

GEORGIA



FOUR STARS OUT OF FOUR

Georgia's high school accountability system is one of the best in the country for high achievers. Other states should take heed.

THE PURPOSE OF THIS ANALYSIS

The Every Student Succeeds Act (ESSA) grants states more authority over their school accountability systems than did its predecessor, No Child Left Behind (NCLB). Consequently, states now have an opportunity to design school rating systems that improve upon the NCLB model, especially when it comes to high achievers.

NCLB meant well (as did many state accountability systems that preceded it), but it had a pernicious flaw: it strongly incentivized schools to focus exclusively on low-performing students' "proficiency" and high school graduation rates, ignoring the educational needs of high achievers, who were likely to pass state reading and math tests and earn a diploma regardless of what happened in the classroom. This may be why the United States has seen significant achievement growth and much higher graduation rates for its lowest-performing students over the last twenty years but smaller gains for its top students.

Starting in 2011, former secretary of education Arne Duncan offered waivers to states that wanted the flexibility to redesign their accountability systems. In particular, states were allowed to incorporate the use of real student growth measures into their school determinations. This was a much fairer way of evaluating schools' impact on student achievement than looking only at proficiency rates, which are strongly correlated with student demographics, family circumstance, and prior achievement. And, just as significantly, well-designed growth measures can eliminate the temptation for schools to ignore their high achievers.

In 2015, Congress replaced NCLB and its waivers with the ESSA, which maintains NCLB's requirement that states assess students annually in grades 3–8 and once in high school. Under ESSA, states must now use four types of indicators to rate high schools: academic achievement (which can include student growth); graduation rates; growth toward English proficiency for English language learners; and at least one other valid, reliable indicator of school quality or student success. Furthermore, each of the academic indicators (1–3) must carry "substantial" weight and, in the aggregate, must count "much more" than the fourth.

To help states make the most of the ESSA opportunity, we have reviewed how well their present, intended, or most recently employed accountability systems serve high achievers. If a state's system doesn't do a satisfactory job of incentivizing schools to focus on high achievers, we believe that strengthens the case for changing it materially.

States may think we're being premature in evaluating their systems during this time of massive change. Please understand that our primary objective is to identify the design features of an accountability system that works for all students—which we hope will become the prevailing model now that ESEA is reauthorized and states' testing regimes are becoming stable once again.

Here we examine Georgia's system for rating high school performance during the 2015–16 school year—the most recent year for which information is available. We do not examine the quality of the state's standards, tests, or sanctions for low performance.

Part I of this report, released in August 2016, examined Georgia's rating systems for elementary and middle schools.¹

HOW STATES CAN PRIORITIZE HIGH ACHIEVERS IN THEIR HIGH SCHOOL ACCOUNTABILITY SYSTEMS

In our view, states can and should take four steps to ensure that the needs of high achievers are prioritized under ESSA.

1. **For the first academic indicator required by ESSA (academic achievement), give high schools incentives for getting more students to an advanced level.** Under ESSA, states will continue to track the percentage of students who attain proficiency on state tests. They should also give high schools incentives for getting students to an advanced level (such as level four on Smarter Balanced or level five on PARCC). For example, they might create an achievement index that gives schools partial credit for getting students to a basic level, full credit for getting students to a proficient level, and additional credit for getting students to an advanced level. (It's not entirely clear from the Department of Education's proposed regulations whether this will be allowed, though we don't see anything in the law prohibiting it.)
2. **Use the flexibility provided by ESSA to rate high schools using a true growth model—that is, one that includes the progress of individual students at all achievement levels and not just those who are low-performing or below the "proficient" line.** Regrettably, some states still don't consider individual student growth, don't use it at the high school level, or use a growth-to-proficiency system that continues to encourage schools to ignore the needs of students above (or far above) the proficient level. Using true growth models—such as those that estimate a school's value added or median growth percentile—is preferable.
3. **When determining summative high school ratings, make growth—across the achievement spectrum—count at least as much as achievement.** The Department of Education's proposed regulations under ESSA require states to combine multiple factors into summative school ratings, probably through an index. Each of the first three indicators (achievement, graduation rate, and progress toward English proficiency) must carry "substantial" weight. In our view, states should (and, under ESSA, are free to) make growth count at least as much as achievement does. Otherwise, schools will continue to face an incentive to ignore their high performers. (States that don't yet roll their indicators up to a summative rating for the school receive a "not applicable" designation here.)

4. **Include an indicator that gives high schools an incentive to help able students earn college credit before they graduate.** One “indicator of school quality or student success” should be the percentage of students who earn college credit via AP, IB, and/or dual-enrollment programs, which are among the best ways to challenge high performers. It’s important that states focus on actual attainment of college credit or the equivalent, not just participation in these programs, lest the incentives encourage the wrong behavior by schools: shoving students into AP, IB, and/or dual enrollment even if they are not prepared to succeed, leading to frustration on their part and potentially harming the experience of their higher-achieving peers. Let us also acknowledge the questionable value of many of today’s dual-enrollment programs. Students are often taught not by college professors but by high school teachers, and the “college credit” earned doesn’t always transfer to bona fide colleges. States should therefore encourage more high schools to offer AP and IB courses because those come with external exams, which ensure program quality and rigor.

