EDUCATING GEORGIA'S FUTURE

Georgia's State Plan for the Every Student Succeeds Act (ESSA)

Georgia Department of Education

Richard Woods, *Georgia's School Superintendent*

Fellow Georgians,

The *Every Student Succeeds Act,* commonly referred to as ESSA, was signed into law in 2015. ESSA, which earned bipartisan approval in Congress, freed states from their *No Child Left Behind* (NCLB) waiver agreements and entrusted them with the responsibility to develop their own state plans to support education.

ESSA significantly scaled back the authority of the U.S. Secretary of Education and U.S. Department of Education. That said, though ESSA gave states additional authority and flexibility over their education systems, wholesale flexibility was not granted. The requirements of the law vary in specificity from issue to issue, with significant flexibility granted in some areas while in others (such as testing), many of the federal requirements introduced in No Child Left Behind remain.

In creating Georgia's state plan, we have sought out maximum flexibility while creating a cohesive and aligned plan that is responsive to the feedback we received from educators, parents, students, business/industry representatives, and community members. We believe the resulting plan strongly supports our vision of *offering a holistic education to each and every child in the state*.

The Every Student Succeeds Act gave Georgia an opportunity to *reflect on* and *refine* previous education reforms and engage Georgians in a meaningful way to chart out the future of education in our state – together.

The stakeholder feedback process included eight public listening sessions across the state, online surveys (through which thousands of Georgians offered their opinions), opportunities to weigh in through social media and a dedicated email address for feedback. The process of creating the plan was driven by a State Advisory Committee and six working committees made up of students, parents, teachers, school leaders, state agencies, nonprofit and civic organizations, business, and education advocacy groups – not by the Georgia Department of Education alone. A public review period allowed all Georgians to weigh in and provide feedback on our plan, and the working committees were reconvened to discuss and incorporate that feedback.

This plan captures the Georgia Department of Education's shifting role from one focused on *compliance* to one focused on *service* and *support*. It defines the Department's shared responsibility to expand opportunities and increase outcomes for students, in partnership with other state agencies, nonprofit and civic organizations, districts, schools, and communities.

At the center of the plan is a common framework of improvement that places the "Whole Child" at the center, thereby focusing and organizing the work of the Department and engaging partners in the improvement process. Indicators included in our accountability system go beyond just test scores, allowing us to capture a more holistic view of district and school performance. A more personalized approach is embodied in the state's long-term educational goals and accountability system, providing ambitious but attainable targets for groups of students, while rewarding schools that move students academically from one level to the next.

This plan supports the alignment of tools, resources, initiatives, programs, and efforts so they work in a more effective and efficient way to ultimately impact the classroom. The cornerstones of our plan are *strengthening the teaching profession* and *building the capacity of leaders through quality feedback, support, mentorship, and professional learning*.

All of our work is focused on positively impacting the 1.8 million children – our children – who attend Georgia's K-12 public schools. Together, we can ensure that child-focused and classroom-centered policies return to Georgia's classrooms.

Thank you for being a part of the development of Georgia's state plan.

Sincerely,

Richard Woods
Georgia's School Superintendent

Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

U.S. Department of Education
Issued: March 2017

OMB Number: 1810-0576
Expiration Date: September 30, 2017

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),[1] requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, a SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. A SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017**; or
- **September 18, 2017**.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

Alternative Template

If a SEA does not use this template, it must:

1) Include the information on the Cover Sheet;
2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
3) Indicate that the SEA worked through CCSSO in developing its own template; and
4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

A SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

[1] Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position): Richard Woods, *State School Superintendent*	Telephone: (404) 657-1175
Mailing Address: 2066 Twin Towers East 205 Jesse Hill Jr. Dr. SE Atlanta, GA 30334	Email Address: rwoods@doe.k12.ga.us
By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.	
Authorized SEA Representative (Printed Name) Richard L. Woods	Telephone: (404) 657-1175
Signature of Authorized SEA Representative 	Date: September 18, 2017
Governor (Printed Name) The Honorable Governor Nathan Deal	Date SEA provided plan to the Governor under ESEA section 8540: August 14, 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

X Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

☐ Title II, Part A: Supporting Effective Instruction

☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

☐ Title IV, Part A: Student Support and Academic Enrichment Grants

☐ Title IV, Part B: 21st Century Community Learning Centers

☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program

☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. A SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments *(ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)*[2]

Georgia is committed to pursuing maximum flexibility surrounding assessment, including the option for an innovative approach, through proactively requesting and applying for participation in the Innovation Demonstration Authority that allows for competency-based and interim assessments of student learning, as permitted under ESSA. An Assessment Task Force with stakeholders and assessment experts shall be established to explore technically sound assessment methods and how those assessments can be scaled statewide. Georgia has established a process allowing LEAs to petition the state to administer a nationally recognized high school academic assessment to all students in lieu of the state high school assessment. The comparability and technical quality requirements of ESSA will be honored through this process.

Please see Appendix C-E and H for supplemental information.

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):

i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

X Yes

□ No

ii. If a State responds "yes" to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

b. The student's performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;

c. In high school:

1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic

achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

X Yes
□ No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Expanding Educational Opportunities While Eliminating the Double-Testing of Students

Georgia is committed to providing accelerated learning opportunities for all students. To provide opportunities for engaging, relevant, and challenging curriculum for all Georgia students, the state provides a variety of advanced academic and career pathway courses that strengthen student readiness for college, careers, and life. Opportunities for advanced coursework are offered to middle school students, primarily but not exclusively in the content area of mathematics.

Support for Accelerated Models in Mathematics

Georgia Local Education Agencies (LEAs) are provided with middle school acceleration model resources for mathematics at https://www.georgiastandards.org/Georgia-Standards/Pages/Math-6-8.aspx. Please note that the suggested acceleration model requires that all grade six Georgia Standards of Excellence (GSE) standards and a portion of the grade seven GSE standards are addressed in sixth grade and that the remainder of grade seven GSE standards and all grade eight GSE standards are addressed in seventh grade. Grade six and seven acceleration teachers are provided with suggested curriculum maps and comprehensive course overviews and are expected to deliver the unit frameworks posted in the grades 6-8 resource toolkits. Students will then begin high school mathematics coursework as eighth graders with enrollment in either Algebra I, Coordinate Algebra, Accelerated Algebra I/Geometry A, or Accelerated Coordinate Algebra/Analytic Geometry A and must be administered the appropriate End of Course assessment (Algebra I or Coordinate Algebra) before high school credit is awarded.

LEA Flexibility to Choose Accelerated Instructional Models

Additionally, LEAs are afforded flexibility regarding acceleration; some choose to initiate acceleration at grade eight (rather than at grade six) by embedding grade eight standards in their study of high school courses: Algebra I, Coordinate Algebra, Accelerated Algebra I/Geometry A, or Accelerated Coordinate Algebra/Analytic Geometry A. This acceleration model does not compact standards associated with grades 6-8 in grades six and seven as described earlier. LEAs that choose this model are required to administer the Algebra End of Course assessment before granting high school credit.

Expanding Access to Accelerated Coursework through Virtual Opportunities

Such advanced opportunities are available to all students throughout Georgia. The Georgia Department of Education ensures this access by utilizing the Georgia Virtual School (GAVS), a supplemental online

instructional program. The Georgia Department of Education recommends that GAVS be used as a resource for LEAs, particularly when there are too few students, too few teachers, or the demand is too low to sustain face-to-face course offerings (as is the case in some small, rural LEAs). Students can take courses during the school day or after school hours. Historically, GAVS has been utilized to promote access to advanced coursework. For example, currently 27 Advanced Placement courses are offered. During the 2015-2016 school year, GAVS provided AP instruction to 2,006 unique students in 240 high schools.

Since the introduction of Georgia's college- and career-ready academic standards, advanced course-taking opportunities have been expanded across the state to increase the offering of high school courses at the middle school level, as State Board of Education rules do not prohibit the offering of high school courses at the middle school level. During the 2015-2016 school year, 16,689 middle school students took an advanced high school mathematics course (Algebra) while enrolled in middle school; 27,454 middle school students took an advanced high school science course (Physical Science); and 4,010 middle school students took an advanced high school language arts course (9th Grade Literature and Composition). Each of these students participated in Georgia's End of Course assessments. Georgia has elected to use the flexibility provided in ESSA for middle school students (grade 8) taking advanced high school mathematics courses; the state will apply for a waiver to extend this flexibility to additional middle school grades, as well as the content areas of science and language arts.

Continuing Flexibility for Advanced Coursework in Science: Waiver will be Requested

Under the *Every Student Succeeds Act* (ESSA), Georgia intends to continue the flexibility granted under its *Elementary and Secondary Education Act* (ESEA) waiver in June 2015, for the content area of science. Because many LEAs offer the advanced high school Physical Science course at the middle school level in lieu of grade 8 science, Georgia will seek a waiver to continue to assess middle school students with the corresponding advanced, high school-level End of Course assessment (EOC) for Physical Science rather than the grade 8 science End of Grade assessment (EOG). As a result, students are assessed with a measure aligned to the instruction they received. The results of the EOC assessments taken by middle school students will be utilized in the CCRPI Content Mastery calculations for middle schools.

Georgia's EOC program assesses two high school science courses – Physical Science and Biology. It is important to note that Physical Science is not required of all students; per State Board of Education Rule 160-4-2-.48 students may take *either* Physical Science or Physics (which is not assessed with an EOC assessment). All high school students are required, by State Board Rule, to take Biology, which is also assessed with an EOC measure per State Board of Education Rule 160-4-2-.48. Therefore, middle school students who are enrolled in the high school Physical Science course and tested while in middle school will later take Biology when they enroll in high school and will, as a requirement for the Biology course, take the Biology EOC. In other words, middle school students who complete Physical Science in middle school will take the associated EOC at that time. They will then take Biology when enrolled in high school and take the associated EOC at that time. The results of the EOC assessments taken by high school students will be utilized in CCRPI Content Mastery calculations for high schools.

Expanding Flexibility for Accelerated Coursework to English Language Arts (ELA): Waiver to be Requested

Likewise, Georgia will seek, through the waiver process, to expand this flexibility to include English Language Arts (ELA). As previously mentioned, during the 2015-2016 school year over 4,000 eighth graders completed an advanced high school ELA course (9th Grade Literature and Composition), including participating in the associated EOC. These students were also required to take the grade 8 End of Grade (EOG) ELA test. If granted, middle school students who complete advanced ELA coursework while enrolled in middle school will be assessed in high school with the American Literature and Composition EOC. Thus, all students will be assessed while in high school and resulting scores will be utilized in CCRPI Content Mastery calculations for high schools.

Flexibility Strengthens Georgia's Track Record of Offering Advancement or Accelerated Opportunities for Students

Allowing students to advance academically while in middle school offers the opportunity for additional advancement or acceleration once enrolled in high school. Students who complete core requirements are eligible to complete additional Advanced Placement courses, as well as enroll in Georgia's highly successful Dual Enrollment Program. Currently, these students earn both high school and postsecondary credit at no cost; the state pays tuition for all dual-enrolled high school students.

[2] The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). A SEA need not submit any information regarding challenging State academic standards and assessments at this time.

3. Native Language Assessments *(ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4)*:

> i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Stakeholder Engagement in the 'Present to a significant extent' Decision-making Process

Discussions concerning the definition of "languages present to a significant extent" began with our statewide English Speakers to Other Languages (ESOL) advisory committee in December 2015, immediately after the passage of the *Every Student Succeeds Act* (ESSA). This group consists of fifteen members representing rural and metropolitan, consortium and non-consortium LEAs, as well as teacher educators from universities and Regional Educational Service Agencies (RESAs). Meetings were held in-person as well as virtually and the committee's input guided the Georgia Department of Education's final decision on its definition of "present to a significant extent." In Georgia, any language spoken by 3.0% or more of the participating student population meets the definition of "present to a significant extent."

Overview of Georgia's English Learner (EL) Population

Georgia's student population is diverse and LEAs across the state serve approximately 110,000 English learners. Like the English-speaking population, our English learners are varied in their ethnicity and economic and disability status. And while Georgia does have a high refugee resettlement population in the Atlanta area, the majority of our ELs statewide (80%) are Spanish speakers. This constitutes approximately 5% of the state's overall student population but just 3% of the EL population in the grades assessed for accountability purposes. At the overall state level our next most common language groups are represented at the following levels: Vietnamese: .13%; Chinese: .10%; and Arabic: .08%.

Spanish Identified as 'Present to a significant extent'

Because some LEAs serve a greater proportion of English Learners (ELs) than others, an analysis of language prevalence was performed for each of our LEAs in Georgia. This analysis confirmed that Spanish is the most prominent language of our ELs, not only at the state level but in every one of our LEAs. In 39 LEAs, the ratio of Spanish-speaking ELs to native English speakers is higher than that of the state as a whole. For this reason, the Title III regional specialist assigned to these LEAs is a native Spanish speaker who possesses a strong background in instructional support for high-density EL schools.

In addition, the Georgia Department of Education is piloting dual-language immersion (Spanish) initiatives in eight LEAs. The Dual language immersion model is a research proven delivery model that supports literacy and overall academic achievement for both native and non-native English speakers. Several large scale longitudinal studies of this model have confirmed that both native English Speakers and non-native English speakers perform better academically overall, obtain higher levels of English literacy, show improved cognitive ability, and show significant improvement in the closing of the achievement gap between diverse learning groups regardless of socio-economic background. Research suggests that such programs prove highly beneficial to Spanish-speaking ELs in the development of content area, native language, and English language skills.

Although Georgia does enroll a small number of students who identify as Native American, these students are not Native American-language-speaking ELs. The Migrant EL student community is robust, however, and the majority are Spanish speakers. Of the 118 LEAs with Migrant ELs in participating grades, 62 of them serve only Spanish speakers. Of the remaining 56 LEAs, just seven have a non-Spanish language presence of 3% or greater when considering enrollment at the LEA level (i.e., not the SEA level). For example, in one of these LEAs, Burmese is spoken by 26 students in grades 3 through 12. None of the other prevalent languages (Kanjobal, Navajou, Qhechua, South African, Karen, Madurese, Nepali or Swahili) are spoken in any of these LEAs by more than 7 students across the ten assessed grade levels. For this reason, it is deemed impracticable to consider any of these low-incidence languages in the state's definition of 'present to a significant extent'.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

English is designated as the official language of the State of Georgia (O.C.G.A. §50-3-100). Accordingly, State Board of Education Rule 160-3-1-.07 stipulates that all assessments be administered in English.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Using the definition of languages other than English that are present to a significant extent in the participating student population, outline above, no other languages were identified.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and
c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

English is designated as the official language of the State of Georgia (O.C.G.A. §50-3-100). Accordingly, State Board of Education Rule 160-3-1-.07 stipulates that all assessments be administered in English.

Georgia works diligently to ensure assessments accessible are to all students, with special attention given to key subgroups such as students with disabilities and English learners (ELs). Consideration of needs begins with test development and continues through score reporting. For well over a decade, Georgia has employed Universal Design within its test development process; teachers of EL students participate in *all* test development activities; test administration accommodations are allowable and guidance directs school teams to consider not only the student's English language proficiency (as measured by the ACCESS for ELLs) but also the student's proficiency and school experience in his/her native language. Translated student score report templates are available to help parents understand their child's achievement.

4. Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d))*:

i. Subgroups *(ESEA section 1111(c)(2))*:
a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

American Indian/Alaskan, Asian/Pacific Islander, Black, Hispanic, Multi-Racial, White

b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Georgia will include economically disadvantaged students, students from the major racial and ethnic groups described in 4ia, English learners, and students with disabilities.

c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

X Yes
□ No

d. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or
X Applying the exception under ESEA section 1111(b)(3)(A)(ii); or
☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

At this time, Georgia is electing to test all recently arrived English-learner students in year one, include in CCRPI calculations their growth in year two, and include in CCRPI calculations both achievement and growth in year three. Ideally, Georgia believes it may be in the best interest for some recently arrived EL students to be deferred from testing in year one. Given the recent revisions to the ACCESS for ELLs 2.0 measures, Georgia will work with LEAs and parents to monitor student needs and analyze/evaluate ACCESS 2.0 data in an effort to develop coherent statewide guidance for future implementation. At the time such information becomes available and warrants a policy change, Georgia will notify the U.S. Department of Education.

ii. Minimum N-Size *(ESEA section 1111(c)(3)(A))*:

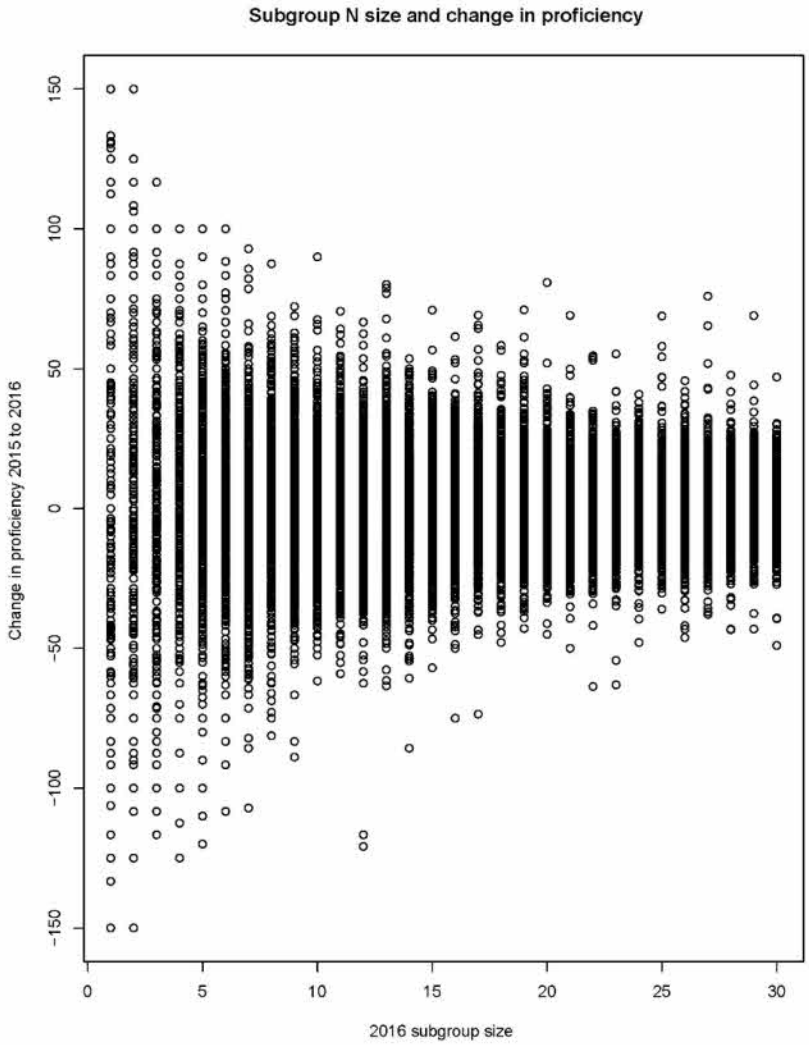
a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Georgia will utilize a minimum N of 15 for all students and each subgroup of students for an indicator to be included in reporting and scoring for accountability purposes. Participation rates will be reported with a minimum N size of 15 for transparency, but a minimum N of 40 is required for achievement scores to be adjusted due to insufficient participation rates.

