

Making Curriculum, Instruction, Assessment, and Accountability Work for All Georgia Students

Martha R. Reichrath, Ph.D.
Georgia Department of Education
Office of Curriculum, Instruction, and Assessment (CIA)



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

“Hot Topics” for Georgia Special Educators

- Race To The Top
- Common Core Georgia Performance Standards
- Adequate Yearly Progress Changes
- Secondary Assessment Transition
- College and Career Ready Performance Index
- Multiple Pathways for High School Graduation



Race to the Top

- Georgia was awarded \$400 million to implement its Race to the Top plan and the State Board of Education has direct accountability for the grant.
- \$200 million will go to 26 districts through the Title I formula and \$200 million will come to the state for the benefit of all 180 districts.
- 26 LEAs represent:
 - ✓ Approximately 39% of our schools, 41% of our students, and 40% of all teachers
 - ✓ Approximately 46% of students in poverty, 53% of African-American students, and 48% of Hispanic students



4 Education Reform Areas

- Recruiting, preparing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction;
- Turning around our lowest-achieving schools.



Common Core Georgia Performance Standards (CCGPS)

January/February 2011	ELA and Math Precision Review
March 2011	Final CCGPS for ELA and Math
March 24, 2011	RESA Information Session Facilitated by GaDOE
Spring/Summer 2011	RESA ELA and Math Leaders to Facilitate District and School-level Administrator Information Sessions
Spring/Summer 2011	Resource Development
Fall 2011- Summer 2012	Teacher Information Sessions
2012-2013	Year 1 Implementation/Transition
2013-2014	Year 2 Implementation; Field Test
2014-2015	Year 3 Implementation and Common Assessment



English Language Arts Common Core GPS (CCGPS)

- The Precision Review Team met in February 2011 to finalize the ELA Common Core GPS document for each grade level.
- The Precision Review Team recommended to the ELA Advisory Council to add the GPS elements for cursive writing to the CCGPS.
- A recommendation will be made to the GaDOE leadership regarding the inclusion of GPS elements for cursive writing in the CCGPS.
- Race to the Top and Gates grants will target sustained and technology-enhanced professional learning and will provide the needed funding.



Mathematics

Common Core GPS (CCGPS)

- K-12 Mathematics Advisory Council members are currently reviewing the recommendations of the Precision Review Teams and RESA Mathematics Mentors.
- In the spring/summer of 2011, district and school level leadership will be provided with information sessions developed and delivered in collaboration with RESAs.
- Race to the Top and Gates grants will target sustained and technology-enhanced professional learning and will provide the needed funding.



Mathematics EXPRESS

- Teacher preplanning - June 9 -10, 2011
- Mathematics EXPRESS Program - June 13-24, 2011
- School day students 8:30-12:30; teachers 8:00-2:00 daily
- Maximum of 40 host high school sites
- Maximum of 125 Math teachers; Maximum of 3,125 students
- Teachers pay = \$3,500.00 plus a goal award of \$500.00 if 80% or higher of their EXPRESS students pass the June 24, 2011, administration of the Math GHS GT
- \$3,000.00 provided to school districts of host sites
- Funds are **not** available from GaDOE for student transportation
- Registration (tentatively) May 9-20, 2011, through MyGaDOE portal



SBOE Approved Interventions

Students who entered 9th grade in
2008-2009, 2009-2010, and 2010-2011

- Students who entered high school in Fall 2008, Fall 2009, or Fall 2010, take four years of math, and successfully complete Mathematics I and Mathematics II will have satisfied the minimum math requirements for graduation.
- Mathematics I Support and Mathematics II Support may be treated as elective or core courses.



