

Overview of the 2021 Georgia Milestones Public Release



Assessment Administration

2020-2021

Assessment Policy – 2020

- **Reminder: Spring 2020 Testing**
 - GaDOE suspended state testing and accountability requirements; sought and received federal assessment and accountability waivers from the U.S. Department of Education
 - There was no state required testing in spring 2020 (Georgia Alternate Assessment 2.0, Georgia Milestones EOG and EOC, GKIDS 2.0).
 - There was no CCRPI for 2019-2020
 - Graduation rates were calculated and reported

Assessment Policy – 2021

- GaDOE applied for a waiver of testing requirements in July 2020 and again in February 2021 – both were **denied** by the U.S. Department of Education (ED).
- ED **approved** Georgia's request to waive accountability, school identification, and reporting requirements.

Accountability in 2021

- 2021 CCRPI scores will not be calculated for the state, districts, or schools.
- Schools will not be newly identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) using 2020-2021 data.
 - The schools that were identified for support in 2019-2020 will again maintain that status in the 2021-2022 school year.
 - The one exception is CSI schools that were identified for low graduation rate may exit if the exit criteria are met.
 - Districts and schools will continue to receive services and supports from GaDOE's Office of School Improvement and the RESAs.

Additional Testing Flexibility Due to the Pandemic

- In addition to no CCRPI...
- Guidance was issued to districts, in line with federal guidance, that virtual students should not be required to come into the building solely for the purpose of taking Georgia Milestones if they were uncomfortable doing so due to the pandemic.
- Districts with flexibility contracts were directed to waive promotion/retention consequences tied to Georgia Milestones for the 2020-2021 school year.
- The State Board of Education approved Superintendent Woods' proposal to temporarily lower the EOC course grade weight to 0.01%.
- Teacher Effectiveness Measure (TEM) and Leader Effectiveness Measure (LEM) ratings will not be determined due to the suspension of student growth scores.

Test Administration Flexibility

- Extended all state administration windows (ACCESS for ELLs, GAA 2.0, Georgia Milestones EOG and EOC)
- Allowed for alternate testing schedules for in-person and virtual students
- Allowed for afternoon and evening test sessions
- Allowed for flexibility grouping and ordering of content area tests
- Allowed for use of other district locations for test administrations



Interpretation Guidance

2020-2021

Interpretation

- **Scores should be interpreted in the context of the pandemic.** The news media and public should exercise caution in making year-to-year comparisons using the state-level data, due to changes in students' learning environments and differences in participation. In general, year-to-year comparisons should not be made using school- and district-level data.

Interpretation

- It is critical that this year's scores be interpreted in the context of the pandemic and related learning disruptions.
- When performance is lower, the scores do not indicate whether students had the opportunity to learn *all* of the content standards or whether, due to pandemic-related learning disruptions, students only had the opportunity to learn *some* of the content standards. In the context of the pandemic, many districts had to prioritize which content standards could be delivered.

Interpretation

- **Individual** student results should be interpreted as one measure of a student's mastery of the knowledge and skills outlined in Georgia's academic content standards. These scores are most meaningful when considered in the context of learning and any associated extenuating factors.
- **Summaries** of results by student group, school, system, or state should likewise be interpreted as one measure of mastery of the knowledge and skills outlined in the state's academic content standards. These scores should not be used as a part of a longitudinal trend analysis without including context of this year's pandemic and associated learning disruptions, and varying access to instruction.

Interpretation

- When considering summary scores, stakeholders are encouraged to:
 1. Consider the **percentage of the total population tested** and take extra caution in interpretation in cases where a low percentage of the enrolled student population was tested at a given school or district.
 2. Consider the **representativeness and prior achievement** of the tested population and take extra caution in interpretation in cases where differences indicate the students who did test this year are not representative of the total student population.
 3. **Avoid punitive or accountability applications** of these outcomes.
 4. Contextualize any changes in achievement with any **local complexities** systems and schools may have faced within this last year (e.g., mode of instruction, enrollment rates, attendance rates).

Participation and Performance

2020-2021



Percent of Enrolled Students Tested

- Overall test rates are lower when compared to previous years, likely due to health and safety concerns associated with in-person testing.
- The percent of enrolled students tested ranges from a high of 79% in grade 3 to a low of 55% in high school.
- While overall state percent tested rates are lower than normal, percent tested rates vary across districts and schools.

Percent of Enrolled Students Tested

Percent of enrolled grade 3-8 students tested in 2021

	ELA	Mathematics	Science	Social Studies
Grade 3	79%	79%		
Grade 4	78%	78%		
Grade 5	77%	76%	76%	
Grade 6	69%	69%		
Grade 7	65%	65%		
Grade 8	61%	60%	61%	60%

Percent of students enrolled in a course with a required EOC assessment tested in 2020-2021

Course	Percent of enrolled students tested
Algebra I	60%
American Literature & Composition	58%
Biology	59%
Coordinate Algebra	62%
Physical Science	62%
United States History	55%

Performance – End of Grade

- Across grades and content areas, there is an observed decrease in the percent of students at or above the Developing Learner level from 2019 to 2021, ranging from a minimum of 2 percentage points to a maximum of 9 percentage points.
- There is not a clear pattern in the observed decrease, other than the decrease is slightly larger in mathematics than in English Language Arts.

Performance – End of Grade

Spring 2021 EOG - Achievement level distributions

Grade	Content Area	Number of Students	% Tested	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
3	English Language Arts	97,496	79	38	26	25	11
	Mathematics	97,162	79	24	37	28	10
4	English Language Arts	97,138	78	32	32	26	11
	Mathematics	96,767	78	25	32	30	13
5	English Language Arts	97,467	77	27	34	33	6
	Mathematics	97,134	76	33	33	22	13
	Science	96,734	76	35	27	29	10
6	English Language Arts	91,727	69	31	27	33	9
	Mathematics	91,421	69	31	39	22	8
7	English Language Arts	88,812	65	30	31	32	7
	Mathematics	88,309	65	26	38	25	12
8	English Language Arts	83,232	61	25	33	32	9
	Mathematics	81,371	59	33	35	22	10
	Science	59,627	60	46	27	20	7
	Social Studies	81,542	60	26	39	26	9

Performance – End of Course

- Across the four EOC courses, there is an observed decrease in the percent of students at or above the Developing Learner level from 2019 to 2021:
 - 4 point decrease in Biology
 - 12 point decrease in Algebra
 - 13 point decrease in US History
 - 15 point decrease in American Literature
- There was a 1 point increase in Physical Science – it is important to note this test was only administered to grade 8 students this year, whereas it was administered to all students (middle and high school) enrolled in Physical Science in previous years.
- In general, longitudinal comparisons of state EOC results should be interpreted with extra caution due to the lower percentage of enrolled students tested.

Performance – End of Course

2020-2021 EOC - Achievement level distributions

Content Area	Number of Students	% Tested	% Beginning Learner	% Developing Learner	% Proficient Learner	% Distinguished Learner
Algebra I	83,168	60	39	31	24	6
American Literature & Composition	66,102	58	35	35	27	2
Biology	85,489	59	33	26	30	10
Coordinate Algebra	11,192	62	38	33	23	6
Physical Science	23,203	62	25	22	39	14
United States History	59,861	55	35	36	25	5

Performance Summary

- **Given the magnitude of learning disruptions experienced this school year, these decreases in performance are not particularly large.**
- We have seen similar two-year changes in previous years, though typically those changes were in a positive direction.
- There is historical precedent to expect to see achievement increase at a similar rate in coming years as we return to educational environments with fewer disruptions to learning.

Questions?

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