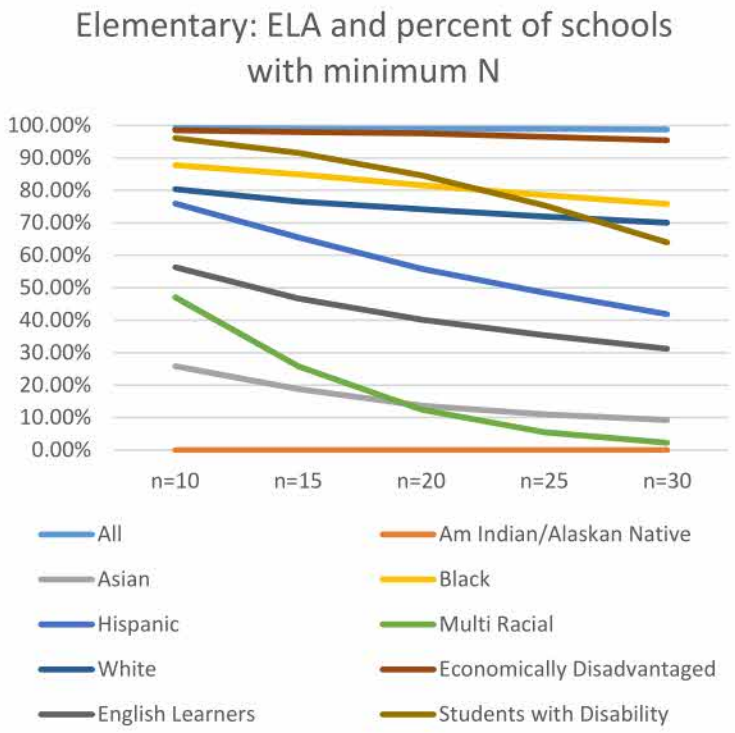
b. Describe how the minimum number of students is statistically sound.

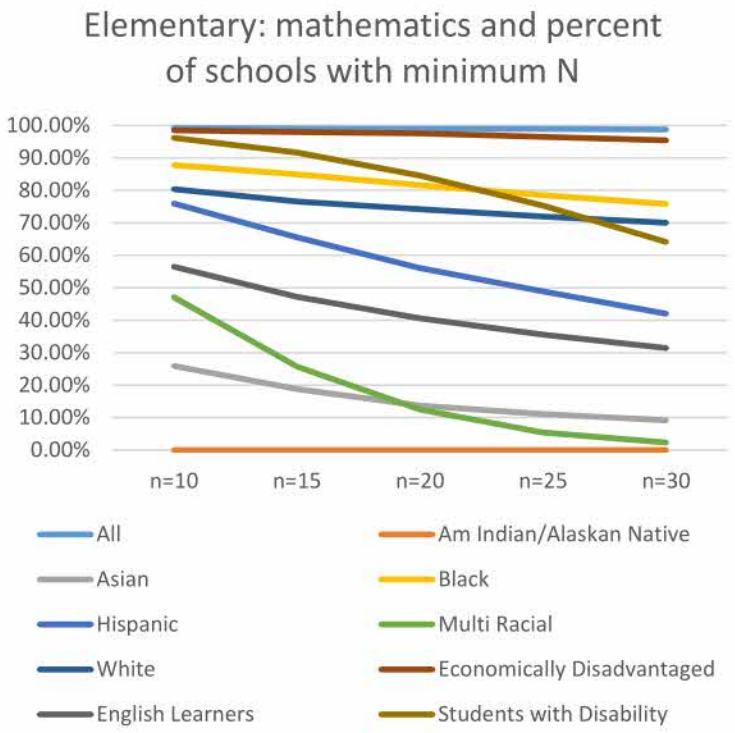
When setting a minimum N-size, the purpose is to set a size that is high enough to protect student privacy and maximize reliability, and low enough to maximize the number of students included in the accountability system. Georgia conducted a thorough impact analysis, which found that there is no significant increase in reliability when the minimum N-size increases between 15 and 30. This analysis included a simulation study in which a series of random samples at various N-sizes were compared to the full population and an investigation of the year-to-year stability in performance rates as a function of N-size.

The figure below plots the year-to-year stability (change from 2015 to 2016) in achievement rates as a function of subgroup size. As the figure demonstrates, there is not a significant improvement in reliability as the subgroup size increases beyond 15.



The figures below (elementary school ELA mathematics) plot the percentage of schools that would be held accountable for subgroup performance at various minimum N-sizes. As the figures demonstrate, there is a significant decrease in the percentage of schools that would be held accountable for subgroup performance as the minimum N increases beyond 15, especially when we examine subgroup performance for students with disabilities, Hispanic students, English learners, and multi-racial subgroups.





The chart below provides the percentage of students in each subgroup that would be accounted for in accountability calculations at various minimum N-sizes for elementary schools. As the chart demonstrates, there are significant decreases as the minimum N increases beyond 15.

		N=10	N=15	N=20	N=25	N=30
ELA	All	99.99	99.98	99.98	99.97	99.96
	Alaskan/American Indian	0.00	0.00	0.00	0.00	0.00
	Asian/Pacific Islander	86.09	79.00	71.69	66.81	62.78
	Black	99.57	99.26	98.74	98.10	97.40
	Hispanic	97.81	95.17	91.68	88.20	84.41
	Multi-Racial	77.56	53.13	31.47	16.86	8.53
	White	99.47	99.09	98.74	98.34	97.91
	Economically Disadvantaged	99.98	99.95	99.91	99.79	99.64
	English Learners	96.06	92.75	89.58	86.43	83.18

	Students with Disability	99.49	98.15	95.26	90.24	82.60
Mathematics	All	99.99	99.99	99.98	99.98	99.96
	Alaskan/American Indian	0.00	0.00	0.00	0.00	0.00
	Asian/Pacific Islander	86.10	78.97	71.66	66.95	62.56
	Black	99.58	99.27	98.74	98.10	97.41
	Hispanic	97.82	95.18	91.77	88.42	84.52
	Multi-Racial	77.57	52.94	31.52	16.70	8.77
	White	99.47	99.09	98.75	98.35	97.91
	Economically Disadvantaged	99.98	99.94	99.91	99.79	99.64
	English Learners	96.09	92.94	89.76	86.56	83.34
	Students with Disability	99.51	98.17	95.21	90.20	82.70
Science	All	99.96	99.95	99.88	99.76	99.65
	Alaskan/American Indian	0.00	0.00	0.00	0.00	0.00
	Asian/Pacific Islander	66.73	56.09	48.07	39.86	35.15
	Black	97.60	94.96	91.40	87.74	82.88
	Hispanic	86.33	75.84	67.28	61.49	55.48
	Multi-Racial	18.66	5.00	4.21	2.23	1.62
	White	98.23	97.01	95.21	92.98	90.09
	Economically Disadvantaged	99.74	99.18	98.38	97.49	95.79
	English Learners	81.49	70.68	61.85	56.59	48.03
	Students with Disability	85.46	62.09	41.83	25.34	15.68
Social Studies	All	99.96	99.95	99.88	99.76	99.64
	Alaskan/American Indian	0.00	0.00	0.00	0.00	0.00
	Asian/Pacific Islander	66.74	55.86	48.08	39.86	35.15
	Black	97.60	95.01	91.30	87.68	83.02
	Hispanic	86.12	75.84	67.15	61.08	55.45
	Multi-Racial	18.44	4.99	3.74	2.23	1.62
	White	98.23	96.98	95.25	92.89	90.09
	Economically Disadvantaged	99.76	99.16	98.38	97.46	95.71
	English Learners	81.48	70.36	61.92	56.44	48.05
	Students with Disability	85.69	62.35	41.73	26.07	16.50

Given the limited increase in reliability and the decline in students represented as the minimum N-size increases beyond 15, Georgia's minimum N-size for accountability will be 15.

Participation rates will be reported with a minimum N-size of 15 for transparency, but a minimum N-size of 40 must be met for achievement scores to be adjusted due to insufficient participation rates. With a minimum N-size of 15, a single student not participating would result in a participation rate less than 95% and require an adjustment. With a minimum N-size of 40, two students could not participate without requiring an adjustment. This maintains the expectation that all students should participate in state assessments without overburdening schools when students do not participate due to extenuating circumstances.

The minimum N-size and related analyses were reviewed and vetted with Georgia's ESSA Accountability Working Committee and ESSA Federal Programs Working Committee (composed of educators and other stakeholders) and Georgia's Technical Advisory Committee (composed of nationally recognized experts).

c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

Georgia has utilized a minimum N-size of 15 for school accountability since 2012. Georgia's ESSA Accountability Working Committee (composed of LEA superintendents, educators, principals, teachers, and other stakeholders) reviewed impact data in order to set the minimum N-size.

Additionally, Georgia's ESSA Federal Programs Working Committee and the state's Title III/ESOL Advisory Committee reviewed the minimum N-size impact analysis and expressed support for the minimum N-size of 15.

d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.[3]

There must be 15 students in the denominator for any data to be reported. Furthermore, Georgia does not report N-sizes as part of its accountability reporting system. Only performance rates are displayed in order to protect personally identifiable information. Additional rules for suppression will be identified and implemented should it become necessary as new accountability reports are developed.

e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

The minimum N-size for all reporting, including accountability reports, done at the Georgia Department of Education is 15. The Report Card, which provides public reporting of education data beyond the scope of the accountability reports, is implemented by the Governor's Office of Student Achievement and utilizes a minimum N-size of 10.

O.C.G.A. 20-14-26 enumerates the duties for the Governor's Office of Student Achievement (GOSA) which includes developing annual report cards for elementary, middle, and secondary schools. Additionally, the law requires GOSA to create a single state-wide accountability system working with the Georgia Department of Education and shall be approved by the State Board of Education. The report card is not an accountability tool but rather straightforward reports of demographic statistics by school and school systems in Georgia. The single state-wide accountability system is the tool that exists to fulfill the federal accountability requirement.

[3] Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining

Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy

iii. Establishment of Long-Term Goals *(ESEA section 1111(c)(4)(A))*:

a. Academic Achievement. *(ESEA section 1111(c)(4)(A)(i)(I)(aa))*

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

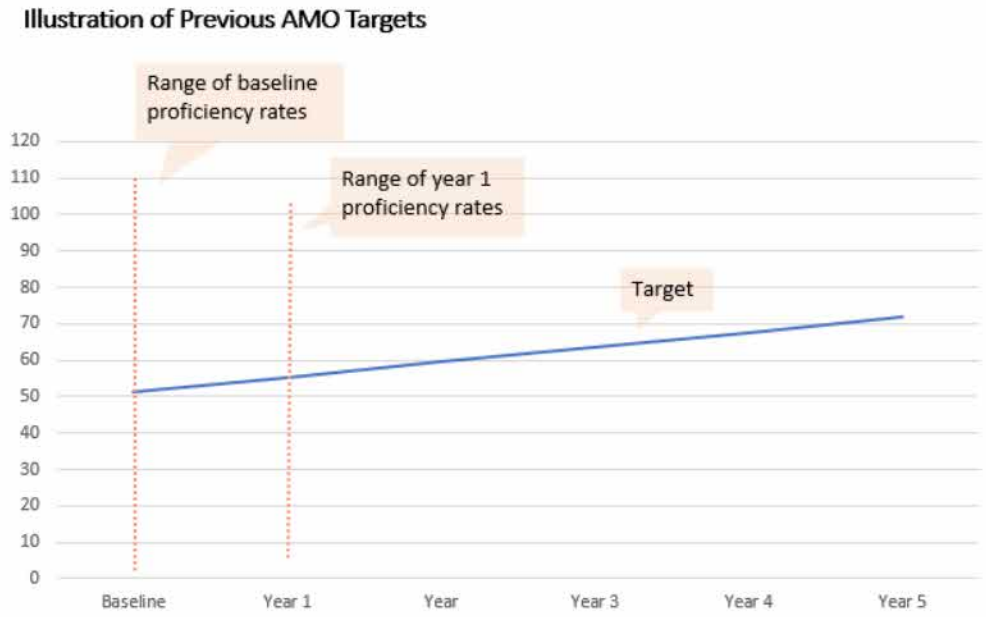
Georgia's Long-term Goals: Guided by Innovation, Flexibility, and Continuous Improvement

Georgia is taking an innovative approach to setting goals under ESSA – an approach centered on continuous improvement. The expectation is for all schools to continue to make improvements and decrease achievement gaps and, once a certain threshold is attained, sustain high levels of achievement.

As such, goals will be based on continuous improvement. In the past, goals under Georgia's ESEA Flexibility Waiver – Annual Measurable Objectives or AMOs – were set using state averages. The prescribed formula expected the state to decrease the baseline-to-100% gap for all students and for student subgroups by half in a period of six years:

$$AMO = \frac{((100 - baseline_{2015}) * 0.50)}{6}.$$

There were multiple challenges with this structure. First, high-performing schools could meet targets without improvement or even while declining in performance. Second, low-performing schools could make progress but still not meet targets. Third, if a school missed a target, they were required to make up that distance plus the distance to the next target in the ensuing year. Finally, targets quickly escalated, becoming unattainable for most schools. Many times, these goals resulted in schools feeling defeated and progress stalling. The figure below shows the range of 2015 and 2016 school-level weighted proficiency rates for one subgroup of students.



The blue line represents the AMO annual targets for this subgroup, based on state averages. This figure illustrates how the schools below the blue line would have to make substantial annual increases in order to meet the target – in some cases, going from 10% proficiency or less to 55% proficiency in a single year. This structure also fails to acknowledge schools that make significant improvements but do not attain this unrealistic goal. This figure also illustrates how the schools above the blue line could maintain or even decline in performance yet still meet the target. In 2016, 13.82% of Georgia schools met targets under the AMO structure but declined in performance. Conversely, 28.01% of schools improved performance but failed to meet targets. Goals under AMOs were not clear, attainable, or motivating.

Setting Ambitious, Yet Attainable Goals for All Schools

Under ESSA, Georgia is creating a new target structure in which growth or maintenance of high achievement levels is expected of all schools and all subgroups. The goal of Georgia's new target structure is to incentivize continuous, sustainable improvement. The state will calculate school-level improvement targets, defined as 3% of the gap between a baseline and 100%:

$$Improvement\ Target = (100 - baseline_{2017}) * 0.03.$$

Aligning Efforts to the State's LEA Performance Contracts

The 3% improvement target aligns with Georgia's robust system of state accountability in which all but two Georgia LEAs have a performance contract with the state. While there are various accountability provisions in the two sets of state performance contracts – Strategic Waiver School System (SWSS) and Charter System contracts – one provision of the SWSS contracts was identified by Georgia's ESSA Accountability Working Committee as best suited to be utilized as the state's goals for ESSA. The SWSS contracts require schools to decrease the gap between baseline performance on the state accountability system and 100% by 3% annually. This requirement represents an ambitious yet attainable goal and ensures that schools are

held accountable for the same expectations under both the federal and state accountability systems.

Annual targets will be set for every school, ensuring that a school's starting point is taken into consideration. This addresses a challenge with the previous AMOs where targets were unattainable for some schools while other schools were not expected to improve upon current performance. Under this new system, schools that are further from 100% will be expected to make greater annual gains.

Additionally, subgroups that are further behind will be expected to make greater annual gains (they will have a greater target, given the larger gap between baseline performance and 100%), thereby making progress in closing achievement gaps. The figure below illustrates the progress that will be expected of all schools under this new target structure.

Each year, schools will be expected to meet the improvement target based on the prior year's performance. The annual target is a gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue to focus on improvement.

Flags to Signal Levels of Improvement

A system of improvement flags will be used to indicate whether targets were met. A green flag will indicate that a target was met; yellow will indicate that a target was not met but improvement was made; and red will indicate that no improvement was made. Once a school has attained a performance rate of 90%, the target will be to remain at or above that level of performance. The baseline year for calculations will be 2017 and targets will be calculated for all students and all accountability subgroups at the state, LEA, and school level.

Supporting Long-term, Sustainable Improvement for All Students

Georgia's long-term goal is an extension of the annual improvement targets. *The long-term goal is to close the gap between baseline performance and 100% by 45% over a period of 15 years.* This represents the annual 3% improvement targets previously outlined. A 15-year period provides a reasonable length of time

to encourage schools to engage in long-term, sustainable improvements. This period allows time for a change in school culture, while at the same time creating a sense of urgency to meet annual targets. Furthermore, the performance contracts that all but two LEAs have entered into with the state are based on five-year cycles. A 15-year long-term goal aligns with three cycles of performance contracts. Annual targets (not long-term goals) will be recalculated every 5 years in order to account for the progress, or lack thereof, that schools have made over the previous 5-year period (the annual target will remain the same within each five-year period). Once a performance rate of 90% is attained, the annual target will be to remain at or above that level. Improvement targets will be calculated based on academic achievement rates in English language arts, mathematics, science, and social studies.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

Appendix A includes an example of state-level targets using 2016 data as the baseline year. Targets will be calculated individually for all students and for each accountability subgroup of students for each school, each LEA, and the state using 2017 data as the baseline, when available.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

Georgia's improvement targets are based on 3% of the gap between baseline performance and 100%. Therefore, subgroups that are further behind will be expected to make greater annual gains than other subgroups. In the long term, this will result in decreasing statewide achievement gaps as all subgroups of students make necessary improvements.

b. Graduation Rate. *(ESEA section 1111(c)(4)(A)(i)(I)(bb))*

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Setting Long-term Goals: Graduation Rates

Georgia is utilizing the same ambitious approach to setting goals for high school graduation rates as it is for academic achievement. The expectation is for all schools to continue to make improvements and decrease achievement gaps and, once a certain threshold is attained, sustain high levels of achievement. As such, goals will be based on continuous improvement. Under the ESSA, Georgia is creating a new target structure in which growth or maintenance of high achievement levels is expected of all schools and all subgroups. The goal of Georgia's new target structure is to incentivize continuous, sustainable improvement. The state will calculate school-level graduation rate improvement targets, defined as 3% of the gap between a baseline and 100%:

$$Improvement\ Target = (100 - \ baseline_{2017}) * 0.03.$$

The 3% improvement target aligns with Georgia's robust system of state accountability in which all but two Georgia LEAs have a performance contract with the state. While there are various accountability provisions in the two sets of state performance contracts – Strategic Waiver School System (SWSS) and Charter System contracts – one provision of the SWSS contracts is best suited to be utilized as the state's goals for ESSA. The SWSS contracts require schools to decrease the gap between baseline performance on the state accountability system and 100% by 3% annually. This represents an ambitious yet attainable goal and ensures that schools are held accountable for the same expectations under both the federal and state accountability systems. Annual targets will be set for each school, ensuring that a school's starting point is taken into consideration. This addresses a challenge with the previous AMOs where targets were unattainable for some schools while other schools were not expected to improve upon current performance. Under this new system, schools that are further away from 100% will be expected to make greater annual gains. Additionally, subgroups who are further behind will be expected to make greater annual gains (given that they will have a greater target, given the larger gap between baseline performance and 100%), thereby making progress in closing achievement gaps. The figure below illustrates the progress that will be expected of all schools under this new target structure.