SBOE Approved Interventions

Students who entered 9th grade in
2008-2009, 2009-2010, and 2010-2011

- Align the current GPS math standards into discrete courses such as *GPS Algebra*, *GPS Geometry*, *GPS Advanced Algebra*, *GPS Pre Calculus*
- As an option allow **incoming freshmen** and **ANY current 9th – 11th grader**, who is struggling to earn credit in the integrated approach, the opportunity to switch over and take the **SAME RIGOROUS** standards but delivered in discrete courses



Interventions

Important to Note:

- Mathematics standards will not change.
- Rigor will not be diminished.
- Mathematics Common Core GPS will be implemented in 2012-2013.



Possible Long-term Solution(s)

- The adoption of Common Core State Standards presents several opportunities.
- The Common Core mathematics standards are designed to be delivered in either discrete or integrated courses.
- Districts were surveyed to determine their preferences:
 - Integrated Courses (Math I, II, III, and IV)
 - Discrete Courses (GPS Algebra, GPS Geometry, GPS Advanced Algebra, GPS Pre Calculus)
 - Let school districts have the option to choose one or both



**We have a choice.
We can simply defend what we
have...
or create what we need.**

Sixteen Trends
Their Profound Impact on Our Future
by Gary Marx



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ACCOUNTABILITY

Proposed Amendments for the 2010-2011 AYP Workbook:

- 1) For the 2010-2011 school year, Georgia is again requesting to include the Special Education Diploma as a regular diploma for AYP purposes. The Special Education Diploma is awarded to students whose Individual Education Plan (IEP) team has determined the Special Education Diploma as the appropriate diploma based on high expectations and the unique needs of the student and his or her disability.
- 2) For the 2010-2011 school year, Georgia is again requesting that for accountability purposes the SWD subgroup will consist of students reported as SWD from the Fall FTE count day through the spring testing window. The SWD subgroup will consist of students reported as SWD from the Fall FTE count day (the first Tuesday in October) through our state's spring testing window. The scores of the SWD subgroup should reflect on the performance of children served by special education programs and services during the school year rather than students who might have only received services for a matter of days.



Proposed Amendments for the 2010-2011 AYP Workbook

- 3) Georgia has implemented a more rigorous mathematics curriculum and state assessments. We are requesting to amend the Accountability Workbook to adjust the AMOs for the Georgia High School Graduation Test in Mathematics.
- 4) For the primary schools comprised of any combination of grades K-2 where no grade is assessed, the AYP determination of the primary school will be based on the third-grade reading/English language arts and mathematics results of the students previously enrolled in the feeder primary school's highest grade (for a full academic year), tracking these students only to the school(s) in the same district in which the primary school feeds.
- 5) Georgia is requesting to use the extended year graduation rate beginning with the 2012 AYP determinations. The option to use an extended-year adjusted cohort graduation rate in AYP determinations allows the State to give schools and LEAs credit for successfully graduating students who take longer than four years to graduate high school with a regular high school diploma.



Timeline for Science as the Second Indicator for AYP (Grades 3-8)

Georgia's Race to the Top Application requires science to be the second indicator for AYP for **all** elementary and middle schools.

- 2011-2012: Hold Harmless year
- 2012-2013: All **elementary** and **middle** schools (grades 3-8) will be held accountable for science as the second indicator beginning with the 2013 AYP determinations.
- You will receive notification as soon as the AYP goals/targets for meeting this second indicator are determined.

GaDOE is working to offer additional instructional support and resources to district administrators and K-8 teachers in the area of science.



Leaver/Proxy Rate Calculation for AYP 2003-2011

This rate does not track cohorts of students. Therefore, the year a student enters the 9th grade is not considered when calculating the graduation rate.

