

## ESEA FLEXIBILITY PART B MONITORING REPORT

MONITORING VISIT INFORMATION	
<b>State Educational Agency (SEA)</b>	Georgia Department of Education (GaDOE)
<b>Request Approved</b>	February 9, 2012
<b>Request Amended</b>	August 20, 2013
<b>ESEA Flex Monitoring Activity</b>	Part B Onsite Monitoring
<b>Monitoring Review Date(s)</b>	August 27-28, 2013
<b>Exit Conference</b>	September 19, 2013
<b>Interviews Conducted</b>	Martha Reichrath, Avis King, Susan Andrews, Melissa Fincher, Barbara Lunsford, Pam Smith, Sandi Woodall, Becky Chambers, Cori Alston, Margo DeLaune, Wanda Jones, Adrian Neely, Paula Swartzberg, Joanne Leonard, Michelle Sandrock, Craig Geers, Cindy Saxon, Zelphine Smith-Dixon, Cayanna Good, Kriste Elia, Jennifer Davenport, Cowen Harter, Nancy Haight
<b>U.S. Department of Education (ED) Monitors</b>	Jessica Skrebes, Victoria Hammer, Robert MacGillivray, Ruth Ryder

### OVERVIEW OF ESEA FLEXIBILITY MONITORING

The U.S. Department of Education (ED) is committed to supporting State educational agencies (SEAs) as they implement ambitious reform agendas through their approved ESEA flexibility requests. Consistent with this commitment, ED has designed a monitoring process to assess an SEA's implementation of the principles of ESEA flexibility and the State-level systems and processes needed to support that implementation.

#### Part B Monitoring

In Part B monitoring, SEA implementation of ESEA flexibility was reviewed across several key areas: State-level Systems and Processes, Principle 1, Principle 2, and Principle 3, as outlined in the *ESEA Flexibility Part B Monitoring Protocol*. In each broad area, ED identified key elements that are required under ESEA flexibility and are likely to lead to increased achievement for students. Through examination of documentation submitted by the SEA and interviews with SEA staff, ED assessed the effectiveness of implementation of ESEA flexibility by identifying the extent to which an SEA:

1. Is ensuring that implementation is occurring consistent with the SEA's approved request and the principles and timelines of ESEA flexibility.
2. Is continuing to review and make adjustments to support implementation.
3. Is establishing systems and process to sustain implementation and improvements.

The report contains the following sections:

- *Highlights of the SEA's Implementation*. This section identifies key accomplishments in the SEA's implementation of ESEA flexibility.

- *Status of Implementation of ESEA Flexibility.* This section indicates whether or not the SEA has met expectations for each element of ESEA flexibility.
- *Elements Requiring Next Steps.* When appropriate, this section identifies any elements where the SEA is not meeting expectations and includes Next Steps that the SEA must take to meet expectations.
- *Recommendations to Strengthen Implementation.* This section provides recommendations to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation.
- *Additional Comments.* When appropriate, this section includes any additional information related to the SEA’s implementation of ESEA flexibility not included elsewhere.

**HIGHLIGHTS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

The SEA’s work includes the following key accomplishments relating to the implementation of ESEA flexibility and/or efforts to engage in a process of continuous review and analysis, particularly for those elements receiving a comprehensive review:

- In transitioning to and implementing the Common Core Georgia Performance Standards (CCGPS), GaDOE created a robust professional development program. Among other things, GaDOE offered professional learning webinars in mathematics, English/language arts, and literacy; developed instructional modules to support teachers in this transition; and established forums to help teachers across the State share resources.
- GaDOE developed and administered teacher surveys in order to better understand teacher needs during the transition to CCGPS. Based upon the feedback, GaDOE made improvements to its professional learning sessions.
- GaDOE developed a guidance document and FAQ for LEAs regarding its ESEA flexibility request, describing the elements of the request in a manner accessible to all stakeholders.
- GaDOE took advantage of existing conferences to update stakeholders on the elements of Georgia’s ESEA flexibility request, and to explain to all stakeholders the changes in the State, as a result of ESEA Flexibility.
- GaDOE demonstrated strong collaboration between the SEA’s School Improvement Division and its Division for Special Education Services and Supports, particularly around the work happening in Focus Schools.