Each year, schools will be expected to meet the improvement target based on the prior year's performance. The annual target is a gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue focusing on improvement. A system of improvement flags will be used to indicate whether targets were met. A green flag will indicate that a target was met; yellow will indicate that a target was not met but improvement was made; and red will indicate that no improvement was made. Once a school has attained a graduation rate of 90%, the target will be to remain at or above that level of performance. In addition to graduation rate being included in targets, graduation rates are indicators on CCRPI. Therefore, schools are incentivized to reach 100% and thus receive

maximum points for these indicators. With recent state policy changes with the passage of dual enrollment legislation and Senate Bill 2 coupled with state policy initiatives like the SBOE approved Technical College Readiness ELA and Math and other flexibility to earn high school core credit, Georgia's students are being provided with additional pathways to graduate. The state encourages all schools to attain a graduation rate of 100%; however, a maintenance level of 90% accounts for the impact of ceiling effects in accountability measures, especially when they pertain to smaller high schools. The baseline year for calculations will be 2017 and targets will be calculated for all students and for all accountability subgroups for the state, each LEA, and each high school.

Georgia's long-term goal is an extension of the annual improvement targets. *The long-term goal is to close the gap between baseline performance and 100% by 45% over a period of 15 years.* This represents the annual 3% improvement targets previously outlined. A 15-year period provides a reasonable length of time to encourage schools to engage in long-term, sustainable improvements. This period allows time for a change in school culture while at the same time creating a sense of urgency to meet annual targets. Furthermore, the performance contracts that all but two LEAs have with the state are based on five-year cycles. A 15-year long-term goal aligns with three cycles of performance contracts. Annual targets (not long-term goals) will be recalculated every five years in order to account for the progress, or lack thereof, that schools have made over the previous five-year period (the annual target will remain the same within each five-year period). Once a performance rate of 90% is attained, the annual target will be to remain at or above that level. Improvement targets will be calculated for both the four- and five-year adjusted cohort graduation rates.

2. If applicable, describe the long-term goals for each extended- year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long- term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

The same methodology described in 4.iii.b.1 for the four-year adjusted cohort graduation rate will also be applied for the five-year adjusted cohort graduation rate. This includes the baseline data (2017), timeline (15 years), and rationale for ambitiousness of the long-term goals. Additionally, the same rigorous expectation is in place for the five-year adjusted cohort graduation rate, requiring schools to decrease the gap between the baseline rate and 100% by 3% annually. As demonstrated in Appendix A, the long-term goals for the five-year adjusted cohort graduation rate are more rigorous than the long-term goals for the four-year adjusted cohort graduation rate.

3. Provide the measurements of interim progress toward the long- term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

Appendix A includes an example of state-level targets using 2016 data as the baseline year. Targets will be calculated individually for all students and for each accountability subgroup of students for each school, each LEA, and the state using 2017 data as the baseline.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

Georgia's improvement targets are based on 3% of the gap between baseline performance and 100%. Therefore, subgroups that are further behind will be expected to make greater annual gains than other subgroups. In the long term, this will result in decreasing statewide achievement gaps as all subgroups of students make necessary improvements.

c. English Language Proficiency. *(ESEA section 1111(c)(4)(A)(ii))*

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long- term goals are ambitious.

Setting Long-term Goals: English Language Proficiency

Georgia will measure progress toward English language proficiency by measuring the percentage of English-learner students moving from one state-defined Performance Band to a higher Performance Band in grades 1-12 on the composite score of ACCESS for ELLs. In 2012, the State of Georgia, in collaboration with educators, included in its accountability system a measure of EL progress based on state-defined performance bands developed to measure expected progress in English language proficiency from one year to the next. This indicator has been part of Georgia's CCRPI accountability system since 2012. The level of expected progress varies by performance band, with more progress expected at lower prior proficiency levels than at higher prior proficiency levels. Georgia's current state-defined performance bands, based on the recently implemented ACCESS 2.0 assessment, are as follows:

Georgia Performance Bands	
Performance Band	**ACCESS-Composite Score**
I	1.0-2.1
II	2.2-2.8
III	2.9-3.1
IV	3.2-3.4
V	3.5-3.7
VI	3.8-4.0
VII	4.1-4.2
VIII	4.3+

Georgia currently defines proficiency in English as the achievement of a 4.3 ACCESS composite score. However, due to the recent rescaling of the ACCESS assessment and the limited amount of data available,

data will continue to be analyzed in order to determine whether this score should be revised in future years. Based on the progress students are expected to make across the state-defined performance bands leading to meeting the exit criteria, the maximum timeline for an EL to reach proficiency is 7 years. As the performance bands demonstrate, a student with an initial proficiency level in band I who makes adequate progress, moving one band per year, would take 7 years to achieve the proficient score of 4.3 in band VIII. Students who begin at a higher level of proficiency will be expected to reach proficiency in a shorter period of time. For example, a student with an initial proficiency level in band IV would have four years to achieve the proficient score of 4.3 in band VIII. Numerous research studies support a timeline of 7 years to attain academic English proficiency (Hahta, Butler, & Witt, 2000; August, & Shanahan, 2006; Collier, 1995; Oakeley, Urrabazo, & Yang, 1998).

Georgia is utilizing the same ambitious approach to setting goals for progress toward English language proficiency as it is for academic achievement and graduation rates. The expectation is for all schools to continue to make improvements on the Progress Towards English Language Proficiency indicator and, once a certain threshold is attained, sustain high levels of achievement. As such, goals will be based on continuous improvement. Under ESSA, Georgia is creating a target structure in which growth or maintenance of high achievement levels is expected of all schools. The goal of Georgia's new target structure is to incentivize continuous, sustainable improvement. The state will calculate school-level improvement targets, defined as 3% of the gap between a baseline and 100%:

$$Improvement\ Target = (100 - baseline_{2017}) * 0.03.$$

The 3% improvement target aligns with Georgia's robust system of state accountability in which all but two Georgia LEAs have a performance contract with the state. While there are various accountability provisions in the two sets of state performance contracts – Strategic Waiver School System (SWSS) and Charter System contracts – one provision of the SWSS contracts is best suited to be utilized as the state's goals for ESSA. The SWSS contracts require schools to decrease the gap between baseline performance on the state accountability system and 100% by 3% annually. This represents an ambitious yet attainable goal and ensures that schools are held accountable for the same expectations under both the federal and state accountability systems. Annual targets will be set for each school, ensuring that a school's starting point is taken into consideration. This addresses a challenge with the previous AMOs where targets were unattainable for some schools while other schools were not expected to improve upon current performance. Under this new system, schools that are further away from 100% will be expected to make greater annual gains. The figure below illustrates the progress that will be expected of all schools under this new target structure.

Flags to Signal Levels of Improvement

Each year, schools will be expected to meet the improvement target based on the prior year's performance. The annual target is a gain and not an absolute number; thus, it allows schools to start fresh each year and encourages schools to continue focusing on improvement. A system of improvement flags will be used to indicate whether targets were met. A green flag will indicate that a target was met; yellow will indicate that a target was not met but improvement was made; and red will indicate that no improvement was made. Once a school has attained a performance rate of 90%, the target will be to remain at or above that level of performance. The baseline year for calculations will be 2017 and targets will be calculated at the state, LEA, and school level.

Georgia's long-term goal is an extension of the annual improvement targets. *The long-term goal is to close the gap between baseline performance and 100% by 45% over a period of 15 years.* This represents the annual 3% improvement targets previously outlined. A 15-year period provides a reasonable length of time to encourage schools to engage in long-term, sustainable improvements. This period allows time for a change in school culture while at the same time creating a sense of urgency to meet annual targets. Furthermore, the performance contracts that all but two LEAs have with the state are based on five-year cycles. A 15-year long-term goal aligns with three cycles of performance contracts. Annual targets (not long-term goals) will be recalculated every five years in order to account for the progress, or lack thereof, that schools have made over the previous five-year period (the annual target will remain the same within each five-year period). Once a performance rate of 90% is attained, the annual target will be to remain at or above that level.

Given the recent transition by WIDA to the ACCESS 2.0 along with new standards for performance, Georgia will evaluate and adjust, if necessary, its English language proficiency exit criteria, its state-defined performance bands, and its progress in achieving ELP indicator as soon as enough data is available.

2. Provide the measurements of interim progress toward the long- term goal for increases in

the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Appendix A includes an example of state-level targets using 2016 data as the baseline year. Targets will be calculated individually for each school, each LEA, and the state using 2017 data as the baseline, when available.

iv. Indicators *(ESEA section 1111(c)(4)(B))*

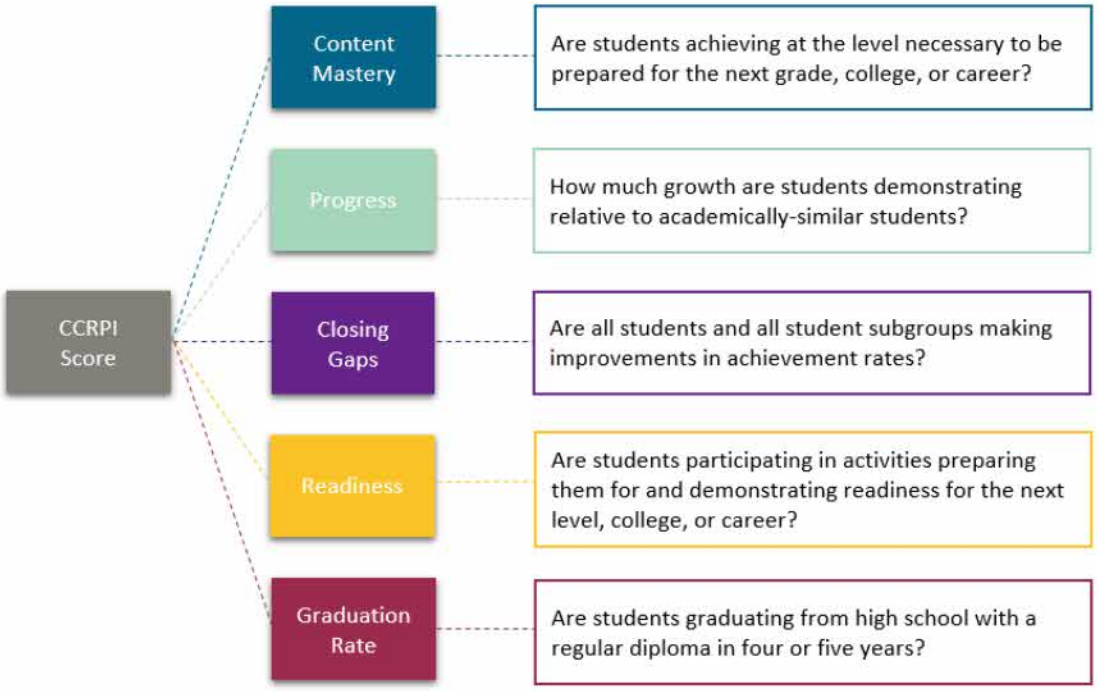
Georgia's College and Career Ready Performance Index (CCRPI): Making Refinements Based on Stakeholder Feedback

Georgia has implemented the College and Career Ready Performance Index (CCRPI), an index approach for its school accountability system, since 2012. While some adjustments were necessary to meet the ESSA requirements, Georgia utilized this opportunity to engage with stakeholders to make improvements to the existing state accountability system. The accountability system included in this state plan has been developed based on stakeholder feedback and designed in consultation with a committee of education stakeholders from across the state.

The accountability system has a set of indicators for each grade band (K-5, 6-8, 9-12) and is organized into five components:

1. Content Mastery
2. Progress
3. Closing Gaps
4. Readiness
5. Graduation Rate (high school only)

Redesigned CCRPI Framework



The focus for the components and indicators was based on feedback from parents, school and LEA leaders, teachers, community members, and policymakers from across the state through multiple feedback opportunities. These components and groupings are also familiar to Georgia stakeholders as similar components have been utilized in the CCRPI since 2012.

CCRPI Components and Indicators: A Holistic Approach to Measuring LEA and School Performance

The table below lists the components and indicators Georgia will use in the school accountability system. While component scores will be calculated and combined to produce the overall CCRPI score, each indicator will be reported separately and disaggregated by subgroup. Each indicator will be reported on a 100-point scale with the percentage of students meeting the indicator translating to the percentage of points earned. For example, if 90.7% of students demonstrate reading comprehension at or above the mid-point of the College & Career Ready "Stretch" Lexile Band, the school would earn 90.7 points for that indicator. More information is provided below in response to the state plan template questions.

Georgia's School Accountability System – College and Career Ready Performance Index (CCRPI)		
Component	**Indicator**	**Description**
Content Mastery	Achievement score in English language arts based on student performance on the statewide assessment system (ES, MS, HS).	The achievement scores utilize weights based on achievement level, where: • Beginning Learners earn 0 points, • Developing Learners earn 0.5 point, • Proficient Learners earn 1.0 point, and • Distinguished Learners earn 1.5 points.
	Achievement score in mathematics based on student performance on the statewide assessment system (ES, MS, HS).	

Content Mastery *(cont.)*	Achievement score in science based on student performance on the statewide assessment system (ES, MS, HS).	The content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band.
	Achievement score in social studies based on student performance on the statewide assessment system (ES, MS, HS).	
Progress	Progress in English language arts as measured by Student Growth Percentiles (SGPs) (ES, MS, HS)	The ELA and mathematics progress scores utilize weights based on growth level, where: • SGPs of 1-29 earn 0 points, • SGPs of 30-40 earn 0.5 points, • SGPs of 41-65 earn 1 point, and • SGPs of 66-99 earn 1.5 points.
	Progress in mathematics as measured by Student Growth Percentiles (SGPs) (ES, MS, HS)	
	Progress toward English language proficiency as measured by EL (English Learners) students moving from one state-defined Performance Band to a higher Performance Band on the ACCESS for ELLs (ES, MS, HS)	The Progress Toward English Language Proficiency score utilizes weights based on progress toward English language proficiency, where: • EL students making no progress toward proficiency earn 0 points, • Those making progress but not moving one band earn 0.5 points, • Those moving one band earn 1 point, and • Those moving more than one band earn 1.5 points.
Closing Gaps	Percentage of achievement targets met among all students and all subgroups of students (ES, MS, HS)	Based on improvement targets (based on long-term goals and measurements of interim progress). For each available target: • 0 points are earned when performance does not improve, • 0.5 points are earned when progress is made but the target is not met, • 1 point is earned when the target is met, and • 1.5 points is earned for ED, EL, and SWD subgroups when a 6% improvement target is met.
Readiness	Literacy (Lexiles) (ES, MS, HS)	Percentage of students demonstrating reading comprehension at or above the mid-point of the College & Career Ready "Stretch" Lexile Band for each grade level or course (values can be found in subpart e below)
	Student attendance (ES, MS, HS)	Percentage of students absent less than 10% of enrolled days

Readiness *(cont.)*	Beyond the core (ES, MS)	Percentage of students earning a passing score in specified enrichment courses beyond the core that expose students to a well-rounded curriculum (additional information can be found in subpart e below)
	Accelerated enrollment (HS)	Percentage of graduates earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement, or International Baccalaureate courses
	Pathway completion (HS)	Percentage of graduates completing an advanced academic, CTAE, fine arts, or world language pathway
	College and career readiness (HS)	Percentage of graduates entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning experience (additional information can be found in subpart e below)
Graduation Rate	Four-year adjusted cohort graduation rate (HS)	Percentage of students in the identified cohort earning a regular diploma in four years
	Five-year adjusted cohort graduation rate (HS)	Percentage of students in the identified cohort earning a regular diploma in five years

ES: Elementary Schools; MS: Middle Schools; HS: High Schools

In addition to the CCRPI indicators described above, Georgia will report a School Climate Star Rating and a Financial Efficiency Star Rating in accordance with state law (O.C.G.A § 20-14-33 and 20-14-34). These star ratings will be reported but will not be factored into CCRPI scores.

A positive school climate is a necessary condition for students to learn, grow, and be prepared for their next step after high school. The School Climate Star Rating is a diagnostic tool to determine if a school is on the right path to school improvement. This rating highlights the importance of school climate and its relationship to improved student outcomes. Schools receive a one- to five-star rating, with five stars representing an excellent school climate and one star representing a school climate most in need of improvement. The rating is based on four components: 1) student, teacher, and parent perceptions of a school's climate; 2) student discipline; 3) a safe- and substance-free learning environment; and 4) student attendance.

The 0.5 to five-star Financial Efficiency Star Rating provides a comparison of per-student spending and overall student performance. A five-star rating represents strong student outcomes with lower levels of expenditures (proportionate to LEA size) in comparison with other LEAs. The star rating is an informational tool for school and LEA leaders, parents, and community stakeholders to use in conjunction with other information as they work toward improved student opportunities and outcomes.

a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

LEA and School Performance: Measuring Content Mastery

The Content Mastery component of CCRPI serves as the academic achievement indicator. This component includes an achievement score in English language arts, mathematics, science, and social studies based on student performance on the Georgia Student Assessment System. The achievement score measures schools' overall level of proficiency by utilizing weights based on achievement level, where Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. Because there are two achievement levels below proficient representing an average weight of 0.25, the 1.5 weight allocated to a Distinguished Learner does not offset the performance of a Distinguished Learner.

The content areas for all three grade bands will be weighted according to the number of state tests administered within each grade band. Content Mastery scores will be based on the achievement of all students. However, the achievement scores for all students and for each subgroup will be reported and will be used for the long-term goals and measurements of interim progress (improvement targets). Subgroup achievement rates will be utilized in the Closing Gaps component. For high schools, the Progress component will serve as a measure of growth, in addition to academic achievement, in English language arts and mathematics. This component utilizes Student Growth Percentiles (SGPs) to measure progress in both English language arts and mathematics.

The Closing Gaps component is an extension of the Content Mastery component in that it measures the extent to which all students and all student subgroups are meeting annual achievement improvement targets in ELA, mathematics, science, and social studies based on the long-term goals. Schools earn 1 point when a target is met; 0.5 point when progress is made but the target is not met; and 0 points when no progress is made. Schools will earn 1.5 points for ED, EL, and SWD subgroups meeting a 6% improvement target. This incentivizes all schools to make greater annual gains with these historically underperforming subgroups.

Closing Gaps focuses on closing gaps between baseline performance rates and 100% for all subgroups. Schools and subgroups that are further behind are expected to make greater progress in order to meet their annual targets. This component does not measure achievement gaps between subgroups; rather, it measures the extent to which all students and all student subgroups are closing gaps between baseline performance and 100%.

b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

LEA and School Performance: Measuring Progress

The Progress component serves as the other academic indicator. This component utilizes Student Growth Percentiles (SGP) to measure progress in both English language arts and mathematics. SGPs describe the amount of growth a student has demonstrated relative to academically similar students. In other words, SGPs take into consideration a student's starting point when determining his or her growth. With SGPs, all students – low- and high-achieving – have the opportunity to demonstrate all levels of growth. The ELA and mathematics progress scores utilize weights based on growth level. SGPs of 1-29 earn 0 points, 30-40 earn 0.5 points, 41-65 earn 1 point, and 66-99 earn 1.5 points. These ranges currently align with the state's teacher effectiveness system and set the expectation that students need to make academic improvements by demonstrating greater than 40th percentile growth. Progress scores will be based on the growth of all students. Growth for subgroups also will be reported.

c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State- defined alternate diploma under ESEA section 8101(23) and (25).

