Georgia Association of Curriculum and Instructional Supervisors (GACIS)

Fall Conference 2009

Assessment Update

September 24, 2009

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Assessment & Accountability

Associate Superintendent – Melissa Fincher

Assessment Administration – John Wight

∞ Bobbie Bable ∞ Joe Blessing ∞ Deborah Houston
∞ Kay Ellen Rutledge

Assessment Research & Development – Dee Davis

∞ Rubye Sullivan ∞ Adrienne Walker

Accountability – Joanne Leonard

∞ Melissa Barry ∞ Nancy Haight ∞ Cowen Harter
∞ Donna Kelly

Support: ¤ Joni Briscoe ¤ Connie Caldwell ¤ Debbie Moss

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GaDOE Strategic Plan

Assessment Division Goal

We will provide well-designed assessments, aligned to the curriculum, with timely delivery of useful results.

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Assessment Updates

- The duration of the testing windows for 2010-2011 are being reviewed and will be tightened

- CRCT – 6th and 7th grade Social Studies will receive scores in 2010

- GHSGT

  - Social Studies – GPS based form will be administered in Spring 2010

  - Mathematics – items being field tested in the EOCT for 2011 Mathematics portion of GHSGT

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Assessment Updates

- Alternate Assessment based on Modified Achievement Standards (2% test for qualified students with IEPs)
  - Development is continuing
  - Upcoming informational sessions - TBA
- GHSGT AYP calculations
  - Beginning discussions with US ED to calculate using first-time test takers as opposed to first-time grade 11 test takers

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EOCT - Mathematics I and II

- Standards will be set this year – results for Winter administration will be delayed
  - Standard setting will occur in January 2010
  - Scores available end of January 2010
- 2008-2009 administrations considered field test
  - Mathematics I items released with reports at state, system, and school levels

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EOCT – Mathematics I and II

2009-2010 will be operational

- 62 items (54 operational and 8 field test)
- Weighting remains the same
  - Algebra35%
  - Geometry35%
  - Data Analysis and Probability30%

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Assessment Updates

- Secondary Redesign
  - Conversation continues regarding the move toward EOCTs and phasing out GHSGT
- GAA development for high school students to include courses assessed by EOCTs.
  - Access courses in core content are required for graduation for students with significant cognitive disabilities

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Assessment Updates

- NAEP Writing pilot assessment will occur during 2010. This pilot will be computerized for 8th and 12th graders; paper and pencil still for 4th graders.

- Link to NAEP website: http://nces.ed.gov/nationsreportcard/
  - Released Items
  - Sample Tests
  - Assessment Results

- GKIDS will incorporate the new writing standards and the math precision review updates during the 2010/11 school year.

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New Regulations for Collecting Ethnicity and Race Information

