GACIS Winter Conference 2019

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Tackling Testing
Reducing the Number of Tests

• **Eliminated double testing for AP/IB students** – approx. 58,000 high stakes tests eliminated

• **Cut the number of high stakes test in high school in half** – in line with the federal minimum

• **Assessment Inventory Project** – evaluate and reduce number of local tests
Reducing the Weight of Tests

• Reduce the testing weight in CCRPI – balance outcomes and opportunities

• Reduce the length of Milestones – number of items while still having valid/reliable score and level of rigor

• Transform TKES – pilot; embedded professional learning and progressions
Defining the Purpose of Tests

• Informing teaching and learning
  • ‘Firewall’ for the formatives
  • Real-time, actionable data
  • Honors local control
  • Strategic vs. one-size-fits-all approach
K-12 Mathematics Standards Review Process
Background

• **Summer 2019:** Governor Kemp announced he was partnering with the State School Superintendent to review/revise the current ELA/mathematics standards

• Standards review on 4-5 year cycle; ELA and math up for review

• Mathematics standards will be addressed first, then ELA standards

• Established a Citizens Review Committee

• GaDOE.org/standards
The Georgia Department of Education is reviewing the K-12 Mathematics Standards. The review process is open and transparent, and stakeholder-driven.

GaDOE.org/standards

About the Process
• Open and transparent
• Stakeholder driven
## Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
<th>2019-2020</th>
<th>2020-2021</th>
<th>2021-2022</th>
<th>2022-2023</th>
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</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>Review/revise Mathematics</td>
<td>Review/revise Mathematics standards</td>
<td>Professional learning/training; Update assessments</td>
<td>Full implementation of Mathematics standards</td>
<td>Full implementation of ELA standards</td>
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<td>Review/revise ELA</td>
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[GaDOE.org/standards](#)
K-12 Mathematics Standards Review Process

Timeline

- **July 16th – Sept 6th**
  - Post public feedback survey -- *completed*

- **Sept 25th & 26th**
  - Share survey results -- *completed*

- **Dec 2019**
  - Convene Citizen Review Committee -- *completed*

- **Jan – Feb 2020**
  - Convene Teacher Working Committee
K-12 Mathematics Standards Review Process

Timeline (cont.)

• Mar 2020
  • Convene Academic Review Committee

• Apr 2020
  • Convene Citizen Review Committee

• May 2020
  • Post draft standards for public comment

• Jun 2020
  • Adopt new K-12 mathematics standards
Committees

- Citizen Review Committee
- Academic Review Committee
- Teacher Working Committee
Overview of the Committees: Citizen Review

• **Make up:** 20 members; parents, students, business leaders, educators, and concerned citizens

• **Appointments:** Governor and Superintendent

• **Roles/Responsibilities:**
  - **Be a voice** — providing feedback, insight, and input — on behalf of Georgia’s students, parents, business leaders, and concerned citizens.
  - **Articulate the K-12 Mathematics Standards Review Process** and the roles of the Academic Review Committee and the Working Committee of Teachers.
Overview of the Committees: Citizen Review

• Roles/Responsibilities (cont.):
  • Inform the work of the Working Committee of Teachers by reviewing the results of the stakeholder survey for mathematics providing feedback and adding to the key themes of the survey.
  • Review the recommended revisions of the revised standards made by the Working Committee of Teachers and provide feedback.

*Facilitated by the Carl Vinson Institute
Overview of the Committees: Academic Review

• **Make up:** 16 members; Higher education (TCSG and USG), pre-K (DECAL), business and industry, child development expert, and mathematics educators

• **Appointments:** Governor and Superintendent

• **Roles/Responsibilities:** Ensure post-secondary readiness and age appropriateness

• **Meetings:** March 2020
Overview of the Committees: Teachers

• **Make up:** 190+ mathematics teachers from across Georgia; teams of 8-12 for each grade level and course

• **Appointments:** Governor, Superintendent, SBOE and GaDOE

• **Roles/Responsibilities:** Review and revise the current K-12 mathematics standards, making recommendations to the Citizen Review, Academic Review, State School Superintendent, and State Board of Education

• **Meetings:** January and February 2020
Overview of the Committees: Teachers

<table>
<thead>
<tr>
<th>Grade Span</th>
<th>2015 Standards Review</th>
<th>2019 Standards Review</th>
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</thead>
<tbody>
<tr>
<td>K-2</td>
<td>7 teachers</td>
<td>24 teachers</td>
</tr>
<tr>
<td>3-5</td>
<td>6 teachers</td>
<td>30 teachers</td>
</tr>
<tr>
<td>6-8</td>
<td>7 teachers</td>
<td>30 teachers</td>
</tr>
<tr>
<td>High School</td>
<td>13 teachers</td>
<td>109 teachers</td>
</tr>
<tr>
<td>Total</td>
<td>33 teachers</td>
<td>193 teachers</td>
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Stakeholder Survey Information
Survey Results Overview

• **Representation**
  - Great coverage from **across the state**
  - Great coverage **across grade spans** (larger numbers in early grades)
  - Largest number of responders: **Teachers** (64-68.5%) and **parents** (14-18%)

• **Responses**
  - **25,000+ total** (up from 17,000+ at the August update)
    - 11,000+ ELA
    - 14,000+ Mathematics
Survey Results Overview

• Results Breakdown

  • Overall
     • K-12
     • All groups
  • By Grade Span
     • K-5
     • 6-8
     • 9-12 (broken out for each course)
  • By Group
     • Teachers
     • Parents
  • By Question

For downloadable PDFs of the results, go to: GaDOE.org/standards
Survey Results Overview

• **Similarities for ELA/Math:** Though a larger number of responses for Mathematics than ELA, both sets of surveys had similar trends.
Survey Results Overview

Key Trends and Findings

• **Emphasizing College over Careers and Life.** In general, parents and teachers feel the standards do a better job preparing students for college than for careers and life.

• **Accessible to Teachers over Parents and Students.** More than two thirds of teachers agree the wording of the standards is accessible to teachers. However, most teachers feel the wording of the standards is not accessible to students, and many teachers think the wording of the standards is not accessible to parents.
Survey Results Overview

Key Trends and Findings (cont.)

• **Limiting Time and Creativity.** The top K-12 concerns expressed by teachers and parents are the number of standards vs. time available to teach them and the current standards not fostering creativity and autonomy in the classroom.

• **Concern for Early Grades, comfort for High School.** Regarding level of rigor and age/developmental appropriateness, there was a higher degree of concern for the early grades, specifically K-5, compared to high school courses.
Survey Results Overview

Key Trends and Findings (cont.)

• **Disenfranchised Parents.** In general, K-8 parents expressed a greater rate of concern than teachers across all categories of the survey (with the exception of whether the language/terminology of the standards is accessible to teachers – most parents believe it is).

• **Sequencing and Cohesion.** Though a higher level of approval of the standards, 6-8 and high school teachers expressed concerns regarding the sequencing and cohesion of the standards, but larger numbers thought the standards were more relevant.
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