall, Erika. Developing A Theory of Action. National Center for the Improvement of Educational Assessment.



# Intended Uses

- How do we intend for overall results to be used?
- How do we intend for component/indicator results to be used?
- What types of decisions are the results intended to support?

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Source: Hall, Erika. Developing A Theory of Action. National Center for the Improvement of Educational Assessment.

# Small Groups

- Purpose
  - What is the driving force behind the CCRPI? What do we hope to accomplish through CCRPI?
- Goals
  - What observable, measureable outcomes are we hoping to realize if CCRPI is working as intended? Prioritize!
- Intended uses of the results
  - In what ways are the state and its stakeholders intended to use the information provided by CCRPI? Overall scores and component/indicator scores?
- Intended outcomes of the system
  - What do we expect to happen if CCRPI is working as intended?
- Vision
  - What does CCRPI look like? Must haves? Can't haves? Aha moments?

**Break**

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# Report Out

- Purpose
  - What is the driving force behind the CCRPI? What do we hope to accomplish through CCRPI?
- Goals
  - What observable, measureable outcomes are we hoping to realize if CCRPI is working as intended? Prioritize!
- Intended uses of the results
  - In what ways are the state and its stakeholders intended to use the information provided by CCRPI? Overall scores and component/indicator scores?
- Intended outcomes of the system
  - What do we expect to happen if CCRPI is working as intended?
- Vision
  - What does CCRPI look like? Must haves? Can't haves? Aha moments?

# Up Next...

- Developing the CCRPI framework
- Reviewing indicators
- Reimbursements
  - Please leave them with me today if completed.
- Thank you!!