LEA and School Performance: Graduation Rate

The Graduation Rate component includes both the four- and five-year adjusted cohort graduation rates, in alignment with the long-term goals. The graduation rate includes students meeting state defined graduation requirements as well as students meeting graduation requirements as defined in Senate Bill 2 which became effective in July 2015. Both graduation rates will be calculated and reported for all students and for each subgroup of students. The four-year graduation rate for all students will comprise 2/3 of the weight allocated to the Graduation Rate component while the five-year graduation rate for all students will comprise 1/3 of the weight. This weighting structure emphasizes graduating students in four years but also incentivizes continuing to work with students who need additional time to meet graduation requirements. Both four- and five-year graduation rates for subgroups will also be reported.

d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

Capturing the Performance of English Learners (ELs) with a Path to English Proficiency

The Progress component includes the progress in achieving English language proficiency indicator. Georgia has adopted the ACCESS for ELLs as its English language proficiency assessment, with an ACCESS composite score of 4.3 signaling proficiency. The progress in achieving ELP indicator is measured by EL students moving from one state-defined Performance Band to a higher Performance Band in grades 1-12 on the ACCESS for ELLs. In 2012, the State of Georgia, in collaboration with educators, developed performance

bands to measure expected progress in English language proficiency from one year to the next. This indicator has been part of Georgia's College and Career Ready Performance Index accountability system since 2012. The level of expected progress varies by performance band, with more progress expected at lower prior proficiency levels than at higher prior proficiency levels. EL students making no progress (not improving their composite score) toward proficiency earn 0 points, those making progress (improving their composite score) but not moving one band earn 0.5 points, those moving one band earn 1 point, and those moving more than one band earn 1.5 points.

The table below provides the current Georgia performance bands based on the recently implemented ACCESS for ELLs 2.0 assessment. Due to the recent rescaling of the ACCESS assessment and the limited amount of data available, data will continue to be analyzed in order to determine whether the English language proficiency exit criteria, the state-defined performance bands, and the Progress Toward English Language Proficiency indicator should be revised in future years.

Georgia Performance Bands	
Performance Band	**ACCESS-Composite Score**
I	1.0-2.1
II	2.2-2.8
III	2.9-3.1
IV	3.2-3.4
V	3.5-3.7
VI	3.8-4.0
VII	4.1-4.2
VIII	4.3+

e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Focusing on the Whole Child: Building a Strong Foundation, Expanding Educational Opportunities, and Preparing Students for Life

The Readiness Component includes the school quality or student success indicators. There are three indicators for elementary schools, three indicators for middle schools, and five indicators for high schools. Two indicators, Literacy and Student Attendance, will be included for all three grade bands. The Beyond the Core indicator will be included for elementary and middle schools. The Accelerated Enrollment, Pathway Completion, and College and Career Readiness indicators will be included for high schools.

All calculations are based on the percentage of students at each school who achieve at a certain level or experience a particular opportunity. Therefore, each indicator has the ability to meaningfully differentiate among schools. Furthermore, the calculations are consistent across all schools within a grade band,

allowing for the indicators to be comparable and statewide. Each indicator will be reported for all students and for each subgroup of students. All of the indicators at each school, for each grade band, will be weighted equally and combined to provide the overall Readiness score.

Literacy (ES, MS, HS) is measured by the percentage of students demonstrating reading comprehension at or above the mid-point of the College & Career Ready "Stretch" Lexile Band for each grade level or course. The mid-points for applicable grades and courses are included in the table below.

Grade/Course	Mid-Points of the College & Career Ready "Stretch" Lexile Bands
3	670L
4	840L
5	920L
6	997L
7	1045L
8	1097L
9th Grade Literature	1155L
American Literature	1285L

The link between reading on grade level and successful outcomes has been documented through research (DeWalt et al, 2004; Heckman, 2006; Hanemann, 2015; Morrisroe, 2014; Feister, 2010; Hernandez, 2012). Hernandez (2012) found that "about 16 percent of children who are not reading proficiently by the end of third grade do not graduate from high school on time, a rate four times greater than that for proficient readers" (pg.4). Georgia's rigorous content standards set forth the expectation that students should be ready for college or career upon exiting high school. One of the most important factors for readiness is a student's ability to read and understand texts of steadily increasing complexity as they progress through school. The Lexile framework is the measure used to assess student grade-level reading ability by measuring both the complexity of texts and a student's ability to comprehend these texts. The Lexile score provides a measure of the reading proficiency of the student in relation to the complexity of the text (MetaMetrics, 2017).

Student Attendance (ES, MS, HS) is measured by the percentage of students absent less than 10% of days enrolled. Research supports that students who miss school are at risk for falling behind in school. Balfanz & Byrnes (2012) found that attendance strongly affects achievement and graduation rates. Chang & Romero (2008) recommend a definition of chronic absence of 10% or more - excused or unexcused - of the school year. They found this definition did a better job of identifying the individual students with a pattern of chronic absence than the more common calculation of identifying students with a set number of days absent, without considering total days enrolled.

Beyond the Core (ES, MS) measures the percentage of students earning a passing score in specified enrichment courses beyond the core that expose students to a well-rounded curriculum. Content areas include fine arts and world language for elementary schools and fine arts, world language, physical

education/health, and career exploratory for middle schools. Additional content areas may be included at a future date. A common theme across statewide stakeholder feedback opportunities was that parents and other community members want to ensure that students are exposed to a well-rounded curriculum. Research supports that students who engage in arts education may have better academic outcomes and better school attendance than like peers (Cattrell, Dumais, & Hampden-Thompson, 2012; Fisk, 1999; Catrell, 1998). Second language learning is associated with higher academic achievement, enhanced cognitive skills, and enhanced global citizenship (Armstrong & Rodgers, 1997; Thomas, Collier, & Abbot, 1993; Lazaruk, 2007; Howard, 2002; Stewart, 2012; Maillat & Serra, 2009). The link between health/physical education and academic achievement is also supported through research (Dwyer et al, 2001; Field, Diego, & Sanders, 2001).

Accelerated Enrollment (HS) Accelerated Enrollment (HS) measures the percent of graduates earning credit for accelerated enrollment via Dual Enrollment, postsecondary opportunities afforded through Senate Bill 2 enacted in July 2015, Advanced Placement (AP), or International Baccalaureate (IB) courses. Earning advanced credit through accelerated enrollment exposes students to college-level coursework and prepares them for their next steps. With AP, IB, and Georgia's Dual Enrollment program, students have access to a variety of academic and technical college-level courses. In particular, the Georgia Virtual School (GaVS) offers AP courses, thereby ensuring that all students within the state have the opportunity to participate in AP courses. In 2015, state laws OCGA 20-2-161.3 and 20-2-149.2 removed barriers to dual enrollment participation (Dual Enrollment and Senate Bill 2) by simplifying multiple programs into one, expanding dual enrollment opportunities for students, allowing for full time or part time attendance, and expanding grade levels to include all 9th – 12th graders. Research shows that dual enrollment supports the transition from high school to college and improves postsecondary success (Barnett & Stamm, 2010; Karp et al, 2007).

Pathway Completion (HS) measures the percentage of graduates completing an advanced academic, career/technical (CTAE), fine arts, or world language pathway. Georgia's Career Clusters allow students to choose an area of interest in high school from 17 clusters, which include multiple career pathways. The aim of the program is to show students the relevance of what they're learning in the classroom, whether they want to attend a two-year college, a four-year university or go straight into the world of work. Additionally, the GaDOE has developed a process to provide LEAs with the flexibility to have their custom-developed pathways approved by the State Board of Education, consistent with flexibility provided in state law. Castellano, Sundell, Overman, Richardson, & Stone (2014) found that completion of a rigorous career pathway could be a viable mechanism for increasing high school engagement and achievement and support the transition to college and careers. A high-quality career, technical, and agricultural education (CTAE) program addresses the goal of college and career readiness while ensuring coursework is aligned to academic standards and postsecondary expectations (Brand, Valant, & Browning, 2013). Current state data support the relationship between pathway completion and high school graduation. In 2016, 94.8 percent of students who completed a CTAE pathway graduated within four years of entering high school. For fine arts pathway completers, that percentage is 96.5%. For world language pathway completers, it is 98.8% and for advanced academic pathway completers, it is 99.1%.

College and Career Readiness (HS) is a lagging indicator and measures the percentage of graduates who have demonstrated college and career readiness through at least one of the following: entering the Technical College System of Georgia (TCSG) or the University System of Georgia (USG) without needing remediation; achieving a defined readiness score on the ACT (22+ composite), SAT (480+ on Evidence-Based Reading and Writing and 530+ on Math), two or more AP exams (3+), or two or more IB exams (4+); passing an end of pathway assessment (EOPA) (nationally recognized industry credential); or completing a work-based learning experience (in a field related to at least one course in the same pathway of study). Georgia may include additional methods of demonstrating readiness as they become available. The state is currently exploring including ACCUPLACER results in this indicator. Research supports that performance on national SAT and ACT exams are a good indicator of college and career readiness (College Board, 2012; ACT, 2016). Additional research supports that students scoring 3 or higher on an Advanced Placement (AP) exam or 4 or higher on International Baccalaureate (IB) exams are more likely to graduate from college (Nagaoka, Roderick, & Coca, 2009; Dougherty, Mellor & Juan, 2006). Attainment of an industry-recognized credential has improved outcomes for students, including higher earnings (NRCCTE, 2017; DOL, 2014). High-quality work-based learning programs can also have positive outcomes for students (Alfeld, 2015; Gramlick, Crane, Peterson, & Stenhjem, 2003).

v. Annual Meaningful Differentiation *(ESEA section 1111(c)(4)(C))*

a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

In accordance with current state law (§20-14-33), the CCRPI is reported on a scale of 0-100, with the possibility of extra points for very high levels of achievement (Content Mastery), progress (Progress) and achievement gap closure (Closing Gaps). The overall CCRPI score is based on all indicators and components described in 4.iv. Indicator performance will be reported for all students and each subgroup of students annually for all eligible public schools, including charter schools.

b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Rewarding High Levels of Achievement, Progress and/or Achievement Gap Closure

As previously described, all of the indicators required by ESSA are grouped into five CCRPI components: Content Mastery, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). While component scores will be calculated and combined to produce the overall CCRPI score, each indicator will be reported separately and disaggregated by subgroup. If a school does not have an indicator (for example, too few students to measure the Progress Toward English Language Proficiency indicator), the weight associated with that indicator will be redistributed proportionally to the other indicators within the

applicable component. If a component is not available, the weight associated with that component will be redistributed proportionally to other components.

Within the Content Mastery component, the four achievement indicators are weighted according to the number of tests administered in that content area. ELA and mathematics (weighted equally) comprise 75% of the score while science and social studies (weighted equally) comprise 25% of the score.

Within the Progress component, ELA and mathematics progress each comprise 45% of the weight while progress toward English language proficiency comprises 10% of the weight.

The Closing Gaps component is a single indicator, based on the percentage of achievement targets met across all students and all student subgroups.

Within the Readiness component (three indicators for elementary schools, three indicators for middle schools, and five indicators for high schools), all indicators are weighted equally.

Within the Graduation Rate component (high schools only), the four-year graduation rate receives 2/3 of the points and the five-year graduation rate received 1/3 of the points.

Each component is weighted and combined to produce an overall score on a 0-100 scale with the possibility of extra points for very high levels of achievement, progress, and/or gap closure. These weights were determined based on the policy weights recommended by the ESSA Accountability Committee and finalized based on technical analyses. The weights for the components are as follows:

	Elementary	Middle	High
Content Mastery	30%	30%	30%
Progress	35%	35%	30%
Closing Gaps	15%	15%	10%
Readiness	20%	20%	15%
Graduation Rate	--	--	15%

A school whose configuration spans more than one of the established grade bands (K-5, 6-8, 9-12) will receive a CCRPI score for each grade band, based on the indicators specific to that grade band. Those grade-band CCRPI scores will be weighted based on enrollment and combined to produce a single CCRPI score for the school. If a school does not meet the minimum n size for an indicator, the points for that indicator will be reassigned to the other indicators within that component. If a school does not meet the minimum n size for a component or does not have data for that component, the same methodology will apply. This methodology ensures that such schools receive a CCRPI score that fairly represents the grade levels included at the school and allows for a CCRPI score that is comparable to other schools.

While the CCRPI indicators are grouped into different components than the terminology utilized in ESSA, all of the indicators included in CCRPI adhere to federal requirements. The table below provides a crosswalk between the ESSA categories, the CCRPI components and indicators, and the weight (expressed in terms of points out of 100) associated with each indicator. As the table demonstrates, the weight assigned to academic achievement, student growth, graduation rate, and English language proficiency carry much greater weight (65%) than the school quality or student success indicators (35%).

ESSA Category	CCRPI Component	CCRPI Indicator	ES	MS	HS
Academic Achievement (i)	Content Mastery	ELA Achievement	11.25	11.25	7.50
Academic Achievement (i)	Content Mastery	Mathematics Achievement	11.25	11.25	7.50
Academic Achievement (i)	Closing Gaps	ELA and Mathematics	7.50	7.50	5.00
Academic Achievement (i)	Progress	ELA growth			13.50
Academic Achievement (i)	Progress	Mathematics growth			13.50
Student Growth (ii)	Progress	ELA growth	15.75	15.75	
Student Growth (ii)	Progress	Mathematics growth	15.75	15.75	
Graduation Rate (iii)	Graduation Rate	4-Year Adjusted Cohort Graduation Rate			10.00
Graduation Rate (iii)	Graduation Rate	5-Year Adjusted Cohort Graduation Rate			5.00
English Language Proficiency (iv)	Progress	Progress Towards English Language Proficiency	3.50	3.50	3.00
School Quality or Student Success (v)	Content Mastery	Science Achievement	3.75	3.75	7.50
School Quality or Student Success (v)	Content Mastery	Social Studies Achievement	3.75	3.75	7.50
School Quality or Student Success (v)	Closing Gaps	Science and Social Studies	7.50	7.50	5.00
School Quality or Student Success (v)	Readiness	Literacy	6.67	6.67	3.00
School Quality or Student Success (v)	Readiness	Student Attendance	6.67	6.67	3.00
School Quality or Student Success (v)	Readiness	Beyond the Core	6.67	6.67	
School Quality or Student Success (v)	Readiness	Accelerate Enrollment			3.00
School Quality or Student Success (v)	Readiness	Pathways			3.00
School Quality or Student Success (v)	Readiness	College and Career Readiness			3.00
		i - iv Total	65.00	65.00	65.00
		v Total	35.00	35.00	35.00
		Total	100	100	100

c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Schools must have a Content Mastery score in order to be assigned a summative rating. When a school does not have a Content Mastery component score, an overall score will not be calculated; however,

available indicator and component data will be reported. The Georgia Department of Education (GaDOE) plans to engage a group of stakeholders to examine ways to potentially enhance accountability for primary schools. GaDOE also plans to engage stakeholders and explore alternate accountability models for alternative schools. Under this ESSA plan, however, primary schools and alternative schools will receive CCRPI scores, based on the accountability system outlined above, provided they meet the minimum N size for Content Mastery.

vi. Identification of Schools *(ESEA section 1111(c)(4)(D))*

Identifying Schools for Comprehensive and Targeted Support and Improvement

Georgia has identified two priorities for developing criteria for identifying schools for comprehensive and targeted support and improvement (CSI and TSI):

1. To the extent possible, align federal and state accountability systems, especially with regard to identifying schools for state support (CSI and TSI identification as well as Turnaround Schools, determined by the Chief Turnaround Officer, in conjunction with the Georgia Department of Education and the Governor's Office of Student Achievement per O.C.G.A. §20-14-43).
2. Maintain clear and straightforward entrance and exit criteria for receiving state support.

Aligning Federal and State Accountability Systems

Georgia has two methods for identifying schools for state support:

1) *Turnaround Eligible Schools* – House Bill 338 (O.C.G.A. §20-14-43), passed by the Georgia Legislature and signed by the Governor in 2017, mandates the identification of turnaround eligible schools, defined as the lowest 5 percent of schools in the state in accordance with the statewide accountability system established in the state plan pursuant to the federal Every Student Succeeds Act.

2) *Charter and Strategic Waiver Performance Contracts* - All but two Georgia LEAs have contracts with the state that provide them with flexibility from state rules in exchange for increased accountability (school-level goals for improved performance on the CCRPI). Under these contracts, schools are expected to make annual improvements of 3% of the gap between current performance on the CCRPI and 100.

Given the existing state system for identifying schools for support, it is critical that Georgia's criteria for identifying CSI and TSI schools align with its existing system, to the extent possible. Georgia must send a clear and consistent message about the state's expectations for student performance and when schools need state support to reach those expectations.

Clear and Straightforward Entrance and Exit Criteria

Georgia's second priority is maintaining clear and straightforward entrance and exit criteria for receiving state support. The previous criteria for identifying Priority and Focus schools under Georgia's Elementary and Secondary Education Act (ESEA) Waiver could be confusing, and schools did not have access to all of the data that were used to determine whether schools would be identified for support and whether schools met exit criteria.

If Georgia is to focus on helping schools improve student performance and, more importantly, build the capacity to continue improvement without state support, it is critical that CSI and TSI entrance and exit criteria be clear and straightforward.

Identifying Schools for Comprehensive Support and Improvement (CSI)

In order to align CSI identification with the turnaround-eligible schools criteria, Georgia will utilize the following criteria for identifying schools for comprehensive support and improvement. CSI entrance and exit criteria will be run annually.

Comprehensive Support and Improvement (CSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Lowest 5%	**Title I Schools Only:** When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification.	A school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score.
2	Low Graduation Rate	**All High Schools:** Have a four-year adjusted cohort graduation rate less than or equal to 67%.	Attain a four-year adjusted cohort graduation rate greater than 67%.
3	TSI Low Performing Subgroup	**Title I Schools Only:** Have been identified as a targeted support and improvement (TSI) school for three consecutive years without exiting TSI status.	Meet the TSI exit criteria.

It is important to note that an identified CSI school could meet the corresponding exit criteria, but be re-identified as a CSI school due to meeting a different entrance criteria. For example, a school could be identified for CSI support under criteria 1, meet the applicable exit criteria, then have a graduation rate below 67%. This would result in the school being re-identified for CSI support under criteria 2. While this situation is not ideal, it is a necessary condition to ensure that entrance and exit criteria are straightforward and schools do not get "trapped" on the CSI list. It is also possible that a CSI school could exit CSI support, then be identified for TSI support. Schools identified for CSI support are not eligible for TSI support, even if they meet the TSI entrance criteria.

Additional Supports

Some state support, including but not limited to professional learning and targeted technical assistance, will be

made available to the schools described below, dependent upon the availability of funding and resources:

- Schools identified as at-risk for CSI and TSI designations by GaDOE's Office of School Improvement
- Schools that exit CSI, TSI, and/or Turnaround designations but are identified by GaDOE's Office of School Improvement as requiring additional supports to sustain improvement
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts

While the level of support provided in this category will not be as extensive as the level of support provided to CSI schools, it does provide some support to at-risk schools.

Identifying Schools for Targeted Support and Improvement

Georgia will utilize the following criteria for identifying schools for targeted support and improvement. TSI entrance and exit criteria will be run annually.

Targeted Support and Improvement (TSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Consistently Underperforming Subgroup	**All Schools:** Have one or more subgroups that failed to make progress toward meeting subgroup achievement and/or four-year graduation rate improvement targets for two consecutive years (a red flag for the same subgroup and target for two consecutive years) AND When ranked according to the most recent three-year average for that subgroup(s) and target(s), are among the lowest performing 5% of all eligible schools. Note: Title I schools meeting this criteria will be considered "low-performing" and will be eligible to move to the CSI list if they do not meet the TSI exit criteria after three years.	A school may exit if the school no longer meets the entrance criteria AND The subgroup(s) and content area/graduation rate(s) leading the school to be identified for TSI support meets the applicable target(s) (green flag) or makes progress towards meeting the applicable target(s) for two consecutive years (two consecutive yellow flags).