DOES GEORGIA’S HIGH SCHOOL ACCOUNTABILITY SYSTEM PRIORITIZE HIGH ACHIEVERS?





INDICATOR	RATINGS	NOTES
1. Does the state rate high schools’ academic achievement using a model that gives additional credit for students achieving at an advanced level?		Georgia gives additional credit for students achieving at a “distinguished” level. ²
2. Does the state rate high schools’ growth using a model that includes the progress of all individual students, not just those below the “proficient” line?		Georgia uses a student growth percentile model. ³ A student growth percentile model compares students to peers with similar achievement in the previous school year by ranking them based on their year-to-year growth.
3. When calculating summative high school ratings, does the state assign at least as much weight to “growth for all students” as it does to achievement?		Excluding graduation, achievement counts for 35 percent of summative high school ratings, while “growth for all students” counts for 40 percent. (See Exhibit A.)
4. Does the state rate high schools’ success in helping students earn college credit before graduating via AP, IB, and/or dual-enrollment programs?		Georgia rates high schools’ success in helping students earn college credit before graduating via AP, IB, and/or dual enrollment programs. (See Exhibit B.)

EXHIBIT A⁴

Scoring



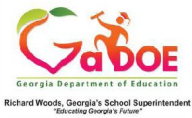
Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

Component	Points (100)
Achievement	50 points
Content Mastery	40% = 20 points
Post Readiness	30% = 15 points
Graduation Rate (or predictor)	30% = 15 points
Progress	40 points
Achievement Gap	10 points
Challenge Points	Up to 10 points

Notes:

- Points are equally distributed among indicators within a section
 - Exception: High school graduation rate – 4-year cohort grad rate is worth 2/3 of the points while 5-year cohort grad rate is worth 1/3 of the points

EXHIBIT B⁵



2015 College and Career Ready Performance Index High School Grades 9-12

CONTENT MASTERY
<ol style="list-style-type: none"> 1. Percent of students scoring at Developing Learner or above on the Georgia Milestones Ninth Grade Literature EOC (required participation rate ≥ 95%) 2. Percent of students scoring at Developing Learner or above on the Georgia Milestones American Literature EOC (required participation rate ≥ 95%) 3. Percent of students scoring at Developing Learner or above on the Georgia Milestones Coordinate Algebra EOC (required participation rate ≥ 95%) 4. Percent of students scoring at Developing Learner or above on the Georgia Milestones Analytic Geometry EOC (required participation rate ≥ 95%) 5. Percent of students scoring at Developing Learner or above on the Georgia Milestones Physical Science EOC (required participation rate ≥ 95%) 6. Percent of students scoring at Developing Learner or above on the Georgia Milestones Biology EOC (required participation rate ≥ 95%) 7. Percent of students scoring at Developing Learner or above on the Georgia Milestones US History EOC (required participation rate ≥ 95%) 8. Percent of students scoring at Developing Learner or above on the Georgia Milestones Economics EOC (required participation rate ≥ 95%) <p>*Developing Learners are weighted at 0.5, Proficient Learners are weighted at 1.0, and Distinguished Learners are weighted at 1.5.</p>
POST HIGH SCHOOL READINESS
<ol style="list-style-type: none"> 9. Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or an IB Career Related Programme, or a fine arts pathway, or a world language pathway within their program of study 10. Percent of graduates completing a CTAE pathway and earning a national industry recognized credential 11. Percent of graduates entering TCSG/USG not requiring remediation or learning support courses; or scoring program ready on the Compass; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams; or scoring 4 or higher on two or more IB exams 12. Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Advanced Placement courses, or International Baccalaureate courses 13. Percent of students scoring at Meets or Exceeds on the Georgia High School Writing Test 14. Percent of students achieving a Lexile measure greater than or equal to 1275 on the Georgia Milestones American Literature EOC 15. Percent of students' assessments scoring at Proficient or Distinguished Learner on Georgia Milestones EOCs 16. Percent of students missing fewer than 6 days of school
GRADUATION RATE
<ol style="list-style-type: none"> 17. 4-Year Cohort Graduation Rate (%) 18. 5-Year Extended Cohort Graduation Rate (%)

ENDNOTES

1. Michael J. Petrilli, et al., *High Stakes for High Achievers: State Accountability in the Age of ESSA*, pages 77–81, (District of Columbia: Thomas B. Fordham Institute, 2016), <https://edexcellence.net/publications/high-stakes-for-high-achievers>.
2. “Georgia Department of Education: 2015 and 2016 CCRPI – Summary of Changes,” page 1, accessed July 14, 2016, <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Indicators%20and%20Targets/SummaryofChanges.pdf>.
3. “A Guide to the Georgia Student Growth Model,” accessed July 14, 2016, <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/GSGM/SGPGuide%20121515.pdf>.
4. “Understanding the CCRPI: Metro Area Instructional Leadership Conference: February 25, 2016,” Georgia Department of Education, page 15, accessed July 15, 2016, [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Webinars and Presentations/2016-02-24 Understanding the CCRPI ILC 022516.pptx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Documents/Webinars%20and%20Presentations/2016-02-24%20Understanding%20the%20CCRPI%20ILC%20022516.pptx).
5. *Ibid.*, 5.