

SWSS 2017-2018 Baseline Reset
Overview of Next Steps

State Board of Education District Flexibility and Charter Schools Committee Meeting
 November 7, 2018 | 1:30pm

Context: Given the changes to the CCRPI for 2017-2018, GOSA will calculate new targets for SWSS districts using 2017-2018 as the new baseline year. As a result of this change, several Exhibits to the SWSS Partnership Contracts require amendments.

Next Steps:

1. GOSA will compute new targets based on the new 2017-2018 CCRPI data and send new targets to all SWSS districts by December 1, 2018.
2. SWSS districts that wish to keep the flexibility granted to them in their SWSS contracts will provide to GaDOE by February 1, 2019 the following:
 - a. Revised Exhibits E, F, and G that include the updated targets for each school.
 - b. Revised Exhibits C and D that incorporate the new baseline year for CCRPI.
3. The State Board of Education will consider for approval all amended SWSS contracts at their February 2019 monthly meeting.

	School Year	Year of Accountability
Baseline year for 2016-17	2015-16	
	2016-17	1
Baseline year for 2018-19 through 2020-21	2017-18	2
	2018-19	3
	2019-20	4
	2020-21	5

Note: Given the 2017-2018 baseline reset, Year 2 becomes a baseline reset year that does not count for or against a school. As a result, a school will be deemed as meeting the terms of the contract at the end of the contract term if it meets its targets or “beats the odds” in two of the four other years (Years 1, 3, 4, or 5), or it shows three years of growth (i.e., meeting the revised year 5 target, which will represent three years of growth from the Year 2 baseline) or “beats the odds” in the fifth year.

Exhibit C – Accountability Component of Contract

For the [REDACTED] School District

The State Board shall hold the [REDACTED] School District accountable for the performance of the academic goal listed below.

Goal 1: Each [REDACTED] School District school will demonstrate proficiency and/or improvement on the CCRPI.

~~Measure 1: School performance goals will be set so that for each year during the five-year contract, an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year is 2015-2016.~~

~~OR~~

~~Measure 2: For each year during the five-year contract, an individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2015-2016.~~

~~OR~~

~~Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.~~

~~2015-16 - Baseline Year for 2016-17.~~

For 2016-17

Measure 1: School performance goals were set for 2017 so that an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year was 2015-16.

OR

Measure 2: An individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2015-16.

OR

Measure 3: If a school failed to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

2017-18 - Baseline Year for 2018-19 through 2020-21. This year will not count for or against a district.

For 2018-19 through 2020-21

Measure 1: School performance goals will be set so that for each year from 2018-2019 through 2020-21, an individual school shall increase its CCRPI score by 3% of the gap between the baseline year CCRPI score and 100. Baseline year is 2017-18.

OR

Measure 2: An individual school with an initial CCRPI score, performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2017-18.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

Exhibit C – Accountability Component of Contract For the [REDACTED] School District

The State Board shall hold the [REDACTED] School District accountable for the performance of the academic goal listed below.

Goal 1: Each [REDACTED] School District school will demonstrate proficiency and/or improvement on the CCRPI.

2015-16 - Baseline Year for 2016-17.

For 2016-17

Measure 1: School performance goals were set for 2017 so that an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year was 2015-16.

OR

Measure 2: An individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year was 2015-16.

OR

Measure 3: If a school failed to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

2017-18 - Baseline Year for 2018-19 through 2020-21. This year will not count for or against a district.

For 2018-19 through 2020-21

Measure 1: School performance goals will be set so that for each year from 2018-2019 through 2020-21, an individual school shall increase its CCRPI score by 3% of the gap between the baseline year CCRPI score and 100. Baseline year is 2017-18.

OR

Measure 2: An individual school with an initial CCRPI score, performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2017-18.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an

analysis that compares the school's CCRPI to its expected performance as determined by the "beating the odds" model developed in partnership between GOSA and the GaDOE.

IN WITNESS WHEREOF, the parties state and affirm that they are duly authorized to bind the respected entities below to the revised Exhibit C as of the day and year indicated.

GEORGIA DEPARTMENT OF EDUCATION

Scott Johnson, Chairperson, State Board of Education

Richard Woods, State Superintendent of Schools

PUBLIC SCHOOL DISTRICT

_____, Chairman, _____ Board of Education

_____, Superintendent, _____ Board of Education

Exhibit D – Consequences Component of Contract
For the _____ School District

Sanctions and interventions for nonperforming schools:

The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system’s management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, _____ School District will employ the following interventions or sanctions at all non-performing schools under the _____ School District’s local management and control. The sanctions and interventions shall include the following:

(a) If based upon the review of the 2016-2017 ~~and/or 2017-2018~~ performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data) ~~or August 2019 (based upon review of 2017-2018 data)~~. The school improvement plan will address the specific achievement deficiencies ~~along including with~~ a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(b) If based upon the review of 2018-2019 performance data, a school has not met the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2020 (based upon review of 2018-2019 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(c) If based upon the review of and/or 2019-2020 performance data, a school has not achieved three years of growth in the articulated academic goals, the _____ School District will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than August 2021 (based upon review of 2019-2020 data) and will be monitored by the school system. The district will submit the school improvement plan to GOSA.

(d) If based upon the review of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the _____ School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

Exhibit D – Consequences Component of Contract
For the _____ School District

Sanctions and interventions for nonperforming schools: The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, _____ School District will employ the following interventions or sanctions at all non-performing schools under the _____ School District's local management and control. The sanctions and interventions shall include the following:

(a) If based upon the review of the 2016-2017 performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

(b) If based upon the review of 2018-2019 performance data, a school has not met the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2020 (based upon review of 2018-2019 data). The school improvement plan will address the specific achievement deficiencies including a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year. The district will submit the school improvement plan to GOSA.

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(d) If based upon the review of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the _____ School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

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