Should an existing TSI school meet the CSI entrance criteria at any time, the school will transfer to the CSI list. Title I schools identified for TSI support will be considered "low-performing" and will be eligible to become CSI schools after three years of failure to exit the TSI list.

The TSI criteria are designed to focus on schools that have significant subgroup issues. Requiring two years of underperformance and falling in the lowest 5% ensures that the school is experiencing a chronic subgroup

performance issue while providing support in a timely manner. It also enables the state to maximize available resources and focus on the schools with the greatest subgroup performance issues. However, by not limiting the criteria to overall low-performing schools, it ensures that any school with chronic subgroup underperformance will receive state support to assist those students.

See Appendix F for the *Georgia's Systems of Continuous Improvement – Identification* chart

The Georgia Department of Education will revisit and revise CSI and TSI identification criteria if necessary should the state system of identifying schools for state support be modified. In particular, CSI identification criteria may be revised should the state's definition of turnaround-eligible schools change due to implementation of the revised CCRPI under ESSA, state legislative action, or State Board of Education action. Additionally, considerations will be made to account for changes in school configuration (e.g., school mergers, name changes, etc.).

a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Title I Schools Only:
As described above, schools will be identified for CSI support (lowest 5% criteria) if,-when ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification. These schools will be first identified in 2018-19, for support in the fall of 2018, using information from the 2016, 2017, and 2018 CCRPI. Identified schools will begin implementation in January of 2019. This timeline ensures that the most up-to-date information is utilized in determinations as CCRPI scores are released in the fall of each year.

b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

All High Schools:
As described above, schools will be identified for CSI support (low graduation rate criteria) if they have a four-year adjusted cohort graduation rate less than or equal to 67%. These schools will be first identified in the fall of 2018, for support in 2018-2019, using information from the 2018 CCRPI. Identified schools will begin implementation in January of 2019. This timeline ensures that the most up-to-date information is utilized in determinations as CCRPI scores are released in the fall of each year.

c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Title I Schools Only:
As described above, schools will be identified for CSI support (TSI low-performing subgroup criteria) if they have been identified as a targeted support and improvement (TSI) school for a low-performing subgroup for three consecutive years without exiting TSI status by the end of the third year. These schools will be first identified for support in 2022-2023 in the fall of 2022. Identified schools will begin implementation in January of 2023. This timeline ensures that the most up-to-date information is utilized in determinations, as CCRPI scores are released in the fall of each year.

d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

In order to align with the state's turnaround eligibility criteria, schools can enter and exit CSI status annually.

e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. *(ESEA section 1111(c)(4)(C)(iii))*

All Schools:
Georgia is defining consistent underperformance as failing to make progress toward meeting subgroup achievement and/or four-year graduation rate improvement targets for two consecutive years. As described above, schools will be identified for TSI support if they have one or more subgroups that failed to make progress toward meeting subgroup achievement and/or four-year graduation rate improvement targets (based on long-term goals and measurements of interim progress) for two consecutive years AND, when ranked according to the most recent three-year average for that subgroup(s) and content area/graduation rate(s), are among the lowest performing 5% of all eligible schools. These schools will be first identified for support in fall of 2019 and will begin implementation in January of 2020.

f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. *(ESEA section 1111(d)(2)(C)-(D))*

Title I Schools:
As described above, schools will be identified for TSI support if they have one or more subgroups that failed to make progress toward meeting subgroup achievement and/or four-year graduation rate improvement targets (based on long-term goals and measurements of interim progress) for two consecutive years AND when ranked according to the most recent three-year average for that subgroup(s) and content area/graduation rate(s), are among the lowest performing 5% of all eligible schools. All Title I schools meeting this criteria will be considered "low-performing" and will be eligible to move to the CSI list after three years of failing to exit the TSI list. These schools will be first identified for support in the fall of 2019 and will begin implementation in January of 2020.

g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools identified as at-risk for CSI and TSI designations by GaDOE's Office of School Improvement
- Schools that exit CSI, TSI, and/or Turnaround designations but are identified by GaDOE's Office of School Improvement as requiring additional supports to sustain improvement
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts

While the level of support provided in this category will not be as extensive as the level of support provided to CSI schools, it does provide some support to at-risk schools.

vii. Annual Measurement of Achievement *(ESEA section 1111(c)(4)(E)(iii))*: Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

If the participation rate for all students or a subgroup of students falls below 95%, the achievement score for that group of students will be multiplied by the actual participation rate divided by 95%, provided that the minimum N-size of 40 for participation rate has been met. This ensures the adjustment is proportional to the extent to which the 95% participation rate was not attained. The adjusted achievement score will be utilized in College and Career Ready Performance Index calculations.

viii. Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A)*

a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

As described previously, schools can exit CSI status when they meet the exit criteria aligned to the entrance criteria. For CSI schools (lowest 5%), they may exit when they no longer meet the lowest 5% entrance criteria AND demonstrate an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score. For CSI schools (low graduation rate), they may exit when they attain a four-year adjusted cohort graduation rate greater than 67%. For CSI schools (TSI low-performing subgroup), they may exit when they meet the TSI exit criteria. Exit criteria will be run annually.

b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

As described previously, schools can exit TSI status when they no longer meet the entrance criteria AND the subgroup(s) and content areas/graduation rate(s) leading the school to be identified for TSI support meet the applicable target(s) (green flag) or make progress toward meeting the applicable target(s) for two consecutive years (two consecutive yellow flags).

c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

State Designated Turnaround Schools

On April 27, 2017, the Governor of the State of Georgia signed into law the *First Priority Act - Helping Turnaround Schools Put Students First* (House Bill 338). O.C.G.A. §20-14-43 establishes the position of Chief Turnaround Officer with the duties of managing and overseeing a system of supports and assistance to the lowest-performing schools in the state, identified as being in the greatest need of assistance. The identification of these schools will be determined by the Chief Turnaround Officer, in conjunction with the Georgia Department of Education and the Governor's Office of Student Achievement.

Intensive assistance will include the following activities: contracting with a third-party expert to conduct a comprehensive on-site technical review, working with the turnaround coach to determine root causes of low performance and lack of progress (including a leadership assessment), and to develop with stakeholder input an intensive school improvement plan. Additional state funding to support the intensive improvement plan may be available as appropriated by the Georgia General Assembly.

O.C.G.A. §20-14-47 requires the individual assessment of students identified as low-performing and the coordination of targeted interventions to these students based on the assessment outcomes.

Additionally, students must be provided academic support and enrichment, access to programs promoting parental involvement, access to supports for addressing and improving mental and physical health, access to learning resource centers and access to expert supports.

Code Section 20-14-48 requires the State Board of Education to ensure these schools receive priority for the receipt of federal and state funds available to the Georgia Department of Education to the full extent possible.

Grants from the Governor's Office of Student Achievement may be provided to assist schools in local systems under a contract amendment or intervention contract pursuant to Code Section 20-14-45 with demonstrated financial need. Possible sanctions for continued failure to improve are available in the statute (http://www.legis.ga.gov/Legislation/en-US/display/20172018/HB/338).

If a turnaround designated school is improving, as determined by the Chief Turnaround Officer, based on the terms of the amended contract, amended charter, or the intervention contract and other applicable factors, then the school is able to exit turnaround status.

d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

In addition to access to support staff from the Georgia Department of Education offered to LEAs and their schools to support improvement efforts, funding is also provided. Below are the principles followed in developing effective financial strategies to support continuous improvement in Georgia schools.

Tier 1 Universal support resources and tools within the Georgia's Systems of Continuous Improvement are made available to all schools and LEAs across the state, including, but not limited to: research-based strategies/interventions, LEA best practices, processes/procedures, self-assessments, data sets, etc. Other tiers exist within Georgia's tiered system of supports with specific resources allocated as schools are identified for more intensive, tailored needs.

See Appendix G for the *Georgia's Systems for Continuous Improvement – Tiered Supports* chart

Leveraging Funding to Support Improvement Goals

All 1003 funding from the Georgia Department of Education (GaDOE) to schools identified as CSI or TSI will be based on the goals identified in common School Improvement Plans that connect with a Comprehensive Needs Assessment, but LEAs may choose not to submit district-level comprehensive needs assessments or improvement plans. 1003 funds are part of the bundle of funding used to support the goals for improvement in identified schools and their LEAs. These processes ensure that identified schools are positioning funds around improvement goals and priorities.

Because the needs assessment and the improvement planning template are built around a state-developed common framework of improvement, the goals generated by schools are able to be served with a more cohesive, effective, and aligned approach at the state, regional, and local levels.

e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The Achievement Gap that Exists in Our LEAs and Schools

In the past, our state's educational efforts have largely focused on setting high expectations for LEAs, schools, and students and developing accountability models to ensure they meet those expectations. This culture has been rooted in compliance – checking boxes, monitoring, and counting. For many LEAs and schools, there exists a gap between the high expectations that have been laid out and those accountability models that measure outcomes. This achievement gap is what is keeping our schools from meeting their full potential.

Our highest-performing LEAs and schools have bridged this gap with strong systems of supports; however, many of our LEAs and schools do not have the capacity, skill set, or stability to lay this strong foundation of supports. Recently, the culture of the Georgia Department of Education (GaDOE) began the shift from one rooted in compliance to a more balanced approach that is focused on closing the achievement gap through high-quality service and support with a powerful focus on pinpointing what impacts schools and what are barriers to academic success (as evidenced in State Board of Education Rules 160-5-1-.33; 160-4-9-.07).

A Tiered Approach to Supporting Schools

It has been widespread practice for LEAs and schools to receive support from the Georgia Department of Education (GaDOE) only after they have been placed on an underperforming list. This reactive approach limits our shared responsibility and does not prevent issues before they happen. To address this shortcoming, GaDOE will develop and adopt a tiered system of supports for all schools.

See Appendix G for the *Georgia's Systems of Continuous Improvement – Tiered Supports* chart

Tier 1 includes universal supports (resources, tools, guidance, etc.) that GaDOE will provide to every school. Tier 1 supports are not mandated but to provide a strong menu of supports that LEAs and schools can utilize. Tiers 2 and 3 will complement the federal definitions of targeted and comprehensive support and improvement schools. Tier 4 will be designated for turnaround schools. As schools are placed on different tiers, they will be given more intensive and tailored interventions and supports. This is a comprehensive, aligned, and proactive approach that has never been done by GaDOE or any entity within our state.

The tiered approach will also include a monitoring status, recognizing schools that are on an upward trajectory of achievement but haven't yet met the criteria to exit. Once schools have a plan in place and can demonstrate progress, GaDOE, in collaboration with the RESAs, will assist in the development and will monitor the implementation of those plans. This feature will ensure that interventions that are showing promise are given the opportunity to progress, instead of an approach of switching up interventions based on a checklist or unproven formula.

Building the Capacity of Leaders, Teachers, and Communities

With identified schools having a lower teacher retention rate, building capacity to address this problem is key. Providing schools with a common needs assessment, interacting with schools in a cohesive way through a common framework, and delivering Tier 1 universal supports ensures a strong foundation for leaders to address the needs of teachers and frees them up to focus on layering supports that meet the individual needs of their students and schools.

Experience has shown us that the churn of leaders and teachers at these schools has often led to a weak or eroded foundation of Tier 1 supports. With Tier 1 supports being provided at the state level, leaders and teachers are empowered to layer additional supports to address the individual needs of schools and students – efforts that many leaders and teachers of these schools are not typically able to fully focus on or realize.

Leadership is another critical element of addressing the issue of underperformance. Working with institutions of higher education's teacher preparation programs as well as Georgia's alternative preparation programs, GaDOE is committed to ensuring that our incoming teachers and leaders are acclimated and aware of tools, resources, and systems available to support efforts in our schools. The State Network for Transforming

Educator Preparation (NTEP) Team will use the Georgia Systems of Continuous Improvement as a foundation for leadership preparation discussions throughout the P20 Collaboratives. Access to information, resources, and tools will be provided to educator preparation programs through the appropriate role development and provisioning for applicable GaDOE electronic repositories. While GaDOE does not have the authority to establish preparation program requirements, ongoing discussions, presentations, and awareness efforts will directly encourage the inclusion of all current school improvement efforts of GaDOE. These efforts are likely to increase retention rates while empowering professionals.

Often when discussing leadership, the scope is narrowed to principals or superintendents, but there are leaders that need to be identified and supported at all levels. There are teacher, parent, student, and community leaders that need to be brought into and engaged with our leadership efforts. For example, as part of the rollout of new science standards, GaDOE formed a Science Ambassadors program that identified master science teachers to deliver professional learning and be the point person for LEAs and schools. These ambassadors receive support from GaDOE, but also are given the flexibility to address specific areas of need. The group then shares those tools and resources among all ambassadors. This transforms the delivery of science to students while at the same time recognizing teachers as leaders.

GaDOE will continue efforts to seek out partnerships with RESA, professional organizations and LEAs to create personalized professional learning and aligned training for current and prospective leaders so that LEAs and schools have a strong pipeline of talent.

A Common Needs Assessment that Aligns Efforts and Resources Around Common Goals

In the past, LEAs had to complete a separate needs assessment for each federal program. This process was structured around compliance and a checklist before LEAs could have access to federal funds. Recently, GaDOE has focused on linking federal funds around school improvement goals by consolidating the needs assessments. Consequently, GaDOE developed a Comprehensive Needs Assessment that is aligned to the shared school improvement framework, which helps LEAs thoroughly analyze data, identify root causes of underperformance, prioritize needs oriented around the development of strategies, and implement a relevant and rigorous problem-solving process. This tool will link to LEA and school improvement plans (templates provided by and reviewed by GaDOE), which are also organized around the common framework, to actionable steps to address underperformance. Any LEA that provides an assurance that it has in place a locally-developed school improvement process may choose not to submit district-level or school-level comprehensive needs assessments and improvement plans to GaDOE for schools that qualify for Tier I level support. The LEA will be required to submit a streamlined LEA consolidated plan under Section 8305 that requires information that is absolutely necessary. If the LEA has schools that qualify for Tier II, III or IV level of support, the LEA will work closely with GaDOE to implement reforms and provide school-level comprehensive needs assessments and improvement plans for the identified schools, but may choose not to submit district-level comprehensive needs assessments or improvement plans.

In the spirit of continuous improvement, GaDOE reserves the authority to reevaluate the scope and contents of the Comprehensive Needs Assessment and Improvement Plan while keeping in line with federal requirements. Currently, GaDOE is working in collaboration with LEAs to streamline the process, adding purpose while removing duplicative efforts and requirements. This balance will seek to provide maximum flexibility while ensuring transparency and accountability for stakeholders.

GaDOE's Consolidated Funds Pilot, which will allow schools more flexibility on how to leverage and use federal funds, empowers LEAs to position federal funds around school improvement goals and priorities. Currently, the GaDOE is working with several LEAs on this initiative to fully consolidate federal, state, and local funds in specific Title I schools that operate schoolwide programs, offering them maximum flexibility to position funds around identified improvement goals. GaDOE may require schools that consolidate federal, state and local funds in support of a schoolwide program as allowed by Section 1114(a)(1)(A) to submit intent and purposes statements, schoolwide plans and schoolwide budgets for review by GaDOE. These LEAs must submit the LEA consolidated plan required under Section 8305.

A Common Framework of Improvement: Georgia's Systems for Continuous Improvement

In the past, the work of improving schools rested primarily on one area within GaDOE. There was very little, if any, cross-divisional cooperation and interaction. Currently, teams across the agency are working together to support schools. The "whole Department" approach allows the expertise in various teams to work together to benefit schools and LEAs. GaDOE developed and adopted a common framework for supporting schools called Georgia's Systems for Continuous Improvement. The "Who" of the framework is the Whole Child, which is the center of the work. The "What" of the framework comprises five systems focused on Coherent Instructional System, Professional Capacity, Supportive Learning Environment, Effective Leadership, and Family and Community Engagement. The "How" of the framework is the continuous improvement/problem solving process: Identify Needs, Select Interventions, Plan, Implement, and Examine Progress. GaDOE uses the following graphic to illustrate and communicate with teachers, leaders, parents and other stakeholders how the continuous improvement model focuses on the whole child. This model also helps GaDOE staff to focus on those components that improve the conditions for learning.

GaDOE will align programs, initiatives, tools, and resources across the agency around this framework to keep the agency's focus on the components that support the whole child. Additionally, GaDOE will develop and implement a "toolbox" for LEAs and schools with effective practices, processes, and supports that are mapped onto the framework.

Cohesion and Alignment: Supporting Schools in a Unified, Focused Way
In the past, LEAs and individual schools interacted with the teams of the Georgia Department of Education based on an often disconnected and isolated method that discouraged supportive interaction. The burden of support and compliance rested with local school leaders because GaDOE was organized and operated not as a true partner with LEAs, but as a passive compliance monitor. Now, GaDOE is aligning major programs/initiatives across the agency around the common framework to interact with and support LEAs and schools in a focused, cohesive way that utilizes and encourages innovative approaches to teaching, leading, and learning.

Engaging Other State Agencies
Just as GaDOE has placed a priority on supporting schools with the greatest needs, other state agencies must prioritize serving the communities in which these schools are located. External factors such as poverty, lack of physical health services like dental care, lack of mental health services, etc. impact the challenges and opportunities that exist within a school. The Georgia Department of Education is committed to establishing new, and strengthening existing, partnerships with state agencies to focus existing state programs, initiatives, and services in communities with struggling schools to increase wraparound serviced to support youth both in and out of school.

Engaging Communities
Engaged leadership is essential, both in our underperforming schools and LEAs as well as at the Georgia Department of Education (GaDOE). Several of the state's underperforming schools are located in underserved communities. To break this cycle, we must engage both schools and communities in a meaningful way and bring community partners into a school improvement process that includes identifying shared improvement goals and creating common action plans that truly engage community stakeholders.

Transforming Our Agency
Our School and District Effectiveness (SDE) team, whose primary responsibility is to support identified schools, has undergone a major transformation. The team was reorganized to provide a regional approach to push more support to LEAs and schools. With a focus on leadership, all Effectiveness Specialists now have an educational leadership background and undergo specialized leadership training. The team is also taking an LEA-focused approach by working closely with the local administrators. We know from research and experience that turning schools around cannot be done without effective leadership and an understanding that the local superintendent and LEA office must be more hands-on and must focus LEA resources and support in areas of need.

f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

Georgia House Bill 338 (O.C. G. A. § 20-14-49) requires that, in the case of schools which – after three years of implementing the intensive school improvement plan – are not improving based on the terms of the amended contract, amended charter, or the intervention contract and on other applicable factors, the Chief Turnaround Officer shall require one or more of the following interventions to be implemented at the school.

- Continued implementation of the intensive school plan developed pursuant to O.C. G. A. § 20-14-46;
- Removal of school personnel, which may include the principal and personnel whose performance has been determined to be insufficient to produce student achievement gains;
- Implementation of a state charter or special school;
- Complete re-constitution of the school, appointing a new principal and hiring new staff
- Operation of the school by a private non-profit, third-party operator selected and contracted by the local board of education;
- Mandatory parental option to relocate the student to another public school in the local system that does not have an unacceptable rating, chosen by the parents from a list provided by the local school system. Transportation for the student shall be provided;
- Complete restructuring of the school's governance arrangement and internal organization;
- Operation of the school by a successful school system and pursuant to funding criteria established by the State Board of Education; or any other interventions or requirements deemed appropriate by the Chief Turnaround Officer or the State Board of Education.
- The operation of the school by a for-profit entity shall be prohibited.

