



# Georgia Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated.

- Georgia uses a composite index to annually calculate an annual overall summative rating of 0 to 100 for all public schools and also uses this score to identify schools for comprehensive support and improvement (CSI).
- Georgia uses a comprehensive school quality and student success (SQSS) indicator that integrates chronic absenteeism and college and career readiness across benchmarks including college enrollment, college placement tests, advanced coursework and pathways, career and technical education, and work-based learning.

## Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation	
<input checked="" type="checkbox"/> <b>Annual summative rating</b> (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)	
<input type="checkbox"/> <b>Data dashboard only</b> (CSI/TSI schools identification only)	
Summative Ratings	
Index score 0-100	
Accountability Measures	Included in Accountability
Academic	
Achievement status	✓
Achievement growth	✓
<b>GAP</b> Achievement gap	✓
<b>ELP</b> English language proficiency/progress	✓
4-year graduation rate	✓
<b>EAR</b> Early learning	
<b>WRE</b> Well-rounded education	✓
Persistence	
<b>EXT</b> Extended-year graduation rate(s)	✓
<b>OTG</b> On-track to graduation	
Dropout rate	
College and career readiness	
<b>COL</b> College enrollment	✓
<b>ADV</b> Advanced coursework or sequence	✓
<b>CPT</b> College placement test(s)	✓
<b>CTE</b> Career and technical education or work-based learning	✓
Readiness to learn	
<b>CFL</b> Conditions for learning/school climate	✓
<b>SEL</b> Social-emotional learning	
<b>CHR</b> Chronic absenteeism	✓

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

## Student Groups for Accountability Determinations

(N = 15 for accountability and reporting)

Major racial/ethnic subgroups
American Indian/Alaskan
Asian/Pacific Islander
Black
Hispanic
Multiracial
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Not applicable

## Subjects Used for Accountability






Subject	Status	Growth
Math	✓	✓
Reading/English language arts (ELA)	✓	✓
Writing		
Science	✓	
Social studies	✓	
Other		



## Annual Differentiation System





Georgia uses a composite index to calculate an annual overall summative rating of 0 to 100 for all public schools and also uses this score to identify schools for comprehensive support and improvement (CSI).

### Georgia Composite Index for Summative Ratings and Determination of CSI Schools, 2017–18 Consolidated State Plan

ESSA Indicator	State Measure	Measure Weightings		
		Elementary Schools	Middle Schools	High Schools
 Academic achievement	Proficiency index (ELA, math)	22.5%	22.5%	15%
 Other academic	Student growth (SGP for ELA, math)	31.5%	31.5%	27%
	Closing gaps (ELA, math)	7.5%	7.5%	5%
 Graduation rate	4-year graduation rate	--	--	10%
	5-year graduation rate	--	--	5%
 English language proficiency progress	ELP growth (average increase in performance levels)	3.5%	3.5%	3%
<b>Academic indicators subtotal</b>		<b>65%</b>	<b>65%</b>	<b>65%</b>
 School quality or student success	Proficiency index (science, social studies)	7.5%	7.5%	15%
	Closing gaps (science, social studies)	7.5%	7.5%	5%
	Literacy	6.67%	6.67%	3%
	Attendance (chronic absenteeism)	6.67%	6.67%	3%
	Beyond the core (well-rounded education)	6.67%	6.67%	--
	Accelerated enrollment (AP/IB, dual enrollment coursework)	--	--	3%
	Pathways	--	--	3%
	College and career readiness	--	--	3%
<b>SQSS indicator subtotal</b>		<b>35%</b>	<b>35%</b>	<b>35%</b>
<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>

Note ELA=English language arts; SGP=student growth percentile

## Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (weighted equally across math, ELA)	Weighted average performance level achieved across students on statewide assessments based on the following point values assigned to performance levels: <ul style="list-style-type: none"> <li>• Beginning learner: 0 points</li> <li>• Developing learner: 0.5 points</li> <li>• Proficient learner: 1.0 point</li> <li>• Distinguished learner: 1.5 points</li> </ul>
	<i>Participation rate inclusion</i>	The weighted-average proficiency index score is multiplied by the participation rate to calculate the final achievement score.
 Other academic	Student growth (weighted equally across math, ELA)	Student growth percentile that ranks year-to-year change in annual statewide assessment results for each participating student.
	Closing gaps (weighted equally across math, ELA)	Percentage of annual interim goals met for proficiency across all students and all subgroups.
 Graduation rate	4-year graduation rate	Percentage of students within a <a href="#">4- or 5-year adjusted cohort</a> , respectively, who graduate within 4 or 5 years with a regular high school diploma.
	5-year graduation rate	
ELP English language proficiency progress	ELP growth	Average number of performance level bands improved from year to year by English learners on statewide ELP assessment.
 SQSS School quality or student success	Proficiency index (science, social studies)	See description above.
	Closing gaps (weighted equally across science, social studies)	See description above.
	Literacy	Percentage of students demonstrating reading comprehension at or above the midpoint of the College & Career Ready "Stretch" Lexile Band on statewide ELA assessment.
	Attendance	Percentage of students absent for more than 10% of enrolled school days.
	Beyond the core	Percentage of students earning a passing score, within a well-rounded curriculum, for courses such as fine arts, world language, physical education, and career exploration.
	Accelerated enrollment	Percentage of graduates earning credit for: <ul style="list-style-type: none"> <li>• Dual enrollment coursework</li> <li>• Advanced Placement/International Baccalaureate courses</li> </ul>
	Pathways	Percentage of graduates completing a career pathway course of study in any one of the following areas: <ul style="list-style-type: none"> <li>• Advanced academic coursework</li> <li>• Career, Technical, and Agricultural Education (CTAE) area</li> <li>• Fine arts</li> <li>• World language</li> </ul>
College and career readiness	Percentage of graduates completing at least 1 of the following benchmarks: <ul style="list-style-type: none"> <li>• Entering the Technical College System of Georgia (TCSG) or the University System of Georgia (USG) without needing remediation</li> <li>• Achieving a readiness score on the ACT, SAT, 2 or more AP exams, or 2 or more IB exams</li> <li>• Passing an end of pathway assessment (EOPA) (nationally recognized industry credential)</li> <li>• Completing a work-based learning experience</li> </ul>	

Note ELA=English language arts

## School Improvement Categories

	<b>Comprehensive Support and Improvement (CSI) Schools</b>	<b>Targeted Support and Improvement (TSI) Schools</b>	<b>Additional Targeted Support (ATS) Schools</b>
Identification criteria	<ul style="list-style-type: none"> <li>Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score</li> <li>Low graduation rate school: 4-year graduation rate less than or equal to 67%</li> <li>Chronically underperforming subgroup (i.e., 3 years failure to exit TSI status)</li> </ul>	Any school with consistently underperforming subgroup(s) based on proficiency and graduation rate, for 2 consecutive years	Criteria for identification of ATS schools do not appear to be distinct from criteria for identification of schools for TSI
First year and frequency of identification	<ul style="list-style-type: none"> <li>2018–19 for low-performing and low graduation rate schools and annually thereafter</li> <li>2022–23 for chronically underperforming subgroup schools and annually thereafter</li> </ul>	2019–20 and annually thereafter	Not applicable
Years of improvement to exit status	1 year of improvement is required to exit CSI status	2 consecutive years of improvement are required to exit TSI status	Not applicable

## Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1 (for all recent ELs)	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2 (for all recent ELs)	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		