

Accountability Working Committee

September 6, 2016

Georgia Department of Education

Agenda

Time	Activity
10:00 – 10:15	Welcome and Goals for Today's Meeting
10:15 – 10:45	Review Guiding Principles and Focus Areas Identified by State Advisory Committee Review and Refine Goals from Last Meeting
10:45 – 12:00	Review Indicators – Small Groups
12:00 – 12:30	Break/Lunch
12:30 – 1:30	Review Indicators – Report Out
1:30 – 2:00	Other Components – Small Groups
2:00 – 2:15	Break
2:15 – 2:55	Other Components – Report Out
2:55 – 3:00	Wrap up, next steps

Review Guiding Principles and Focus Areas Identified by the State Advisory Committee

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Guiding Principles

1. Develop clear, transparent, stakeholder-friendly reports
 - Include summary information; use user-friendly language; explore data visualization and analytic possibilities
2. Maintain consistency across districts and across years
3. Ensure the summative rating reflects student outcomes
 - Not processes that force schools to take specific actions. Schools should have flexibility to determine what actions to take.
 - Have a good balance between achievement and growth
4. Provide results in a timely manner to inform improvement
5. Seek ways to measure growth or progress on other indicators

Areas of Focus

1. Assessment – multiple forms, mixed options, multiple measures
2. Release data in a more timely manner
3. Report with context – what do the numbers mean?
4. Focus on subgroup data
5. Address unintended impact on charter and strategic waivers
6. Prioritize information – what is important for the purpose of the index?
7. Validity
8. Focus on growth vs. static numbers
9. Comparability – comparisons to other schools with similar populations

Review and Refine Goals

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Purpose

- Communication
 - Inform all stakeholders about the performance of their schools *on key indicators*
 - Inform all stakeholders about their school's progress toward preparing students for college and careers
- School improvement
 - A statewide system that drives school improvement
 - Provides guidance to improve utilization of data
- Accountability
 - ???
- *CCRPI is not intended to provide a complete picture of school quality. It is one set of measures that provide an indication of a school's progress in preparing students for college and careers.*



Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
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Goals

1. Increase student achievement
2. Increase graduation rates
3. Increase literacy and numeracy
4. Increase the number of students completing pathways (and/or higher level courses)
5. Increase college and career readiness

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Intended Uses

- Identify areas where progress has been made and areas in need of improvement
- Identify schools that need additional support
- Hold schools and districts accountable for improving student opportunities and outcomes
- Communicate publicly student performance and effective instructional practices
- Use results to prioritize resources
- Provide a mechanism for comparisons of schools within districts and across the state

Intended Outcomes

- Schools and districts can identify and work towards goals that will improve student opportunities and outcomes
- All stakeholders will understand school and district goals and can understand their role in working toward attaining those goals
- Greater collaboration among all stakeholders
- Highlight schools that are effective or making progress and recognize their strategies
- Communicate to stakeholders a school/district rating on selected indicators of school quality
- Create a shift towards results-oriented improvement

Review Indicators

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Purpose

- Begin reviewing indicators for inclusion in CCRPI
- Keep in mind –
 - Purpose, goals, intended uses, intended outcomes
 - Expect to revise theory of action!
 - ESSA requirements
 - State requirements
- After reviewing individual indicators, we will review them holistically
- *It is OK to revise the purpose and goals during this process*

Activity

- Each table has a set of indicators to review
- One colored sheet must be completed for each indicator
- Blank sheets are available if you want to discuss a new indicator
- We will use a series of questions to evaluate each indicator
 - Alignment with theory of action (purpose/goals)
 - Alignment with state and federal requirements
 - Technical qualities – validity, reliability, comparability

Review Questions

1. Purpose: What is the indicator trying to measure?
2. Does it measure what it is supposed to measure?
3. To what goal does the indicator align?
4. Is it appropriate/fair to use for accountability/CCRPI?
5. Reliability: Do changes in indicator performance reflect actions taken by schools?
6. Would progress on this indicator likely increase student achievement or HS graduation rates?
7. Does the indicator meaningfully differentiate among schools?

Review Questions

8. Comparability: Is it equally reflective of school quality across the state?
9. Is it a statewide measure?
10. Can it be disaggregated by subgroup?
11. What is the intended outcome by including this indicator?
12. What are the unintended consequences of including this indicator?
13. Recommendation (keep, modify, remove)
14. Rationale

Other Components

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Review Questions

- Content Mastery
- Progress
- Graduation Rate
- ELP Indicator
- Performance Flags
- ED/EL/SWD Performance
- Achievement Gap

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Next Meetings

- What does readiness look like?
 - Readiness for middle school? Readiness for high school? Readiness for college and careers?
 - Do the indicators we have adequately address readiness for the next level?
- Holistically, do the indicators we have align to the stated goals? Do they work together? Do they work across grade spans?
- Scoring, weighting, and labeling
- 95% participation rate
- How do we measure primary schools? Other unique schools?
- Minimum N size
- Setting long term goals and interim progress
- Comprehensive and targeted support schools



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Thank you!

- Reimbursements
 - Please leave them with me today if completed.
- Remember to sign in
- Thank you!!

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