Before the implementation of any interventions required by the Chief Turnaround Officer, the local board of education may request a hearing before the State Board of Education to show cause as to why an intervention should not be required or to propose an alternative intervention. The decision of the State Board of Education shall be final.

The Georgia Department of Education will review the accountability targets set forth in the flexibility contracts of local school systems with a significant number or percentage of schools that are consistently identified by the state for comprehensive support and improvement. Consistent underperformance of several schools within a local school system operating under a flexibility contract would substantially curtail the ability of a local school system to meet their annual accountability targets and thereby could jeopardize their ability to take advantage of further flexibility from state statutes and rules.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)):* Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.[1]

State-Level Comprehensive Needs Assessment Equity Data

Annually, Georgia provides LEAs with equity data which includes data variables reported at the LEA and school level regarding the effectiveness, experience, and background of teachers. LEAs are charged with identifying gaps, analyzing district and evaluating school processes and programs that may have led to these gaps, and selecting strategies/activities that will address identified inequities. LEAs can address these through their annually submitted LEA improvement plan, which includes an equity component and school improvement goals.

[1] Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

In the next year, the GaDOE anticipates the incorporation of this data in the form of an online equity dashboard that will be made available to LEAs. Currently, Georgia has this data available and will publicly report it as an addition to one of the current public reporting mechanisms. The implementation of these plans is monitored during federal programs cross-functional monitoring and in technical assistance conversations that are supportive and data focused.

Consolidated LEA Improvement Plan Procedures

In order to ensure that every LEA in Georgia thoughtfully develops procedures to safeguard against low-income and minority children enrolled in Title I schools being served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, the GaDOE is requiring all LEAs to address these gaps within their consolidated LEA improvement plan (CLIP).

Ongoing Equity Technical Assistance

In partnership with Institutions of Higher Education (IHE), regional P-20 collaboratives, and other stakeholders, Georgia Department of Education staff will work with state-identified LEAs and schools in need of support to address equity gaps. The support will include assistance in data analysis, examination of current LEA systems at the school and LEA level, and the selection of evidence-based interventions/ practices/strategies to address any existing inequities.

The Georgia Department of Education will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to address teacher equity issues across the state.

6. School Conditions (*ESEA section 1111(g)(1)(C)):* Describe how the Georgia Department of Education agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The GaDOE strategic plan includes a pillar for *Safe and Healthy Learning Environment*. GaDOE annually evaluates and publicly reports school climate star ratings per state law (O.C.G.A. §20-14-33). Georgia was one of the first states with a defined method in the collection and analysis of school climate data through the implementation of a statewide annual survey: Georgia Student Health Survey II (GSHS II). The GSHS II is an anonymous, statewide survey instrument developed by GaDOE in collaboration with the Georgia Department of Public Health and Georgia State University. The GSHS II is combined with the Georgia School Personnel Survey (GSPS) administered annually to teachers, staff and administrators and a specifically designed Parent Survey to determine the School Climate rating. Program services will also report and examine the risk of being suspended between Students with Disabilities (SWD), English Learners (EL), and Economically Disadvantaged (ED) compared to their non-service reference group. Suspension risk for these calculations include OSS, Expulsion, and assignment to an Alternative School setting. The School Climate Rating for each school in Georgia are available at: http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/School-Climate.aspx.

Alignment to Georgia's Shared Framework for Improvement:
LEAs and schools that identify significant needs in the area of improving school conditions in their needs assessment and that are prioritized in the LEA's/school's Improvement Plan, through implemented action steps, could potentially utilize Title I, Part A funds to assist in the costs associated with the planned initiative(s) developed to address the area of concern.

These initiatives could include support for staff required to implement the evidence-based interventions described in this narrative's examples. Implementation of evidence-based intervention could potentially require supplemental staff including but not limited to: social workers, psychologists, nurses, behavior specialists, school classroom coaches or school counselors to support services designed to improve school climate impacting positive student outcomes and decreasing dropouts. The Title I, Part A program staff will provide technical assistance on the identification and selection of evidence-based practices that may assist the LEA or school in implementing effective initiatives addressing their identified and prioritized needs.

The Georgia Department of Education will continue to elevate LEA best-practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of transitioning programs across the state.

GaDOE's current efforts to address school climate include, but are not limited to:

Positive Behavioral Interventions and Supports
GaDOE provides training and ongoing support to LEAs through the Georgia Positive Behavioral Interventions and Supports (PBIS) project (Learn more at: GaDOE.org/PBIS). The Georgia PBIS Team leads the state's work for implementing and scaling up PBIS in the majority of Georgia's LEAs. The state's PBIS Team is a fully dedicated staff with specific skills to plan, manage, and support the work through ongoing training, facilitation, technology and communications support, data collection and reporting, and the addressing of all logistical and administrative details needed to support LEAs. As of May 2017, state-funded school climate specialists are located in all 16 Regional Education Service Agencies (RESAs). Building regional expertise in the areas of behavior, discipline practices, discipline data analysis, and other school climate components increases capacity and sustainability while making PBIS much more accessible to LEAs and schools throughout the state. Additionally, GaDOE is partnering with Georgia Department of Early Care and Learning (DECAL) to fund an early childhood PBIS specialist who will support a model that is developmentally appropriate for children in preschool through second grade.

Addressing Bullying
Georgia has recognized the need to address bullying and harassment in its public schools. In response to this identified need, the state legislature established Georgia's bullying law (O.C.G.A. § 20-2-751.4). Guidelines instruct LEAs to develop and communicate methods for students and others to report incidents of bullying. It should be noted that bullying may be witnessed directly by staff or reported by a student, parent or stakeholder by name or anonymously through hotlines such as the Georgia Department of Education's 1-877-SAY STOP (1-877-729-7867) School Safety Hotline. Bullying instances are also collected and reported through the School Climate Rating. GaDOE has developed and shares with LEAs a bullying prevention toolkit. This toolkit is available at: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Bullying-Prevention-Toolkit.aspx.

In 2010, Georgia was one of the first states to establish a rule regulating seclusion and restraint (State Board of Education Rule 160-5-1-.35). This rule is responsible for LEA policy and procedures to ensure student safety and effective crisis management.

Georgia Project AWARE and SAMHSA

Georgia Project AWARE is a Substance Abuse and Services Mental Health Administration (SAMHSA) grant-funded initiative to increase awareness of mental health issues among school-aged youth; provide training in Youth Mental Health First Aid; and connect children, youth, and families who may have behavioral health issues with appropriate services. GaDOE is partnering with three LEAs to provide training in Youth Mental Health First Aid and to develop processes and procedures through their sustainability plan for connecting youth and families to community-based mental health services. Youth Mental Health First Aid Training is now available statewide and is delivered by the GaDOE team upon request. Georgia State University (Center for Leadership in Disability and the Center for Research on School Safety, School Climate and Classroom Management) is providing training and evaluation for Georgia Project AWARE. The goal of the project is to increase the percentage of Georgia youth and families receiving needed mental health services through collaboration between LEAs and community mental health providers. The Georgia Department of Education will continue to evaluate these programs and initiatives in order to engage in continuous improvement activities.

Potential and ongoing partnerships developed by the state and by LEAs with the Department of Behavioral Health and Developmental Disabilities (DBHDD), Department of Community Health (DCH), Department of Public Health (DPH), Department of Juvenile Justice (DJJ), Department of Family and Children Services (DFACS) and Department of Early Care and Learning (DECAL) all have the potential to support improving school conditions. Many of the issues impacting school conditions and climate identified through the comprehensive needs assessment can be addressed through these critical partnerships.

GaDOE has produced a webinar that is available for LEAs to review as they develop individualized supports to address needs identified in the Supportive Learning Environment system of the Georgia Systems of Continuous Improvement. The webinar summarizes the three core structures of a supportive learning environment and provides examples of each structure:
1) maintaining order and safety,
2) developing and monitoring a multi-tiered system of supports, and
3) ensuring a student learning community.

7. School Transitions *(ESEA section 1111(g)(1)(D))*: Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Georgia has also adopted the System of Care approach with the mission: "to reach, support and empower communities to serve Georgia's children and families." The core values of the system of care philosophy specify that services should be community-based, child-centered and family-focused, and culturally and linguistically competent. The guiding principles specify that services should be:

- Comprehensive, incorporating a broad array of services and supports;

- Individualized, provided in the least restrictive, appropriate setting;
- Coordinated, both at the system and service delivery levels;
- Designed to involve families and youth as full partners and focused on early identification and intervention.

The Georgia Title I Committee of Practitioners as established under Section 1903, State Administration of ESEA has been substantially involved in the review and comment on any proposed or final state rules, regulations, and policies relating to Title I (and other federal program grants) prior to their publication. The development of transition initiatives through professional development, parental engagement, and general technical assistance through the state education program specialist is ongoing in this area.

Alignment to Georgia's Shared Framework for Improvement:
When LEAs and schools identify significant needs in the area of supporting transitions in their needs assessment, and when those needs are prioritized in the LEA's/ school's Improvement Plan, through implemented action steps, could potentially utilize Title I, Part A funds to assist in the costs associated with the planned initiative(s) developed to address the area of concern.

These initiatives could include support for staff required to implement the evidence-based interventions described in this narrative's examples. Implementation of evidence-based intervention could potentially require supplemental staff including but not limited to: social workers, psychologists or school counselors to support transition services designed to improve student outcomes and decrease dropouts. The Title I, Part A program staff will provide technical assistance on the identification and selection of evidence-based practices that may assist the LEA or school in implementing effective initiatives addressing their identified and prioritized needs.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of transitioning programs across the state.

Ensuring a Seamless Transition for Georgia's Students
GaDOE will ensure that each LEA has a plan to implement strategies to facilitate effective transitions for students from preschool to elementary, from elementary to middle school, and especially from middle school to high school and from high school to postsecondary education. This is specifically addressed in the District Improvement Plan. The Georgia Department of Education's current efforts to address transitioning include, but are not limited to:

Preschool to Kindergarten/ Elementary Transition Supports:

The Georgia Department of Early Care and Learning (DECAL) has aligned the Georgia Early Learning and Development Standards (GELDS) and the Head Start Child Outcome Framework to K-12 content standards. This ensures preschool children transition with appropriate prerequisite skills aimed to ensure a successful transition. The Georgia Kindergarten Inventory of Development Skills (GKIDS) and the Kindergarten Readiness Check helps teachers assess readiness and align instruction for Prekindergarten (PreK) students entering Georgia's Kindergarten programs. GaDOE is also developing a grades 1 and 2 formative assessment for literacy and numeracy for LEAs to utilize across the state.

The Memorandum of Understanding (MOU) between DECAL, GaDOE, DPH, and Head Start strengthens cooperative services to Georgia's youngest children with disabilities, age birth to five. This agreement ensures collaboration and coordination between early intervention services with DPH, Head Start, DECAL, and the local education agencies within GaDOE.

A continuation of services provides expanded access to least restrictive early learning environments and facilitates effective utilization of resources to minimize duplication of service delivery. Transitions from early childhood programs, such as Georgia's PreK program and Head Start, to kindergarten are important events for children and families. GaDOE and its partnering agencies are committed to providing additional supports for schools and LEAs to ease this transition for families and children. GaDOE will continue to engage in continuous improvement in order to evaluate and enhance the effectiveness of related programs and initiatives.

Elementary to Middle School Transition Supports:

Transition materials for middle school students include pamphlets and videos covering various topics including: Middle School Matters, Middle School Transition Manual for Educators, Social and Emotional Changes, Organizational and Environmental Factors, Academics, Developmental Growth, and College and Career Readiness.

Middle School to High School Transitions Supports:

The high school transition resources include: High School is Happening for Family and Students (handout and video) and several videos: Discovering Yourself, Before the Report Card Arrives, Learning How to Balance, The Graduation Plan, and Parent Talkback.

State Board Rule 160-4-7-.06 Individualized Education Program (IEP) requires the development of a transition plan as a component of the IEP when a student with disabilities transitions to ninth grade or at age 16, whichever occurs first. The transition plan must contain appropriate postsecondary goals based on age-appropriate transition assessments related to training, education, employment and independent living skills. The transition services should assist the student in reaching those goals.

The BRIDGE (Building Resourceful Individuals to Develop Georgia's Economy) Act, House Bill 400, was signed into law in May 2010 to create an atmosphere motivating middle- and high-school students to learn because they see the relevance of education to their dreams and future plans. The implementation of the BRIDGE Act provides middle- and high-school students with career counseling and regularly scheduled advisement to choose a focused plan of study. Another part of the BRIDGE Act is the requirement that all 8th grade students during their spring semester create an Individual Graduation Plan (IGP). This graduation plan helps "map out" the rigorous academic core subjects and focused work in mathematics, science, or humanities, fine arts, world languages or sequenced career pathway coursework. The IGP is based on the student's selected academic and career area to prepare them for their chosen career. This plan must be developed in consultation with parents/guardians, students, school counselor or teacher as advisor.

With recent state policy changes with the passage of Dual Enrollment and Senate Bill 2 coupled with state policy initiatives like the SBOE approved Technical College Readiness ELA and Math and other flexibility to earn high school core credit, Georgia's students are being provided with additional pathways to graduate.

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High School to Postsecondary or Employment Supports:

Career, Technical, and Agricultural Education (CTAE)'s Career Pathways and Educating Georgia's Future Workforce Initiatives

The Georgia Department of Education's Career, Technical, and Agricultural Education (CTAE) team assists LEAs as they prepare Georgia's students for their next step after high school -- college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. Georgia adopted the 16 national career clusters and added the Energy cluster to meet the needs of our energy employers to make a total of 17 career clusters. The Career Pathways Bill (HB 186) was passed by Georgia legislators in 2011. From late 2012 to the current date more than 131 Career Pathways in the 17 Career Clusters have been industry vetted, postsecondary supported, and State Board of Education approved. New career pathways for middle and high school programs are added as needed to meet emerging needs of our employers. Located across the state, College and Career Academies are unique learning environments that provide additional opportunities for local communities to focus their educational resources on what is needed in their community and workforce. The out-of-school time programs are uniquely positioned to provide project- based or work-based learning and /or college exploration activities to engage students and address dropout reduction. Also, GaDOE's Development and Transition unit of the CTAE division provides direction in the development of the CTAE high school and middle school curricula, assessment, work-based learning experiences, professional learning, and instructional resources to enhance student achievement.

Student Success, Imagine the Possibilities: Increasing the Graduation Rates of Students with Disabilities

Georgia has developed a State Systemic Improvement Plan (SSIP) that includes a comprehensive, multi-year focus on improving the graduation rate for Students with Disabilities and specifically outlines the development of strategies to increase state capacity to structure and lead meaningful change in Local Educational Agencies (LEAs). The plan was developed with internal and external stakeholders including parents and students with disabilities. Following the evidence-based interventions provided by the National Dropout Prevention Center, all LEAs develop an implementation plan and are moving forward with implementation. Fifty LEAs representative of the state's diversity receive intensive technical assistance and building capacity funding.

Dual Enrollment

In addition, the CTAE division promotes successful transitioning of students from middle school to high school and from high school to college and careers, including promotion of postsecondary credit while still in high school. Dual Enrollment is a program available throughout the state for students at eligible Georgia high schools that wish to take college-level coursework for credit toward both high school and college graduation requirements. GaDOE will also collaborate and coordinate with post-secondary institutions to establish statewide articulation agreements so that high school students can earn college credit by earning industry recognized credentials or by completing an approved career pathway.

Career Coaches

The Georgia Department of Education is currently conducting a Career Coach pilot in Rockdale County schools. Career Coaches support the school's counseling and advisement program by helping all students identify their interests, aptitudes, and skills, which helps guide these students in planning and navigating their path toward their future career goal. Education and career opportunities range from apprenticeships and industry credentialing for job readiness to careers requiring formal education beyond high school Career Coaches help students make these connections. Career Coaches are trained to administer various career-related assessments. These assessments help students determine areas of interest in careers as well as the abilities and skills needed to pursue these careers. In addition, Career Coaches share and support other programs such as Dual Enrollment and Work Based Learning, which provide opportunities for students to earn college credit and high school credit simultaneously, as well as broadening their knowledge of career choices and the training needed for each. Career Coaches also help students to identify high-demand career areas in the state and understand how their own personal education and training impacts workforce and economic development. Finally, Career Coaches work collaboratively with high school counselors, Career, Technical and Agricultural Education (CTAE) staff, and Work-Based Learning coordinators to provide events for college and career exploration with activities, such as assisting students and parents in completing financial aid forms (FAFSA) and coordinating career and college fairs, job shadowing, mock interviews, employability skills, training workshops, and business visits

Transition Supports Across the Grade Bands:

Parent Resources

The GaDOE's Title I Parental Engagement Division develops and distributes transition resources that are translated and published in English and Spanish versions to increase accessibility to parents.

Counselor Companion Tool

The Georgia Department of Education's Career Development Initiative provides the necessary tools, knowledge, and resources for systematic, developmental, and comprehensive career planning for all students in grades K-12. The Georgia Department of Education is currently developing a virtual Counselor Companion tool that will support students, parents, and school counselors in planning for middle school, high school, and postsecondary success. This tool will include an early warning system for students at-risk for not graduating, programs of study for high school and post-secondary course, individualized graduation plans, as well as career aptitude and inventory assessments.

B. Title I, Part C: Education of Migratory Children

a. Supporting Needs of Migratory Children *(ESEA section 1304(b)(1))*: Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
iii. The integration of services available under Title I, Part C with services provided by those other programs; and
iv. Measurable program objectives and outcomes.

Alignment to Georgia's Shared Framework for Improvement

The Georgia Systems of Continuous Improvement will be the framework through which Title I, Part C will coordinate with other programs and resources to address the needs identified for migratory children.

Within this framework, GaDOE and subgrantees identify the root causes of performance gaps for all students and subgroups, including migratory children and youth. Then, coordinated supports are developed where all programs address the needs of the subgroup within the overall LEA needs. Supplemental services are coordinated within the full context of the LEA's improvement objectives.

State and local Migrant Education Program (MEP) staff coordinate service delivery with other federal and local programs/agencies/organizations in the LEA. Local staff will ensure migratory children are included in all other academic or support opportunities available to other non-migrant children including EL programs, Title I programs, special education, gifted programs, and any other local support or academic intervention programs and resources available. This system also includes direct referrals and/or connecting students and families to EL programs, early childhood programs and Georgia Pre-K Programs with a specific focus on early childhood services that are Quality Rated by DECAL Georgia serves preschool children aged birth to five and is building coordination efforts through DECAL to ensure migratory preschool children benefit from these evidence-based resources during the school year and summer transition initiatives available around the state. For older migrant youth and families, coordination of referrals to local GED programs (High School Equivalency Programs at Abraham Baldwin Agricultural College and the University of North Georgia), migrant and farmworker health networks, DFCS services, community-based services, churches, shelters, and food pantries is part of the work of the state and LEAs. This coordination will also include removing barriers to access and participation, when necessary. Outreach to community groups will help support the academic readiness and growth of preschool migratory children, out-of-school youth, and dropouts.