US ED mandates that a two-part question will be used for the **collection** of Ethnicity and Race information.
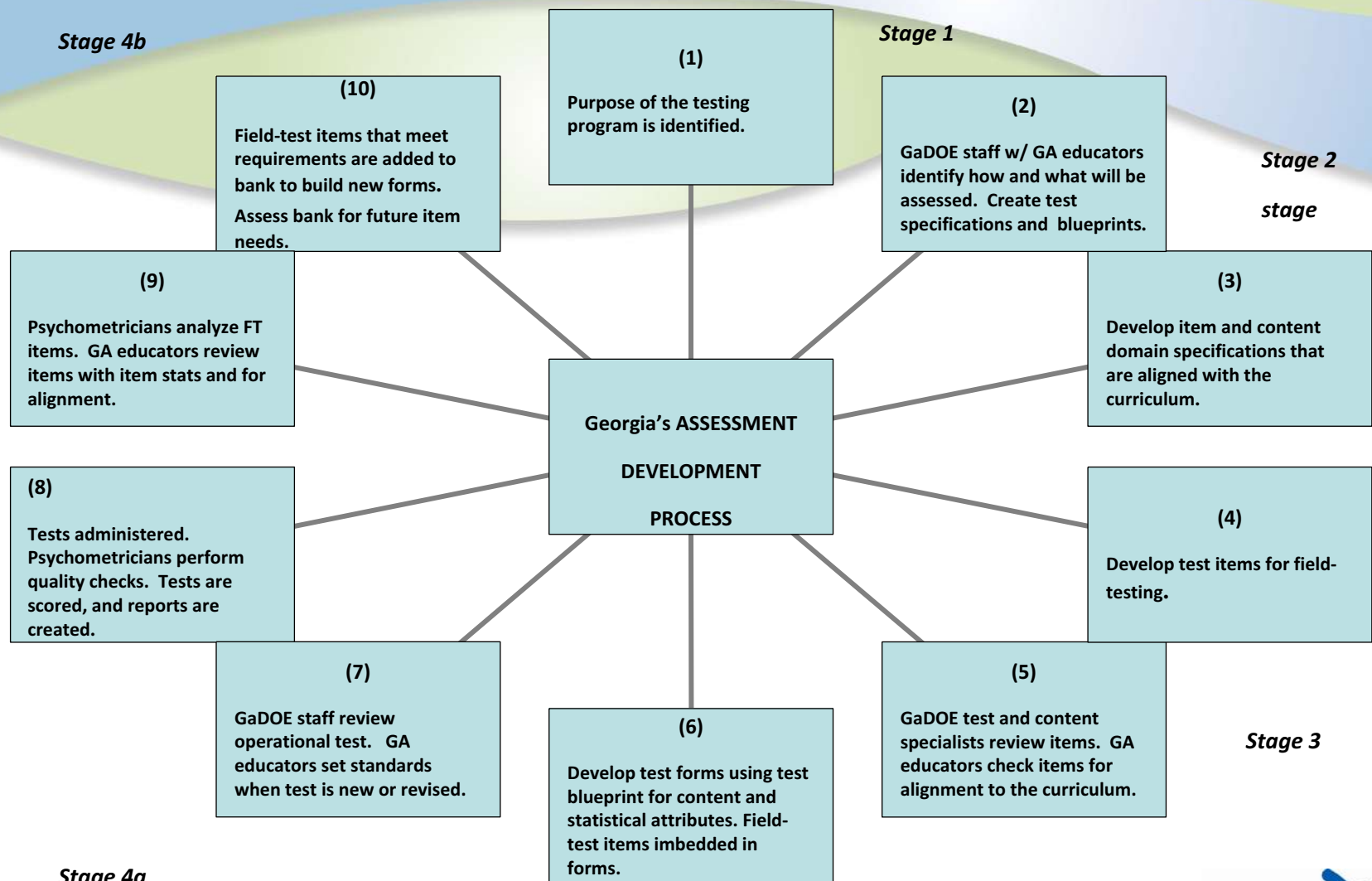
1. Are you Hispanic/Latino? (Choose only one)
   - ❑ No, not Hispanic/Latino
   - ❑ Yes, Hispanic/Latino

2. Please select race(s) from list below. (Choose all that apply)
   - ❑ American Indian or Alaska Native
   - ❑ Asian
   - ❑ Black or African American
   - ❑ Native Hawaiian or Other Pacific Islander
   - ❑ White

How are Georgia's assessments developed?

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Stage 4b

Stage 1

(1)

Purpose of the testing program is identified.

Stage 2

stage

(10)

Field-test items that meet requirements are added to bank to build new forms.

Assess bank for future item needs.

(2)

GaDOE staff w/ GA educators identify how and what will be assessed. Create test specifications and blueprints.

(9)

Psychometricians analyze FT items. GA educators review items with item stats and for alignment.

(3)

Develop item and content domain specifications that are aligned with the curriculum.

Georgia's ASSESSMENT

DEVELOPMENT

PROCESS

(8)

Tests administered. Psychometricians perform quality checks. Tests are scored, and reports are created.

(4)

Develop test items for field-testing.

(7)

GaDOE staff review operational test. GA educators set standards when test is new or revised.

(6)

Develop test forms using test blueprint for content and statistical attributes. Field-test items imbedded in forms.

(5)

GaDOE test and content specialists review items. GA educators check items for alignment to the curriculum.

