2013

Roll-out and Early Implementation of CCGPS

Analysis of the *CCGPS Supports Inventory Survey*

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The Governor's Office of Student Achievement (GOSA) produced this report as a part of Georgia's statewide evaluation of Race to the Top. GOSA strives to increase student achievement and school completion across Georgia through meaningful, transparent, and objective analysis and communication of statewide data. In addition, GOSA provides policy support to the Governor and, ultimately, to the citizens of Georgia through:

- An education scoreboard that forthrightly indicates the effectiveness of Georgia's education institutions, from Pre-K through college;

- Research initiatives on education programs in Georgia and corresponding findings to inform policy, budget, and legislative efforts;

- Thorough analysis and straightforward communication of education data to stakeholders;

- Audits of academic programs to ensure that education institutions are fiscally responsible with state funds and faithful to performance accountability requirements; and

- Collaborative work with the Alliance of Education Agency Heads (AEAH) to improve education statewide.

For more information on GOSA's statewide evaluation of Race to the Top implementation in Georgia, please visit gosa.georgia.gov/statewide-evaluation.

EXECUTIVE SUMMARY

Georgia's Race to the Top (RT3) plan charges the Governor's Office of Student Achievement (GOSA) with the statewide evaluation of the grant. This report evaluates the fidelity of implementation of one of the initiatives, the roll-out and early implementation of Common Core Georgia Performance Standards (CCGPS), during the 2011-12 and 2012-2013 school years.

In July 2010, the Georgia Department of Education (GaDOE) adopted the *Common Core State Standards*, a set of common English Language Arts (ELA) and mathematics performance standards. These standards establish clear expectations for learning in ELA and mathematics for students across the country. The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) developed and continue to lead the *Common Core State Standards*. By adopting the *Common Core State Standards*, the developers and proponents believe American students will be better prepared for college and career and more competitive with their peers in other states and abroad. As stated by the Common Core State Standards Initiative, "to date, 45 other states, the District of Columbia (D.C.), and two territories, along with the Department of Defense Education Activity, have formally adopted the standards."[1]

In an effort to learn more about Georgia's early implementation of Georgia's version of the standards, GOSA administered the *CCGPS Supports Inventory Survey* in November 2012. The survey had two purposes. First, gain a better understanding of how GaDOE, Local Education Agencies (LEAs) and Regional Education Service Agencies (RESAs) are supporting educators as they transition to CCGPS. And second, obtain feedback on GaDOE's leadership and support during the early phases of CCGPS implementation.

GOSA administered the survey to curriculum directors and leaders in every LEA across the state and Math Mentors and ELA Specialists from every RESA. Responses from 179 LEAs gave a response rate of 92%. Responses from at least one ELA Specialist and Math Mentor in almost every RESA gave a 97% response rate.

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[1] "In the States," Common Core State Standards Initiative, 2012, 16 May 2013
<http://www.corestandards.org/in-the-states>.

The survey has five sections:

I. Satisfaction and usage of state resources

II. Instructional materials and resources

III. District supports for educators

IV. Teacher understanding of CCGPS

V. Areas of promise and improvement

The purpose of this report is to provide stakeholders with a thorough understanding of the types of support services and materials that have been offered to educators since 2011. Readers should come away with a strong understanding of the availability of supports to prepare teachers for implementing CCGPS during the 2012-2013 school year. In addition, readers should gain insight into how curriculum leaders across the state perceive GaDOE's support and leadership throughout the early implementation period. Finally, this report starts the larger conversation around teacher understanding and readiness to implement the standards.

MAIN FINDINGS

This report is organized based on the format of the survey. The findings are presented below in the order that they are discussed in the report.

Teacher understanding of CCGPS

- Teachers understood the implementation of the standards but did not have as clear an understanding about how the ELA literacy standards impacted other subjects. (p. 12)

- Teachers knew how to access support materials. (p. 13)

- Teachers understood how assessments were changing. (p. 14)

- Respondents were divided on whether teachers implemented CCGPS with confidence (p. 15)

Perception of GaDOE supports

- Respondents preferred mathematics supports over English Language Arts (ELA) supports. (p. 16)

- Summer Academies appeared successful. (p. 18)

- GaDOE and GPB webinars provided cost-effective and standardized training. However, many respondents found that the trainings did not sufficiently engage or meet the needs of educators. (p. 23)

- GaDOE's instructional support materials provided a good starting point for instructional planning and preparation; however, many of the materials seemed not cohesive, too long, and sometimes inaccurate. (p. 29)

Perception of GaDOE's roll-out of CCGPS

- GaDOE was very supportive. (p. 32)

- Sometimes, educators did not receive information or guidance in a timely or convenient fashion. (p. 32)

Instructional support materials used statewide

- In most cases, educators used instructional support materials developed by GaDOE and did not access materials from RESA websites. In rare instances, providers tracked usage of materials. (p.35)

- The major findings regarding each type of instructional support material are listed. (p. 38)

  o Educators utilized curriculum exemplars most often.

  o GaDOE most likely developed the curriculum supports used by educators.

  o Educators utilized textbooks least often.

  o Educators were least likely to access instructional support materials from their RESA's website.

  o Providers rarely tracked usage of instructional support materials across the state.

  o Educators were least likely to use instructional support materials developed by another Georgia LEA or RESA, another state, or an LEA from outside of Georgia.

Training methods used statewide

- Most often, administrators and select instructional staff received training. RESAs delivered most of the training, and providers used training to share information on CCGPS. (p. 43)

- The major findings regarding each type of training method are listed. (p. 47)

  o The training methods discussed in the *CCGPS Supports Inventory Survey* aligned well with the training methods being used across the state.

  o In most cases, in-person training methods occurred at local levels.

  o It was rare that providers used online course or tools to train educators.

  o Providers usually trained administrators.

  o Training primarily provided information about CCGPS.

  o RESAs delivered most of the localized training.

GAPS AND OPPORTUNITIES

Respondents provided open-ended comments throughout the survey. These comments contextualized their responses to survey statements and often exposed areas where they thought service delivery needed improvement. Generally, respondents either discussed **gaps** in service delivery or **opportunities** to strengthen service delivery. Simply put, gaps provide examples of support that respondents perceived as being absent, and opportunities provide examples of support that respondents experienced but thought needed improvement. Here is a summary of the gaps and opportunities along with the page numbers where more detailed information on each gap and opportunity can be found.

Gaps in service delivery

GaDOE and/or other appropriate agencies should assess the actual level of need relative to these gaps and then develop supports to address them. Based on their experience with early implementation of CCGPS, respondents perceived the following gaps in service delivery.

- Educators needed more support with assessing teacher practice. (p. 54)

- New assessments caused anxiety because teachers did not know what to expect. (p. 55)

- Some of GaDOE's instructional support materials lacked critical information. (p. 57)

- Non-RT3 partner districts needed more guidance and support. (p. 58)

- Educators noted an absence of CCGPS information and resources tailored to parents. (p. 59)

Opportunities to strengthen existing service delivery

Based on their experience with early implementation of CCGPS, respondents suggested that state agencies make the following improvements.

- Create more opportunities for face-to-face training. (p. 61)

- Make supports more "teacher-friendly." (p. 62)

- Increase access to GaDOE staff. (p. 64)

- Increase opportunities for best practice sharing. (p. 65)