The Leaver/Proxy Rate formula is as follows:

of regular diplomas

**# of regular diplomas + # of special ed. diplomas + # of certificates of attendance
+ 9th grade dropouts (2008) + 10th grade dropouts (2009) + 11th grade dropouts (2010) + 12th grade dropouts
(2011)**

Dropout Withdrawal Codes:

- B - Marriage
- E - Expelled
- F - Financial Hardship/Job
- I - Incarcerated
- L - Low Grades
- M- Military
- O - Adult Education
- P - Pregnant
- R - Removed for Lack of Attendance
- S - Serious Illness/Accident
- U – Unknown

- 1. Active students are not pulled into the calculation.**
- 2. Students who graduate with a regular diploma impact the calculation during the school year in which they graduate.**



Cohort Rate Calculation for Report Card 2011 and AYP 2012 >

This rate does track a cohort of students. Students who entered 9th grade for the first time during the 2007-2008 (2008) school year make up the cohort.

of cohort students earning a regular diploma

1st time 9th graders in 2008 plus students who transfer in who belong to this cohort minus students who transfer out, emigrate or die during 2008, 2009, 2010, and 2011 school years

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1. Students who take longer than 4 years and a summer to graduate will not count in the numerator.
2. Students who belong to the cohort and dropout remain in the denominator.
3. Students who were coded as a dropout and are found to have subsequently enrolled will be re-coded as transfers.
4. Students who were coded as a transfer but cannot be found throughout the state will be re-coded as a dropout.



Proposed Secondary Assessment Transition Plan

Amend State Board of Education rule to remove high school graduation test as a requirement for graduation effective for freshman entering high school in the school year 2011/2012 and beyond.

Permit students currently in high school the option of passing an EOCT in each of the four content areas or passing the corresponding test of GHSWT.

The GHSWT will remain a requirement until the adoption of a state-led and designed common assessment, which will incorporate the elements of the GHSWT.

Amend the weighting requirement of the EOCT to twenty (20%) percent of the student course grade for freshman entering high school in the year 2011-2012 and beyond.



Proposed Secondary Assessment Transition

Important:

- This proposed plan would not go into effect until the 2011-2012 school year.
- High school testing should proceed as planned this year. All grade 11 students should participate in the GHSGT this spring.
- 2010-2011 AYP will be calculated using the GHSGT.
- If the plan is approved, beginning in 2011-2012 AYP will be calculated using the EOCT. (courses to be determined)



College and Career Ready Performance Index for High Schools

College and Career Readiness: the level of achievement required in order for a student to enroll in two or four year colleges and universities and technical colleges without remediation, fully prepared for college level work and careers.

- Nationwide, accountability systems are not traditionally designed to serve as indicators of College and Career Readiness
- “College and Career Ready is going to look a lot different than AYP. Next generation accountability systems promote what we want schools to deliver regarding college and career readiness for our youngsters.” CCSSO, November 2010
- The Common Core State Standards clearly illustrate that the next generation of accountability will be based on more than adequacy and focused on getting students into postsecondary programs without the need for support or remediation
- There is a need to capture the work of moving all students; not students classified within sub-groups



College and Career Ready Performance Index, High School Model Grades 9 - 12

Current School
Percentage

Graduation Rate

Graduation Rate (%)

Postsecondary Enrollment

Graduates Entering Technical Colleges and/or 2 or 4 Year Colleges and Universities

Graduates Entering TCSG Technical Colleges, and/or USG 2 or 4 Year Colleges and Universities NOT Requiring Remediation or Support Courses (%)

Postsecondary Options

Students Completing Dual Enrollment courses and/or Move On When Ready courses and/or AP courses and/or IB Courses that Offer the Potential of High School and College Credit (%)

Graduated Students Earning High School Credit for Two or More Years of One World Language (%)

National Examinations

Average ACT Score; 22 of 36 Maximum (expressed as a %)

Average SAT Score; 1550 of 2400 Maximum (expressed as a %)

Students Scoring 3 or Higher on AP Exams and/or 4 or higher on IB exams (%)

Career Ready

Graduates completing Three or More Pathway Options in the Visual, Graphic and Performing Arts or World Languages

Students Completing Three or More Designated CTAE Pathway Courses (%)

CTAE Pathway Completers Earning a CTAE Industry-Recognized Credential (%)

Students Receiving a Silver Certificate or higher on the Georgia Work Ready Assessment (%)

Course Mastery/Students Scoring at Meets or Exceeds on EOCTs

9th Grade ELA (%)

American Literature (%)

Mathematics I (%)

Mathematics II (%)

Physical Science (%)

Biology (%)

US History (%)

Economics (%)

College and Career Ready Performance Index

Why the need for College and Career Ready Goals for Georgia High Schools?