Stage 3

Stage 4a

Georgia's Test Development Cycle

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Georgia Online Assessment System

- http://www.georgiaoas.org
- Training delivered online through ElluminateLive!
  - Face to face training by request through ETCs
- How can the OAS be used?
  - Classroom formative assessment
  - Student self assessment
  - Parent support tool at home
  - Prepare for CRCT , EOCT, and GHSGT

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Lexile Resources on GSO

Link to Lexile Resources on GSO:

https://www.georgiastandards.org/Resources/Pages/Tools/LexileFrameworkforReading.aspx

- Parent Resources
    - Lexile Framework for Reading: A Web Session for Parents
    - Brochure: A Parent's Guide to the Lexile Framework for Reading
    - Lexile Measure Relationship to CRCT and GHSGT Score
    - Links to look up a book's Lexile level and find a book by Lexile level
    - FAQs for Parents

- Educator Resources
    - Lexile Framework for Reading: A Web Session for Educators
    - Link to the Educators section of the MetaMetrics Lexile website
    - Lexile Measure Relationship to CRCT and GHSGT Score
    - FAQs for Educators
    - Georgia Educators Lexile Session (ppt)

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Lexile Resources on Testing website

Link to website: http://www.gadoe.org/lexile.aspx

- Overview information in FAQ format

- Georgia's Lexile Map

- Presentations

- Links to look up a book's Lexile level and find a book by Lexile level

- Family and Educator Guides

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Assessment Resources

Link to testing website:
http://www.gadoe.org/ci_testing.aspx

Content Descriptions	Update Bulletins
Student Guides	Examiner's Manuals
Statewide Scores	Interpretation Guides
Presentations	Brochures
	Content Weights

Testing Security

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A good testing program provides critical information to:

¤ Students¤ Parents

¤ Teachers¤ School and System

¤ Community Members   Administrators

The integrity of the assessment process is critical to all we do.

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Focus: Testing Security

- Advanced Planning

- Clear and concise communication about roles and responsibilities

- Solid logistical procedures

- Documented training

CODE OF ETHICS FOR GEORGIA EDUCATORS 2009

- The Professional Standards Commission (PSC) adopted a new Code of Ethics for Georgia Educators in July 2009.

- All educators should review the new Code of Ethics.

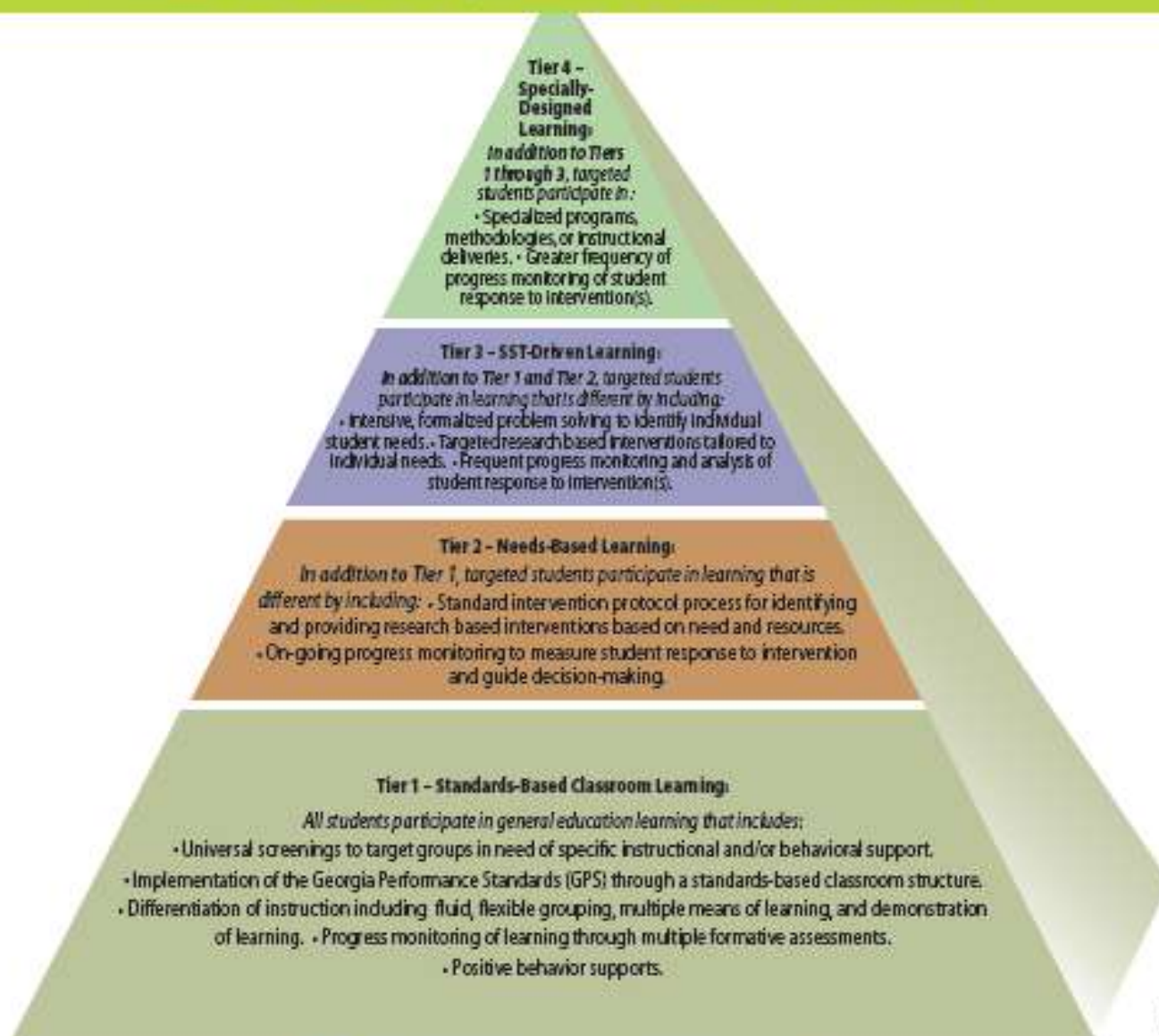- The PSC also adopted a hierarchy of consequences, recommended by System Test Coordinators, that is published on their web site at http://gapsc.com