**STATUS OF IMPLEMENTATION OF ESEA FLEXIBILITY**

**SEA Systems & Processes**

<b>Element</b>	<b>Status</b>
<b>Monitoring</b> (EDGAR 80.40 and 2.G)	Meeting Expectations
<b>Technical Assistance</b> (2.G)	Meeting Expectations
<b>Data Collection &amp; Use</b> (§9304(a)(6))	Meeting Expectations
<b>Family &amp; Community Engagement and Outreach</b> (Implementation Letter)	Meeting Expectations

**Principle 1**

<b>Element</b>	<b>Status</b>
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<b>Transition to and Implement College- and Career-ready Standards (1.B)</b>	Not Meeting Expectations
<b>Adopt English Language Proficiency Standards (Assurance 2)</b>	Meeting Expectations
<b>Develop and Administer High-Quality Assessments (1.C)</b>	Not Meeting Expectations
<b>Develop and Administer Alternate Assessments (Assurance 3)</b>	Meeting Expectations
<b>Develop and Administer English Language Proficiency Assessments (Assurance 4)</b>	Meeting Expectations
<b>Annually Reports College-going and College-credit Accumulation Rates (Assurance 5)</b>	Meeting Expectations

### Principle 2

Element	Status
<b>Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support (2.A)</b>	Meeting Expectations
<b>Reward Schools (2.C)</b>	Meeting Expectations
<b>Priority Schools (2.D)</b>	Meeting Expectations
<b>Focus Schools (2.E)</b>	Meeting Expectations
<b>Other Title I Schools (2.F)</b>	Meeting Expectations
<b>State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)</b>	Not Meeting Expectations

### Principle 3

Element	Status
<b>Teacher Evaluation and Support Systems (3.B)</b>	Meeting Expectations
<b>Principal Evaluation and Support Systems (3.B)</b>	Meeting Expectations

### ELEMENTS REQUIRING NEXT STEPS

Element	<b>Transition to and Implement College- and Career-Ready Standards (1.B)</b>
<b>Summary and Status of Implementation</b>	GaDOE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i> . GaDOE has developed an extensive professional development program and conducted a great deal of outreach to teachers to ensure that most teachers were prepared to implement CCGPS in 2012-2013. However, GaDOE is phasing in the implementation of CCGPS in mathematics for high school students, beginning with 9 <sup>th</sup> grade in 2012-2013, and adding a grade each year. GaDOE's approved ESEA flexibility request does not reflect this phased implementation strategy.
<b>Next Steps</b>	Through its ESEA flexibility extension request, GaDOE will submit an amendment to its approved ESEA flexibility request that accurately describes

<b>Element</b>	<b>Transition to and Implement College- and Career-Ready Standards (1.B)</b>
	GaDOE's timelines for implementing CCGPS for all grades and subjects.

<b>Element</b>	<b>Develop and Administer High-Quality Assessments (1.C)</b>
<b>Summary and Status of Implementation</b>	<p>GaDOE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request and the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>. In accordance with the requirements of ESEA flexibility, States are required to develop and administer annual, statewide, aligned high-quality assessments no later than 2014-2015. GaDOE initially fulfilled this requirement by participating in the Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, but GaDOE announced its withdrawal from this consortium in July 2013.</p> <p>During the monitoring visit, GaDOE described a number of possible options for administering high-quality, aligned assessments, such as supplementing currently-developed items with items leased or purchased from other States, or releasing a Request for Proposals for the development of new assessments.</p>
<b>Next Steps</b>	On October 4, 2013, GaDOE submitted the SEA's initial plan for meeting the requirements for developing and administering annual, statewide, aligned high-quality assessments, as well as an amendment to the SEA's approved ESEA flexibility request. GaDOE will continue to work with the Department to develop a plan sufficient to result in an assessment that meets the requirements of ESEA flexibility.