During the 2015-2016 school year, the Georgia MEP completed a comprehensive needs assessment (CNA). The results of the CNA were used to update the state's service delivery plan (SDP) focused on the Measurable Program Outcomes (MPO) listed below. Specific strategies to meet each MPO were designed in collaboration

with MEP parents and stakeholders. These MPOs and strategies will be in place until the next CNA is completed in 2018-2019. Ongoing annual evaluations of the state's progress will occur and adjustments to the SDP will be made. Strategies will include the development and use of evidence-based instructional strategies in all supplemental instructional settings. Additionally, the use of online learning resources for credit accrual, skill maintenance, and English language development will be employed.
This ongoing evaluation includes measuring progress/growth of students participating in Title I C-funded instructional services, state staff and LEA staff observations of service delivery to ensure fidelity of implementation of plans, as well as MEP staff transferring new instructional practices learned in professional development, and an annual review of state assessment performance for migratory children.

Measurable Program Outcomes (MPOs)
MPO #1: Improve School Readiness. The Georgia Migrant Education Program will improve school readiness by providing developmentally appropriate at-home or facility-based projects focused on early literacy and mathematics. Improvement will be measured by LEA-level implementation plans (IP) showing an incremental 5% point growth/improvement for students served during the academic year and summer. Progress Indicators: Increased percentage of preschool children served with an academic or support service Progress Monitoring: Informal formative assessments between pretest and posttest IP (IP) evaluations

MPO #2: Dropout Prevention. The Georgia Migrant Education Program will provide Out of School Youth (OSY) and Dropouts (DO) projects and services at the individual and group level based on needs outlined in the OSY and DO profile. Progress will be measured by LEA-level IPs showing an incremental 5% point growth/improvement for OSY and DO served during the academic year and summer. Progress Indicators: Increased percentage of OSY/DO with an OSY/DO profile; Increased percentage of OSY/DO served with an academic service and/or support service; Increased use of the Graduation and Outcomes for Success for Out of School Youth (GOSOSY) materials by migrant staff IP Evaluations.

MPO #3: Reading. Migratory students in elementary, middle, and high school will meet or exceed proficiency in reading within the framework of the state-approved standards for reading as measured by LEA-level IPs showing an incremental 5% point growth/improvement for students served during the academic year and summer. Progress Monitoring: informal formative assessments between pre and posttests; IP Evaluations.

MPO #4: Writing. Migratory students in elementary, middle and high school will meet or exceed proficiency in writing within the framework of the state-approved standards for writing as measured by LEA-level IPs showing an incremental 5% point growth/improvement for students served during the academic year and summer. Progress Monitoring: informal formative assessments between pre- and posttest IP evaluations.

MPO #5: Mathematics. Migratory students in elementary, middle and high school will meet or exceed proficiency in mathematics within the framework of the state-approved standards for mathematics as measured by LEA-level IPs showing an incremental 5% point growth/improvement for students served during the academic year and summer. Progress Monitoring: informal formative assessments between pre- and posttest IP evaluations.

GaDOE will continue to evaluate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of migrant education programs across the

state. This includes recruitment networks, coordination with agricultural partners, businesses, and farmers to support service delivery addressing individual needs, time frames, and locations.

GaDOE's Migrant Education Program will coordinate with other federal programs as well as agency-wide efforts to deliver high quality service and support to LEAs and schools.

b. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Supporting Students as They Move Across States and LEAs

To minimize the impact of school interruption and change of schools on migratory children and youth, all LEAs in Georgia are required to ensure the academic records of migratory children are transferred between schools and states as quickly as possible. Each LEA follows its established policy and protocol to complete this requirement. Each LEA in the state includes this policy in the annual consolidated application submitted to GaDOE.

The U.S. Department of Education sponsors a national records transfer initiative designed to address the transfer of student records. It is called the Migrant Student Information Exchange or MSIX. Within Georgia, MEP-funded staff and other LEA staff involved with student registration and grade/course placement will use the MSIX in this manner: Within 48 hours of a newly identified migratory student being identified in the LEA, the MEP staff will access the MSIX to find any relevant information that will help the school personnel place the child in grade level, course, and/or program. As students move out of the LEA at any point during the year, MEP staff will submit a move notification within the MSIX to allow the potential receiving LEA or state to find the migrant family and continue support and services. As students move into the LEA at any point during the year, MEP staff will submit an arrival move notification within the MSIX to notify the sending school LEA or state that the child has arrived and that records are needed. Immunization and other health records must be on file at the LEA.

Georgia will report to the MSIX that these records are available at the LEA. This is to ensure immunization and other health records are quickly available for migratory students enrolling in schools. LEAs have two options for getting this information to the MEP regional offices where the data will be loaded to COEstar and then ultimately appear in the MSIX. LEAs create a query from the local Student Information System (SIS) by Georgia Unique Identifier (GUIDE), Migrant = Y, and Y or N indicating immunization and other health records are on file.

LEAs fax or mail (not email) a copy of the Student Immunization and Other Health Records template to the regional office for data entry. LEAs provide these reports as follows: September 15 each year, monthly based on the MEP New Participant Report (NPR), or any other time LEAs need to provide updates to the MEP. Secondary migrant students enrolled in credit-earning courses who move in the middle of the course will have course history data collected and submitted to the MSIX. This will support correct course placement upon arrival in the new LEA or state.

Using the MSIX departure notification and a course history portal in COEstar, local staff will collect the following information from the school (local SIS, teachers, counselors, etc.): Course name, grade to date (numerical) provided by the teacher, and clock hours (the number of hours the student has been enrolled in the class.) If a move occurs during the year but after a credit is earned, local staff will follow similar steps but will collect: course name, final grade, and credits granted. Course history data submitted in this process will populate in the state database automatically. The state database uploads data to the MSIX daily. Any updated course history information will be available in the MSIX within 24 hours of data entry.

Georgia participates with other states in US ED consortium incentive grant collaborations designed to support interstate and intrastate service delivery. These groups focus on various topics to include identification and recruitment, serving preschool migratory children, and serving out-of-school youth migratory children.

c. Use of Funds *(ESEA section 1304(b)(4))*: Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

GaDOE completed its most recent state-level comprehensive needs assessment for Title I, Part C in late 2015. This needs assessment resulted in the state's measurable program outcomes (MPO). These MPOs (described in part one of this section) are used by all subgrantees when designing local Service Delivery Plans (SDP). Georgia has identified student performance on the state assessments as a need for continued improvement.

The Title I, Part C GaDOE SDP includes strategies and professional development initiatives designed to address the capacity of local staff to provide supplemental instruction in various settings (class inclusion, school tutoring, in-home tutoring, and community based settings) for various durations of time.

Supplemental instructional services occurring during the school year and summer could include, but are not limited to:

- Providing home-based preschool readiness training with preschool children and parents;
- Providing supplemental tutorials for migrant students who are failing or at-risk of failing (inclusion or pull-out models);
- Providing summer school projects (either in schools or on a contracted basis) that offer both academic and enrichment opportunities;
- Advocating for and mentoring migrant children and their families to prevent dropping out of school (primarily middle and high school students);
- Assisting with the preparation of migrant children in test-taking skills;
- Providing Scholastic Aptitude Test (SAT) examination or other post-secondary entrance examination preparation;
- Assisting in constructing a portfolio for application for vocational postsecondary training; and
- Offering assistance to out-of-school youth who wish to pursue a GED diploma; provide English learning support; and GED diploma study materials.

Supplemental support services occurring during the school year and summer could include, but are not limited to:

- Facilitating the school registration process; assisting in the retrieval of previous school records, including immunization records, through the MSIX;
- Arranging emergency medical and dental care services for health problems that affect classroom performance;
- Providing opportunities for newly arrived migrant children to avoid a sense of social isolation and to connect with the students in their new schools;
- Assisting migrant parents with training on such issues as nutrition, drug, alcohol, and tobacco use, parenting skills, and basic literacy to encourage their active participation in the education process;
- Conducting enrichment activities and training in leadership for migrant students; guiding migrant middle and secondary students and their families through the process of exploring their post-secondary options, including college experiences on various post-secondary campuses;
- Assisting migrant students and families in finding and applying for scholarships; providing transportation to and from state MEP-sponsored summer leadership programs and college programs.

GaDOE will continue to review these programs and initiatives in order to engage in continuous improvement.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance programs that support migrant students across the state.

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

a. Transitions Between Correctional Facilities and Local Programs *(ESEA section 1414(a)(1)(B))*: Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

In Georgia, local education agencies (LEAs) and state agencies, including the Georgia Department of Juvenile Justice (DJJ) and Georgia Department of Corrections (GDC), serve neglected and/or delinquent youths in institutions operated or contracted by these agencies.

The LEA in which an institution is located is responsible for all educational services, including special education and related services to eligible youths placed by such agencies. LEAs must submit their plans for providing services to neglected and delinquent youth to GaDOE as a part of their local consolidated application. GDC is responsible for education services to young offenders and DJJ is responsible for educational services for adjudicated youth.

An application must be submitted directly to GaDOE in order to provide educational services in physical custody of the agency. The application is approved based on the quality of the agency's plan to use funds to ensure the opportunity of students to meet the same challenging state academic content and performance standards for student achievement expected of all students. The application must also delineate the agency plan to transition youths back into family, school and community, and/or how the agency will prepare students to receive a high school diploma or its accepted equivalent, matriculate to postsecondary education, employment or military enlistment.

GaDOE provides assistance to LEAs, GDC and DJJ through collaborative planning with agencies, program guidance and monitoring, annual workshops and meetings, on-site technical assistance and telephone consultation. Areas of focus for technical assistance provided by GaDOE include, but are not limited to:

- Assessing the educational needs of children and youth in neglected and delinquent institutions.
- Facilitating and/or implementing new or existing partnerships or agency agreements to ensure the opportunity of children and youth in neglected and delinquent institutions to meet high academic standards, receive a high school diploma or equivalency, or transition to work.
- Reviewing the efficacy of instructional models implemented including periodic review of the reliability and validity of assessments of student achievement. Evaluation of services provided.
- Utilizing funds (including federal, state, and local) to support children and youth meeting high academic standards.

GaDOE will continue to engage in continuous improvement in order to evaluate and enhance the effectiveness of such programs and initiatives.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of neglected, delinquent, or at-risk children and youth programs across the state.

2. Program Objectives and Outcomes *(ESEA section 1414(a)(2)(A))*: Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

A percentage of funds received by the state agency is required to go toward transition services. The state agency receiving funds under Title I, Part D, Subpart I is required by GaDOE to submit as a part of its application for funds, the agency plan to transition youths back into family, school and community, and/or how the agency will prepare students to receive a high school diploma or its accepted equivalent, matriculate to postsecondary education, employment or military enlistment.

Individualized plans are developed for the transition of students from institutions for delinquent youth, including services to facilitate their successful return to family, school and community and matriculation to postsecondary education, vocational and technical training program, employment or military enlistment, to be provided throughout the period of detention.

Services include, but are not limited to:

- Interviews for intake and exit planning conducted upon entry with an assigned Facility Case Manager, the Community Case Manager, School Counselor/ Site Administrator, and the parent, if appropriate.
- Educational services, including assessment, instructional and pupil services testing, counseling and vocational placement services, life skills and independent living preparation
- Funds will typically be spent on personnel for educational services, professional development, technology, vocational and technical training preparation and additional curriculum, assessment and instructional support materials to ensure students have the opportunity to meet the challenging state academic content and performance standards for student achievement expected for all students.

GaDOE will continue to engage in continuous improvement in order to evaluate and enhance the effectiveness of such programs and initiatives.

The Title I, Part D program will coordinate with other federal programs as well as agency-wide efforts to deliver high-quality service and support to LEAs and schools.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds *(ESEA section 2101(d)(2)(A) and (D))*: Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Alignment to Georgia's Shared Framework for Improvement: Professional Capacity

GaDOE will support LEAs, schools, and Educator Preparation Program Providers (EPPs) through targeted work aligned to the Consolidated LEA Improvement Plans (CLIP) and through the work of the P20 Collaboratives. The CLIP is organized to support Georgia's Systems for Continuous Improvement, a shared framework for improvement and is based on a Comprehensive Needs Assessment that includes extensive data analysis to determine root causes and align improvement strategies.

GaDOE's current efforts to address effective instruction and elevate the teaching profession include, but are not limited to:

Cross-Agency Collaboration

The P20 Collaboratives are systems of support designed to provide a seamless transition for pre-service candidates as they seek to become professional educators, as well as to provide continued professional learning for practicing educators and leaders. This structure, initiated in the spring of 2014, provides the framework for ongoing collaborative efforts among LEAs, Regional Education Service Agencies (RESAs), Public and Private Educator Preparation Programs (EPPs), Georgia Professional Standards Commission (GaPSC), University System of Georgia (USG), and GaDOE. The P20 Collaboratives provide avenues for authentic collaboration to address equity gaps, align educational resources, and promote the efficient use of funding to address the needs of the LEAs in the P20s as they seek to ensure all students are taught by effective teachers in schools led by effective leaders. The P20 Collaboratives meet twice annually to address the specific needs of the regions. These collaboratives are led by a strategic lead representing an LEA, RESA or Educator Preparation Program in that region. Each region has additional primary and secondary contacts representing GaDOE, GaPSC, and USG. The State NTEP Team will be meeting to determine next steps with adding DECAL to the P20s. The issue is that DECAL teachers do not have to be trained/certified in the same way we have traditionally prepared educators. Many are trained by the centers in which they teach and some have Child Development Associates or Certificates issued by TCSG. GaPSC does not have authority over the preparation and credentialing of DECAL teachers.

GaDOE, LEAs, GaPSC, USG, private colleges and universities, and RESAs will work in concert to provide the state's educators with opportunities for ongoing, job-embedded, sustainable professional learning across the career continuum from induction to retirement. Aggregation of regional equity data and effectiveness data provides information to inform the work of the P20 Collaboratives and will ensure a comprehensive approach to addressing the professional capacity challenges and equity gaps of each region.

Induction Support: Recruiting, Retaining, and Supporting Beginning Teachers and Leaders

With LEAs, Public and Private Educator Preparation Programs (EPPs), RESAs, and state organizations, the Teacher and Leader Support and Development team (TLSD) partners to provide guidance and support in the development and implementation of effective teacher and principal LEA induction programs. GaDOE Teacher and Principal Induction Guidance focuses on recruiting, retaining, and supporting novice teachers and principals.

This guidance provides an effective induction program model, which requires an investment from all stakeholders to ensure teacher and principal effectiveness and student success. As a companion resource, GaDOE will produce and continually refine toolkits to assist LEAs in the development and implementation of teacher and school leader induction programs, including components that address the selection, assignment and development of mentors. These toolkits will provide resources that assist LEAs in the identification and implementation of program components that provide personalized, evidence-based professional learning opportunities to increase the self-efficacy, knowledge and skills of novice teachers and school leaders and their mentors. The kits will include evaluation processes and procedures that establish appropriate feedback loops to facilitate continuous improvement of the induction and mentoring programs.

Professional Learning Community Support

Effective July 1, 2017, the GaPSC certificate renewal process (Rule 505-2-.36) requires the development of professional learning goals and/or plans and participation in Professional Learning Communities (PLCs) for all recertifying educators. GaPSC provides initial PLC training for all principals and LEA personnel. Professional learning goals/plans and PLC data gathered through an online platform will be analyzed to ensure alignment of needs and resources. As indicated by analysis of this implementation data, GaDOE will continue to offer face-to-face training and coaching opportunities, will develop online modules and quick guides, and will assemble research to assist teachers and leaders in efforts to develop and implement authentic professional goals and PLCs.

Performance Coaching and Evaluation Support

The GaDOE Teacher and Leader Support and Development team (TLSD) facilitates the statewide educator evaluation systems that provide real-time data to inform the professional learning of teachers and school leaders.

TLSD provides face-to-face training and online professional learning resources for evaluators designed to increase the accuracy of performance evaluation and specific targeted feedback directly related to classroom and school practice standards (currently the Teacher Assessment on Performance Standards - TAPS and Leader Assessment on Performance Standards- LAPS). Online personalized professional learning opportunities aligned to challenges identified through the evaluation process are available to all educators

through a performance management and professional learning platform and may be self-selected or assigned as deemed appropriate by evaluators. TLSD will continue to coordinate with the Office of Teaching and Learning to strengthen the content knowledge and instructional practices of teachers. GaDOE will continually develop, refine and enhance all professional learning resources to meet the needs of educators, promote sustainability, and increase fidelity of implementation.

GaDOE will collect and compile effectiveness data, as well as other identified data elements, to provide focus and direction for LEA efforts to improve the educator workforce. This data will inform the development of training and resources to support mentoring and coaching across the career continuum. Georgia will develop professional learning resources that support mentors and coaches and their protégés.

GaDOE is exploring working with internal and external stakeholders to adopt, adapt, or develop Principal Supervisor Standards to support principal development. Application of these standards will provide data to inform the professional learning of principal supervisors and the development of tools and resources to increase the accuracy of performance evaluation, differentiation of performance levels, and specific targeted feedback for principals.

GaDOE will continue to engage in continuous improvement in order to evaluate and enhance the effectiveness of such programs and initiatives.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of effective instruction across the state.

Support for System-wide Continuous Improvements

GaDOE works collaboratively to engage and support schools and LEAs in their improvement efforts by focusing on building leadership capacity, providing helpful tools and resources, and offering sustainable professional learning. The State Leadership Collaborative (a committee composed of representatives from across the agency) developed the Georgia Systems for Continuous Improvement, a framework that will be used to assess LEA and school capacity, and to target services and resources. This tool will be broadly communicated to all education agencies with the intent of its use in leader preparation and development. Through the work of the P20 Collaboratives, GaDOE will develop and implement leadership development opportunities to address teacher and leader effectiveness that incorporate the Georgia Systems for Continuous Improvement. GaDOE will provide training and professional learning resources to LEAs and schools to support the implementation of the Georgia Systems for Continuous Improvement (Title II, Part A; 1003(a)). Additionally, state law 20-14-49.4 creates a Joint Study Committee on the Establishment of a Leadership Academy. The committee shall study the possibility of establishing a leadership academy to provide opportunities for principals and other school leaders to update and expand their leadership skills. The committee shall identify a process for establishing such leadership academy with a proposed beginning in July 2018.

Using the Georgia Systems for Continuous Improvement, GaDOE will provide professional learning, resources, and intensive onsite coaching to schools identified for comprehensive and targeted support, in order to increase the effectiveness of principals, and other school leaders (1003a). GaDOE will provide training, technical assistance, and professional learning resources to improve the quality of performance ratings, provide guided support, and increase specific feedback to positively impact teacher performance and increase overall effectiveness.

GaDOE will continue to partner with GaPSC to provide LEAs school-level teacher certification and qualification data to inform their decisions regarding school and teaching assignments and assist with reporting requirements. Georgia will continue to provide technical assistance and technical assistance resources as related to data analysis, planning, budgeting and program monitoring. (Title II, Part A)

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools *(ESEA section 2101(d)(2)(E))*: If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Ensuring Equitable Access to Quality Teachers

After careful examination of data related to equitable access to effective teachers, GaDOE acknowledged the critical need for comprehensive, LEA-level root-cause analysis. GaDOE Title II, Part A program specialists provided LEAs their respective equity data profiles; this data has been analyzed at the LEA level to inform the 2016-2017 LEA Equity Plans. LEAs identified and selected interventions and strategies tailored to the needs of their students and are in the first year of implementation. The Equity Plan requirements may be addressed through the GaDOE Comprehensive Needs Assessment and District Improvement Plan or through the streamlined LEA Consolidated Plan as required in Section 8305. These tools are aligned to Georgia's Systems of Continuous Improvement and the associated processes, which provide the foundation for LEA and school improvement across the state. Under Georgia law, Charters and LEAs with strategic waivers may determine the professional qualifications necessary for educators they employ.