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Standard 11: *Testing - An educator shall administer state-mandated assessments fairly and ethically.*

- *Unethical conduct includes but is not limited to:*
  - *1. committing any act that breaches Test Security; and*
  - *2. compromising the integrity of the assessment.*

Test Security Reminders

- Be familiar with the Student Assessment Handbook and test administration manuals

- Follow all protocols
  - Principal's Certification Form is now required and must be maintained at the system for 5 years

- Report problems in a timely manner
  - Including referrals to PSC

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Response to Intervention: The Georgia Student Achievement Pyramid of Interventions

Tier 4 – Specially-Designed Learning:
In addition to Tiers 1 through 3, targeted students participate in: · Specialized programs, methodologies, or instructional deliveries. · Greater frequency of progress monitoring of student response to intervention(s).

Tier 3 – SST-Driven Learning:
In addition to Tier 1 and Tier 2, targeted students participate in learning that is different by including: · Intensive, formalized problem solving to identify individual student needs. · Targeted research based interventions tailored to individual needs. · Frequent progress monitoring and analysis of student response to intervention(s).

Tier 2 – Needs-Based Learning:
In addition to Tier 1, targeted students participate in learning that is different by including: · Standard intervention protocol process for identifying and providing research-based interventions based on need and resources. · On-going progress monitoring to measure student response to intervention and guide decision-making.

Tier 1 – Standards-Based Classroom Learning:
All students participate in general education learning that includes: · Universal screenings to target groups in need of specific instructional and/or behavioral support. · Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure. · Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning. · Progress monitoring of learning through multiple formative assessments. · Positive behavior supports.

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RTI RESOURCES

Progress Monitoring

- Addendum - The Universal Screening Process and Georgia's Assessments
- National Center on RTI - Choosing a Screening or Progress Monitoring Tool
- National Center on RTI - Technical Review Committee on Screening Tools: Technical Standards Defined
- Chapter 3 Section 3.2 Progress Monitoring
- Chapter 3 Section 3.5 Universal Screening
- Sample Progress Monitoring Template

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http://www.gadoe.org/ci_services.aspx?PageReq=CIServRTI

Interventions

- Selecting Researched Based Interventions - Narrated Presentation
- SERVE Critical Reading Protocol
- SERVE Evidenced Based Decision Making Cycle
- SERVE Intervention Review Protocol
- Types of Research Methods
- Chatper 5 Tier 2 Needs Based Learning
- Chatper 6 Tier 3 SST Driven Learning
- Chapter 7 Tier 4 Specially Designed Learning
- Chapter 8 Section 8.1 Interventions
- Chapter 9 Fidelity of Implementation
- Sample Fidelity Checklists
- Georgia Virtual Online Interventions
- Georgia Virtual Online Math Solutions
- Georgia Virtual Hippocampus