- Georgia's rankings in ACT and SAT
- The percentage of high schools not making AYP
- Persistently low scores on End-of-Course Tests
- BRIDGE legislation
- Postsecondary remediation rate in USG colleges and universities
- Failure of many schools to view Career Ready as part of their mission



College and Career Ready Performance Index What can it offer our High Schools?

- Provide a clear picture of college and career ready performance indicators
- Serve as a complement to the Class Keys and AYP
- Complement the plan to discontinue the Georgia High School Graduation Test
- Offer a scale that is easily understood by all stakeholders
- Aid in development of a comprehensive system of student advisement focusing on postsecondary options and careers
- Establish a progress model for low performing schools
- Support educational leaders in moving all students into a culture of excellence
- Assist schools in managing students to succeed



Recommended Reading
**Pathways to Prosperity: Meeting the Challenge of Preparing Young
Americans for the 21st Century**
Report from Harvard Graduate School of Education
February 2011

“... makes a strong case for the development of multiple pathways leading from high school to postsecondary education or career training.”

-Phil Bredsen, Governor of Tennessee (2003-2011)

“Business and industry must be at the table as we develop and implement career pathways.”

-Dr. John D. Barge, State School Superintendent



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Also from Harvard Report...

It is time to widen our lens and to build a more finely articulated pathways system—one that is richly diversified to align with the needs and interests of today's young people and better designed to meet the needs of a 21st century economy.

A pathways system might be compared to a roadmap that provides young people with clearly articulated routes to successful lives as adults.



Multiple Pathway Challenges for Special Educators

- Work collaboratively with counselors/advisors to develop mandatory Individual Graduation Plans (IGP) by end of 8th grade (to be monitored through high school)
- Increase awareness of multiple pathways for high school graduation
- Continue to emphasize RTI
- Continue to emphasize PBIS
- Improve comprehensive academic and career counseling collaboration with counselors (elementary, middle, & high)
- Encourage Teachers-As-Advisors program
- Encourage IEP students to participate in End-of-Pathway Assessment that could yield an industry credential



Staff Contacts

- Juan-Carlos Aguilar – Program Manager, Science
(404) 657-9072 jaquilar@doe.k12.ga.us
- Audrey Bergeron – Director, CTAE
(404) 657-8304 abergeron@doe.k12.ga.us
- Becky Chambers – Program Manager, College and Career Ready
(404) 463-5098 rchambers@doe.k12.ga.us
- Melissa Fincher – Associate Superintendent for Assessment and Accountability
(404) 651-9405 mfincher@doe.k12.ga.us
- Debbie Gay – Interim Director, Special Education
(404) 657-9959 dgay@doe.k12.ga.us
- Kim Jeffcoat – ELA Program Coordinator
(404) 463-0675 kjeffcoat@doe.k12.ga.us
- Joanne Leonard - Director of Accountability
(404) 463-1538 jleonard@doe.k12.ga.us
- Shaun Owen – Program Coordinator, Social Studies
(404) 651-7271 sowen@doe.k12.ga.us
- Martha R. Reichrath, Ph.D. – Deputy Superintendent
(404) 656-2804 mreichrath@doe.k12.ga.us
- Pam Smith – Director of Curriculum and Instruction
(404) 463-4141 pamsmith@doe.k12.ga.us
- Sandi Woodall – Mathematics Program Coordinator
(404) 463-1736 swoodall@doe.k12.ga.us

