

# Accountability Working Committee

November 2, 2016

Georgia Department of Education



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gaDOE.org](http://gaDOE.org)

# Agenda

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## Activity

Welcome and Goals for Today's Meeting

95% Participation Rate Requirement

Long Term Goals and Measurements of Interim Progress

Wrap Up

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# 95% Participation Rate Requirement

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# ESSA Legislation

“(E) ANNUAL MEASUREMENT OF ACHIEVEMENT.—(i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

95% participation requirement for all students and each subgroup remains

“(ii) For the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—

Content Mastery – denominator must be greater of 95% of students or the number of participants

“(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or

“(II) the number of students participating in the assessments.

“(iii) Provide a clear and understandable explanation of how the State will factor the requirement of clause (i) of this subparagraph into the statewide accountability system.

Explain how participation rates are included





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# Proposed Regulations

(1) assign a lower summative rating to the school, described in proposed §200.18;

If a school does not meet the 95% requirement in a subject, the school would receive a lower overall rating.

Example: a "B" instead of an "A"

**What are the advantages to this approach? Disadvantages?**

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# Proposed Regulations

(2) assign the lowest performance level on the State's Academic Achievement indicator, described in proposed §§200.14 and 200.18;

If a school does not meet the 95% requirement in a subject, a score of "Beginning Learner" would be included in Content Mastery calculations for all students falling below the 95% threshold

Example: if 90 out of 100 students assessed (90% participation rate), the scores for the 90 students plus a "Beginning Learner" for 5 students would be included in the calculation

**What are the advantages to this approach? Disadvantages?**



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# Proposed Regulations

(3) identify the school for targeted support and improvement under proposed §200.19(b)(1); or

If a school does not meet the 95% requirement in a subject, the school would be identified for targeted support and improvement (TSI).

**What are the advantages to this approach? Disadvantages?**

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# Proposed Regulations

(4) another equally rigorous State-determined action, as described in its State plan, that will result in a similar outcome for the school in the system of annual meaningful differentiation under proposed §200.18 and will lead to improvements in the school's assessment participation rate so that it meets the 95 percent participation requirement.

**Is there another option for incorporating the 95% participation requirement into CCRPI calculations?**

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# Proposed Regulations

- (1) assign a lower summative rating to the school, described in proposed §200.18;
- (2) assign the lowest performance level on the State's Academic Achievement indicator, described in proposed §§200.14 and 200.18;
- (3) identify the school for targeted support and improvement under proposed §200.19(b)(1); or
- (4) another equally rigorous State-determined action, as described in its State plan, that will result in a similar outcome for the school in the system of annual meaningful differentiation under proposed §200.18 and will lead to improvements in the school's assessment participation rate so that it meets the 95 percent participation requirement.

## Recommendation?

# Long Term Goals and Measurements of Interim Progress

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# ESSA Legislation

Establish ambitious state-designed long-term goals, which shall include measurements of interim progress toward meeting such goals

- For all students and separately for each subgroup
- For, at a minimum, proficiency on annual assessments, high school graduation rates (can also do 5-year but must be more rigorous), and percentage of EL students making progress in achieving English language proficiency
- Same multi-length of time for all students and for each subgroup
- For subgroups who are behind, take into account the improvement necessary to make significant progress in closing statewide proficiency and graduation gaps



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# Proposed Regulations

- If a state chooses to use an extended-year adjusted cohort graduation rate in its accountability system, the state must set long-term goals, except that goals based on the extended-year rate must be more rigorous than goals based on the four-year rate
- The goals for EL students to make annual progress toward attaining English proficiency must take into consideration
  - the student's English language proficiency level and
  - may also consider one or more of the following student-level factors at the time of identification as an EL: 1) time in language instruction education programs; 2) grade level; 3) age; 4) Native language proficiency level; and 5) limited or interrupted formal education, if any

# Proposed Regulations

- Accountability performance levels must be set in a way that is consistent with attainment of the State's long-term goals and measurements of interim progress.
  - If a school is repeatedly failing to make sufficient progress toward goals for academic achievement, graduation rates, and EL proficiency, that must be reflected in the performance level rating.

# Discussion Questions

- Purpose – Begin the conversation around goal setting
  - Ensure goals align with theory of action
    - What are our policy priorities? Goals of accountability system?
  - Set ambitious but attainable goals
    - We want all stakeholders to feel the goals are attainable and to understand their role in working towards obtaining them.
    - We do not want a repeat of NCLB where the goals are unattainable and there is no incentive to work towards them.
    - Bottom line – we want to make progress in Georgia!
  - Be innovative – let's find something we can get excited about and work towards!

# Discussion Questions

- What time frame should we consider?
- What should be the state goal at the end of that time frame?
- What should we expect of schools?
- What should the interim targets be?
- How do we require subgroups that are further behind make more progress to close gaps?



# Discussion Questions

- What time frame should we consider?
  - NCLB – first implemented in 2002, goal was 100% proficiency by 2014
  - ESEA waiver – 6 years
  - Options to consider – 12 years (a generation); other?
- What should be the state goal at the end of that time frame?
  - NCLB – 100% proficiency
  - ESEA waiver – cut gap between current performance and 100% by half
  - Options to consider – 90% graduation/proficiency rate; certain percentage increase based on current performance; other?

# Discussion Questions

- What should we expect of schools?
  - Everyone gets to the statewide goal? Same interim targets for everybody?
  - A percentage increase (which accounts for schools' starting points)?
- What should the interim targets be?
  - Annual? Every 2 years? 3 years?
  - Linear targets based on goal?
- How do we require subgroups that are further behind make more progress to close gaps?

# Wrap Up

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# Next Meeting

- Discuss CCRPI research from UGA
- Continuing topics
  - Continue revising CCRPI framework
  - Scoring, weighting, and labeling
  - Setting long term goals and interim progress
  - Reporting
  - Other topics
- Review stakeholder feedback
- Subcommittee updates
  - Comprehensive and targeted support schools
  - English language proficiency
- Set additional meeting dates for January/February