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Funding

- Chapter 8 Section 8.7 Funding for Interventions
- RTI Funding Considerations
- RTI Funding Chart
- RTI Funding Graphic
- US Department of Education: Title Programs RTI Guidance - September 2009
- US Department of Education: Use of ARRA Funds Title I - September 2009
- US Department of Education: Use of ARRA Funds IDEA Part B - September 2009
- US Department of Education: Use of ARRA Funds IDEA Part C - September 2009

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http://www.gadoe.org/ci_services.aspx?PageReq=CIServRTI

Professional Learning

- RTI Guidance Webinar Series - November - December 2008
- RTI Overview PowerPoint Presentation
- Webinar PowerPoint: Guidance Overview - November 6, 2008
- Webinar PowerPoint: Tier 1 - November 7, 2008
- Webinar PowerPoint: Tier 1 and Behavior - November 12, 2008
- Webinar PowerPoint: Tier 2 Needs Based Learning - November 20, 2008
- Webinar PowerPoint: Tier 2 and Behavior - December 3, 2008
- Webinar PowerPoint: Tier 3 SST Driven Learning - December 5, 2008
- Webinar PowerPoint: Tier 3 and Behavior - December 8, 2008
- Webinar PowerPoint: Process Monitoring - December 10, 2008
- Webinar PowerPoint: Interventions - December 12, 2008
- Webinar PowerPoint: Tier 4 - February 10, 2009
- Webinar PowerPoint: ESOL and RTI - February 20, 2009
- Webinar PowerPoint: Accelerated Learners and RTI - March 3, 2009
- Webinar PowerPoint: Data Teams - March 5, 2009

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Series Overview

1	2	3	4	5	6	7	8	9
Series Introduction & Overview	Scientifically Based Research (SBR) & Evidence-Based Decision-Making (EBDM)	Education Research & Determining "What Works"	Putting Research to Daily Use: Critiquing Research Studies	State of Research on RTI Math: What do we know? What do we not know?	State of Research on RTI Reading: What do we know? What do we not know?	Putting Research to Daily Use: Reviewing Interventions	Fidelity of RTI Implementation	Promising Progress Looking forward
9/10	9/17	10/1	10/15	10/28	11/5	11/19	12/3	12/9
Invited GA Supt. of Schools Kathy Cox Welcome Dr. Tessie Rose National Center on RTI **Participants will:** - understand RTI in GA & the implications for using ARRA funds for RTI - gain an overview of the entire webinar series	GaDOE and REL-SE staff introduce SBR & EBDM **Participants will:** - understand what the EBDM Cycle and SBR are and why are they important -share team expectations for the rest of the series	REL-SE presentation of the types of education research methods **Participants will:** - understand the different types of education research - learn why it is important to understand them as they consider interventions - learn their strengths and weaknesses for determining "what works"	REL-SE presentation of *Critical Review Protocol for Studies on Interventions* **Participants will:** -understand how to assess the rigor and findings of studies on interventions they are considering implementing or creating - practice using the *Protocol* with research studies relevant to Ga. educators	Dr. Sybilla Beckmann gives an overview of the *IES Math Practice Guide* -Q&A **Participants will:** - learn the findings and recommendations of in the Guide -discuss implications for practice with a national research expert (co-author of the Guide, professor of mathematics at the University of Georgia)	Dr. Carol Conner gives an overview of the *IES RTI Reading Practice Guide* -Q&A **Participants will:** - learn the findings and recommendations of in the Guide -discuss implications for practice with a national expert (co-author of the Guide, professor at Florida State University, Florida Center for Reading Research)	REL-SE presentation of *Intervention Review Protocol* **Participants will:** - understand how to review an intervention's desired outcomes, evidence of effectiveness, features, and implementation issues -determine if an intervention meets their students' and system's needs - practice using the *Protocol* with an intervention relevant to GA	Dr. Joe Witt, Professor Emeritus LSU - video **Participants will:** -learn about fidelity of implementation from a national expert - gain tips on how to monitor the fidelity of implementation of interventions -reflect on current practice at their sites and problem-solve	Presentations of *promising progress* from GA schools and districts **Participants will:** - learn from colleagues how to put concepts and tools from the series into action - reflect on what they learned in the series - discuss their own next steps and next steps for GA

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