<b>Element</b>	<b>State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)</b>
<b>Summary and Status of Implementation</b>	<p>GaDOE is required to report annually on its State report card, and ensure that LEAs annually report on their local report cards, all required information. GaDOE has not demonstrated that this element is carried out consistent with its approved ESEA flexibility request, the principles and timelines outlined in the document titled <i>ESEA Flexibility</i>, the requirements of §1111 of the ESEA, and ED's <i>State and Local Report Cards Under Title I, Part A</i> guidance.</p> <p>At the time of monitoring, GaDOE provided only report cards based upon 2010-2011 assessment results. Although ED's guidance does not provide a deadline by which report cards must be issued, this is an annual reporting requirement, and GaDOE has not issued report cards annually. Since the monitoring visit, Georgia's Governor's Office of Student Achievement (GOSA) has released the State Report Cards based upon 2011-2012 and 2012-2013 data, but these Report Cards do not include all required elements. Additionally, although the data can be filtered to view data at the local level, GOSA has not yet developed Local Report Cards.</p> <p>Specifically, the 2012-2013 State Report card does not include: the percentage of students not tested by subject assessed; the number of recently arrived EL students exempt from the reading/language arts assessment; the comparison between actual achievement and Georgia's AMOs in reading/language arts and mathematics; whether the AMOs were met or not met; the graduation rate for</p>

Element	State and Local Report Cards (§1111 of the ESEA; 2.B and Assurance 14)
	<p>high schools, the graduation rate goal or target, and whether the goal or target was met or not met; the targets for Georgia’s other academic indicator, whether these targets were met or not met; the names or priority, focus, and reward schools; the professional qualifications of all elementary and secondary school teachers in the State; or the percentage of elementary and secondary school teachers with emergency or provisional credentials.</p> <p>Because the 2012-2013 Local Report cards have not yet been issued, it is not possible to determine whether the format complies with the requirements outlined in <i>State and Local Report Cards Under Title I, Part A</i>. However, based upon the LEA-level data currently presented on GOSA’s Report Card website, it seems likely that the Local Report cards will be missing necessary information, as well.</p>
Next Steps	<p>Through its ESEA flexibility extension request, GaDOE will submit its plan for revising its State and Local report cards to comply with ED’s <i>State and Local Report Cards Under Title I, Part A</i> guidance, issued on February 8, 2013, and provide its plan for ensuring that report cards are issued annually.</p>

### Recommendations To Strengthen Implementation

The following recommendations are provided to support the SEA in continuing to meet the principles and timelines of ESEA flexibility and strengthening implementation through continuous improvement and the establishment of systems and processes to sustain implementation and improvement.

- Although GaDOE has developed a partially-comprehensive Federal programs monitoring process, some programs are not included in this process (*e.g.* IDEA, Title III). To strengthen implementation and ensure that LEAs are focused on the education of all students, GaDOE should consider including these programs in the comprehensive monitoring process.
- GaDOE’s Regional Educational Service Agencies (RESAs) are providing direct, individualized support to focus schools, to ensure these schools implement interventions aligned with the reasons for identification. However, it is not clear that these supports are systemic or consistent across the State. GaDOE should develop clearer systems for this work, to ensure efficiency and consistency, and to ensure that GaDOE can identify best practices for reducing achievement gaps in these schools.
- Shortly before the monitoring visit, ED approved GaDOE’s new College and Career Ready Performance Index, which includes a flag system that highlights student group performance. This system helps to identify areas where a school is not meeting student group performance targets. However, at the time of the monitoring visit, it was not clear how these flags corresponded with supports. GaDOE should enhance the targeted supports for schools with student groups that miss performance targets.
- Given that GaDOE will no longer administer its alternate assessment based on modified achievement standards beginning in the 2014-2015 school year, GaDOE should develop a plan to ensure that students who previously took this assessment are prepared to transition to the general assessment.
- GaDOE currently administers *ACCESS for English Learners* which aligns to WIDA’s English Language Proficiency standards, and corresponds to CCSS. However, GaDOE has

not committed to administering the next generation of this assessment, *ACCESS 2.0*, or otherwise identified how it will ensure its English Language Proficiency standards and English Language Proficiency assessments are aligned beginning in 2015-2016. GaDOE should develop a plan for maintaining alignment between its English Language Proficiency standards and assessments.