GaDOE is developing an equity data dashboard that will enable all LEAs and schools to access timely equity data such as teacher retention, principal retention, school climate, etc. to support the work of the LEAs, schools, and P20 Collaboratives. Specific data elements to be included were selected in consultation with LEA Title IIA coordinators and other LEA personnel. For a full list of all elements, please see the Comprehensive Needs Assessment State Data Profile FY 14-15 & FY15-16. Using this equity dashboard, GaDOE will implement equity labs through the P20 Collaboratives in order to identify gaps and address root causes for the purposes of equity planning, development of professional learning, and the assignment of teachers to ensure that low income or minority students are not taught at disproportionate rates by inexperienced, out-of-field, or ineffective teachers. The Equity Data Dashboard will also enable timely data access, as appropriate, to external stakeholders.

GaDOE partners with GaPSC, USG, and state nonprofit groups and organizations to promote and implement, as appropriate, alternative preparation routes to meet the staffing needs in the most hard-to-staff areas of the state. These routes will include the Teacher Alternative Preparation Program (TAPP, provided by LEAs and RESAs), the Master of Arts in Teaching program, and grow-your-own approaches that include the CTAE Teaching as a Profession Pathway and Parapros to Teachers, a paraprofessional recruitment and support initiative.

3. System of Certification and Licensing *(ESEA section 2101(d)(2)(B))*: Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The Georgia Professional Standards Commission's Statutory Authority Over Certification and Classification
Title 20, Education, of the Official Code of Georgia Annotated (O.C.G.A.), outlines the legal guidelines which govern the state education program. Title 20 creates the Georgia Professional Standards Commission (GaPSC) and assigns responsibility for providing a regulatory system for "certifying and classifying" professional employees in public schools. Educator preparation regulations and standards are established to assure the citizens of Georgia that public school educators meet high standards and are well-prepared to teach in the classrooms of this state. Please see the standards for Educator Preparation program providers at the following link- https://www.gapsc.com/EducatorPreparation/Downloads/GeorgiaStandards2016.pdf . For more information regarding the rules governing educator preparation, please see GaPSC Rule 505-3-.01 at the following link - https://www.gapsc.com/Rules/Current/EducatorPreparation/505-3-.01.pdf?dt=636374576129433902.

GaPSC outlines the educator preparation standards and program approval procedures in Rules and Procedures for Educator Preparation. Certification regulations and procedures are established to evaluate the credentials of prospective teachers as well as other professional employees in the schools, and to ensure they meet specified preparation standards and requirements. State certification assures a base-level of professional knowledge and skills for the educators working in public schools. Like many other states, Georgia has adopted a combination of "Special Georgia requirements" and some commonly used standards developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC). Providing a quality education for all Georgia children requires partnerships among state agencies, program providers, and professional and community organizations; GaPSC is at the center of a strong partnership involving the work of the Commission, GaDOE, private and public colleges and universities, RESAs, and local school systems.

In addition to meeting preparation and certification requirements and standards, Georgia professional educators are expected to be of good moral character. Title 20 creates an Educator Ethics section, responsible for adopting state "standards of performance and a code of ethics for educators." GaPSC's Educator Ethics Division is also responsible for investigating allegations of educator misconduct and providing recommendations for disciplinary actions to the GaPSC. Georgia, a member of the NASDTEC National

Clearinghouse, reports state disciplinary actions imposed against certified individuals to the national database. Fingerprinting and FBI background checks are required for professional employment in Georgia public schools, and state background checks are required to renew professional certificates.

Tiered Certification

Adopted on July 1, 2014, GaPSC's four-tiered certification structure is designed to transform a flat profession into one that offers increased opportunities for professional growth to teachers who remain in the classroom. This new structure is envisioned as a means of improving student learning by recognizing the unique developmental needs of teachers at every career stage, and by encouraging and supporting continuous teacher growth. The tiered structure is designed to provide support to new teachers and those preparing to become teachers, and to establish a fair and equitable environment for growth for practicing teachers. Tiered certification also creates career advancement opportunities for teachers aspiring to assume leadership responsibilities and contribute to school improvement efforts while remaining in the classroom. When fully implemented, tiered certification will help foster a school culture in which:

(a) Educators support the academic growth of their students by focusing on their own professional growth;

(b) the conditions and resources necessary for teacher retention in the profession and professional growth at each career stage are identified, valued, and provided through individualized, ongoing, and collaboratively designed and delivered professional learning focused on the common goal of improving student learning;

(c) expert teachers are provided instructional leadership opportunities to mentor and coach; and

(d) teachers are identified and recognized based on successful performance in the classroom and their ability to promote and maintain a positive culture. Tiered Certification will enhance and be informed by other new initiatives in Georgia such as edTPA, Teacher Effectiveness Measures (TEM), and Preparation Program Effectiveness Measures (PPEMs).

While some certificates such as Non-Renewable Professional, Permit, and International Exchange certificates remain outside the tiered certification structure, most Georgia educator certificates issued on or after July 1, 2014 fall into one of the following tiers.

1. Pre-Service
2. Induction
3. Professional
4. Advanced and Lead Professional

Pre-Service

This tier is intended for teacher candidates completing field experiences or student teaching in Georgia schools. It must be requested on behalf of the candidate by the college or university providing the educator preparation program. Specific requirements may be found at the following website - http://www.gapsc.com/Certification/TieredCertification/preService.aspx .

Induction

This tier is intended for teachers with fewer than three years of experience within the last five years. It is also issued in some service certificate fields. The Induction certificate period, which generally lasts three years, is designed to ensure that early career educators are fully prepared for the profession while providing opportunities for professional growth. Induction teachers must meet additional qualifications in order to qualify for a Professional certificate. Specific requirements may be found at the following website - http://www.gapsc.com/Certification/TieredCertification/induction.aspx .

Professional

There are two types of Professional certificates: Standard and Performance-Based. The Standard Professional Certificate may be issued to any educator. Standard Professional Certificates are issued in all service fields, as well as to leaders who have not completed a performance-based program and to teachers who do not have the teacher evaluations required for the Performance-Based Professional Certificate. For example, teachers working in private schools or in positions outside of the classroom are not evaluated on the teacher evaluation system and therefore will be issued a Standard Professional Certificate. The Standard Professional Certificate is issued in service fields and to those educators who have met all applicable requirements but are not evaluated on the statewide teacher evaluation system. The Performance-Based Professional Certificate is issued to those teachers who have been evaluated for at least two years on the statewide teacher evaluation system and for leaders who have completed a Georgia performance-based preparation program. Specific requirements may be found at the following website -- http://www.gapsc.com/Certification/TieredCertification/professional.aspx .

Advanced and Lead Professional

The fourth tier includes two different certificates designed for classroom teachers: Advanced Professional and Lead Professional. The Advanced Professional certificate is for teachers who demonstrate expert classroom practice and the Lead Professional certificate is for teachers who are leaders of their peers. It is important to note that the Lead Professional certificate is completely distinct from the Educational Leadership certificate. Lead Professional certificate holders are classroom teachers who fulfill leadership roles such as mentoring Induction teachers, whereas Educational Leadership certificate holders serve in administrative positions such as Principal or Superintendent. Specific requirements may be found at the following website - http://www.gapsc.com/Certification/TieredCertification/advancedLead.aspx .

Adjunct License

The Adjunct license is issued at the request of an employing Georgia local unit of administration (LUA) to individuals with specific knowledge, skills, and experience in an engineering, medical, dental, pharmaceutical, veterinarian, legal, accounting, or arts profession, or any other professional position approved by the GaPSC, or to individuals who have instructional experience in a branch of the U.S. military (except for JROTC), or in a GaPSC-accepted accredited college or university. Holders of this certificate are eligible to provide instruction

for up to but no more than 50 percent of the school day in specific subjects in grades 6-12 only. These licenses are issued for one year and are renewable. Licensure requirements are described in Rule 505-2-.15 which may be found at the following website - https://www.gapsc.com/Rules/Current/Certification/505-2-.15.pdf?dt=636374525629805204.

Certification Exceptions

Notably, tiered certification is not tied to compensation. GaDOE will continue to publish state salary schedules based on certificate levels. Despite the fact that most LEAs have a waiver of both the state salary schedule and certification requirements, with the exception of special education certification, LEAs may use these schedules or may elect to establish their own based on their charter, strategic waiver, or contract with GaDOE. Charter schools and LEAs, as well as LEAs submitting strategic waivers, may waive certification per O.C.G.A. §20-2-84. LEAs may opt to become charters or may submit a strategic waiver to waive a variety of requirements. These LEAs determine and submit goals for which they are held accountable, and may lose flexibility if those goals are not met according to the submitted LEA timeline. LEAs may develop annual reports that provide a variety of data to inform all stakeholders about the performance and progress of schools. In order to ensure transparency and fully inform all parents and other stakeholders, state annual reporting will include the percentage and number of teachers who have less than four years of teaching experience, are teaching out of field, or are teaching under a waiver or a non-renewable certificate.

4. Improving Skills of Educators *(ESEA section 2101(d)(2)(J))*: Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Programs that address specific learning needs of students (ESOL, Special Education, Gifted, etc.) will continue to provide statewide opportunities and assist LEAs in developing professional learning opportunities related to those programs that support the development of educators across the career continuum. The Special Education Improvement Plan (Student Success: Imagine the Possibilities - SSIP), and the Special Education Personnel Development Grant (SPDG) specifically address improvement of the knowledge and skills of all educators in an effort to address the learning needs of all students. In addition to efforts to support K-12 teachers, Title III personnel will continue to collaborate with the Georgia Department of Early Care and Learning on the development and implementation of Pre-K Teacher Workforce Knowledge and Competency standards to ensure well-prepared and quality early learning teachers and leaders.

The Georgia Department of Education's current efforts to improve the skills of educators to serve specific student populations include, but are not limited to:

- Promoting the co-teaching model as a pre-service teaching model to increase knowledge and skills to support students with specific learning needs (Higher Education; Title IVB; Division of Special Education CEEDAR Project – Collaboration for Effective Educator Development, Accountability and Reform)

- Working with RESAs to provide ESOL endorsement courses for teachers working in low-incidence EL LEAs (Title III)
- Providing professional learning on ESOL standards (Title III)
- Providing language assessment data analysis workshops to assist educators in addressing the needs of EL students (Title III)
- Aligning the resources of the Division of Special Education to support improving the graduation rate for students with disabilities to positively increase the graduation rate of all students (Title VI Part B; Special Education Personnel Development Grant)
- Partnering with the Georgia Learning Resource System (GLRS) to provide LEAs the opportunity to review critical data sets related to graduation rate for the purpose of identifying root causes and developing within their school improvement framework specific strategies and interventions to improve the SWD graduation rate (Title VI Part B)
- Providing technical assistance in the areas of data analysis and planning to address any LEA identified needs in the area of social emotional development (Title II, Part A; Title IV - SDFSC)

GaDOE implements a multi-dimensional approach to identification of gifted students. LEAs must assess in the areas of mental ability, achievement, motivation and creativity. This creates a broad approach to identification of talents in many areas. A comprehensive list of assessments is provided that includes non-verbal measures.

GaDOE provides professional development regional workshops in the areas of identification guidelines, development of talent for all students using gifted education strategies, and research in talent development for all cultural groups. Other topics include working with twice-exceptional students and development of creativity. An annual meeting is held with LEA coordinators of gifted programs to develop an awareness of current research and national trends as well as to develop the state's focus.

GaDOE will convene a meeting of Georgia's gifted community, representing students, parents, organizations, and educators, to develop a plan to provide creative solutions to best serve Georgia's gifted students. This plan and recommendations will be shared with members of the state legislature. In addition, GaDOE will include gifted related resources, tools, LEA best practices, etc. in the online "toolkit" that will be developed and made available to education stakeholders.

GaDOE will continue to engage in continuous improvement in order to evaluate and enhance the effectiveness of such programs and initiatives.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the skills of educators across the state.

5. Data and Consultation *(ESEA section 2101(d)(2)(K))*: Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

An electronic platform is used statewide to capture teacher and leader effectiveness data. This data, along with other available data, will be utilized to deliver personalized professional learning based on the needs of

teachers and leaders. This data will be used by GaDOE, P20 Collaboratives, LEAs, and schools to inform the induction, development, and advancement of teachers and leaders, as well as the work of the Educator Preparation Programs (EPPs). In order to inform the PPEM and the work of EPPs, statewide teacher and leader effectiveness and professional learning data will continue to be collected and reported, as allowable by law and policy.

GaDOE's equity data dashboard will support the improvement planning processes of LEAs and schools. This dashboard will provide access to timely data to inform equity planning, professional learning, and recruitment.

Both internal and external stakeholders will be engaged to provide qualitative and quantitative feedback on processes, procedures, and resources and to participate in data analyses to inform all facets of the work. GaDOE will continue ongoing consultation with LEA Title II Part A coordinators to ensure appropriate grant administration and refine support resources and materials. Stakeholders will continue to be engaged in a meaningful way in order to provide ongoing feedback and insight to GaDOE's efforts.

6. Teacher Preparation *(ESEA section 2101(d)(2)(M))*: Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

GaDOE's efforts to improve preparation programs include, but are not limited to:

Establishment of a Leadership Academy

The enactment of state law 20-14-49.4 creates a Joint Study Committee on the Establishment of a Leadership Academy. The committee shall study the possibility of establishing a leadership academy to provide opportunities for principals and other school leaders to update and expand their leadership skills. The committee shall identify a process for establishing such leadership academy with a proposed beginning in July 2018.

Partnerships

GaDOE will continue to partner with GaPSC, USG, and Public and Private Educator Preparation Programs (EPPs) to strengthen and refine the Preparation Program Effectiveness Measure (PPEM). (For additional information regarding preparation program accountability, please see GaPSC Educator Preparation Reporting and Evaluation Rule 505-3-.02 located in the Appendix.) The State Network for Transforming Educator Preparation (GaNTEP) state team currently includes representatives from GaDOE, GaPSC, USG, and the Georgia Association of Colleges of Teacher Education (GACTE). Plans are underway to include a representative from DECAL and the president of the RESA Directors Association to ensure a continuum of support for educators that includes birth to age five and extends through the ongoing support provided regionally. This team is engaged in ongoing work to address LEA equity gaps through the targeted recruitment of teacher and leader candidates. GaNTEP analyzes teacher shortage data and workforce reports

to help guide the work of the P20 Collaboratives as they seek to recruit and prepare educators to meet specific LEA staffing needs and strengthen the teacher and leader pipelines. The State Team specifically discusses LEA staffing needs and works with the P20 Collaboratives and preparation program providers to target specific content areas or grade bands on which to focus their recruitment efforts. This approach is critical to GaDOE's efforts to address the equity gaps in our rural LEAs and ensures personalized LEA support. GaDOE will continue to work through GaNTEP to promote yearlong residencies for teachers and leaders to strengthen preparation and the pipeline of learner-ready teachers and school-ready leaders to fill the geographic shortages across the state.

Induction Support

GaDOE will continue to develop teacher and leader induction program tools and resources. These tools and resources will include training and guidance for the development of teacher and leader induction programs, mentor and coach training, technical assistance, and support documents, materials and research. GaDOE currently has two program specialists assigned to provide awareness and informational sessions and direct technical assistance to LEAs and P20 Collaboratives to foster the development and increase the effectiveness of teacher and leader induction programs. Through their efforts, 45% of the 181 LEAs who reported data have fully functioning teacher induction programs that provide support across the first three years of teaching and 70% assign, support, and monitor the mentors for induction level teachers. Leader induction programs are offered in approximately 30% of the 181 reporting LEAs with 48% assigning, supporting, and monitoring mentors for principals and 29% assigning, supporting, and monitoring mentors for assistant principals. GaDOE will continue to support induction-level teachers and leaders through work with the P20 Collaboratives, direct technical assistance to LEAs and the continued development and refinement of professional learning resources in an online platform. Over the past six years, a TLSD induction program specialist has worked with requesting LEAs to assist in the development of induction programs tailored to the needs of the educators and the improvement plans of the LEA and its schools. During 2016-2017, an additional program specialist has been assigned to work with leader induction freeing the other specialist to exclusively work with teacher induction.

Research-based & Data-informed Resource Toolkit

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of teacher induction programs across the state.

GaDOE will continue to develop professional learning resources to assist LEAs and schools as they work to strengthen the skills and enhance the knowledge of teachers, principals, and other school leaders. Professional learning resources from across GaDOE will be compiled and made available. GaDOE will work with other agencies to enhance LEA and school access to all professional learning resources available throughout the state.

E. Title III, Part A, Subpart 1: English Language Acquisition and Enhancement Language

1. Entrance and Exit Procedures *(ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs* Title III, Part A, Subpart 1: English Language Acquisition and *representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.*

Georgia's ESOL (English as a Second Language) Advisory Committee is comprised of 15 members, who are ESOL experts drawn from higher education, RESAs, Title III consortium member LEAs, and rural as well as metropolitan school systems. Since December 18, 2015, this diverse group has been meeting and deliberating on Title III-related policy in the *Every Student Succeeds Act* (ESSA).

Entrance Procedures

Fortunately, since joining the WIDA Consortium in 2006, Georgia's stakeholders have ~~has~~ embraced ~~a~~ uniform statewide, standardized screening and entry procedures for ~~the~~ LEAs' ESOL programs. LEAs assess all students who may be English Learners for such status within 30 days of enrollment in a school in the state. The procedures include the administration of a universal Home Language Survey, based upon which the language proficiency screener is administered. The language proficiency screeners permitted for use in Georgia are WIDA's Kindergarten W-APT or the grades 1-12 WIDA Screener. Applying statewide criteria, the screener results will determine whether a student meets the definition of an English learner. Under the ESSA, GaDOE will ensure that LEAs continue to follow these long-established entrance procedures.

Exit Procedures

Students must demonstrate readiness to exit by meeting the state-established proficiency standard on the state-adopted English language proficiency assessment. GaDOE requires that local procedures for reclassification are applied uniformly statewide. Such determinations are only permitted following completion of the state-required English Learner Redesignation Form which requires schools to consider, at a minimum, the student's: classroom performance; English literacy skills; assessment performance; and the judgment of the educators responsible for the student's content and academic language achievement in the classroom.

LEAs will assure compliance with screening deadlines when they complete their consolidated application for Title III funds. LEA adherence to the screening timeline, entrance and exit rules are monitored by Title III grant monitors during the desktop and on-site compliance visits that occur throughout the school year.

2. SEA Support for English Learner Progress *(ESEA section 3113(b)(6))*: Describe how the SEA will assist eligible entities in meeting:

> *i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and the challenging State academic standards.*

Georgia calculates and reports the English language progress of all English learners in the state, not solely of those EL students in the grades identified for Title I accountability purposes. This process affords both state and LEA staff the ability to apply early language interventions to EL students in the early grades before literacy skills become increasingly critical to content learning and when the language of the classroom becomes more formal and abstract.

Georgia is committed to supporting its Title III-funded LEAs with evidence-based interventions and professional trainings in English language and content area skill development. GaDOE initiatives include, but are not limited to:

- Multilingual-supported instructional technology in the areas of reading, English language arts and math,
- Professional learning related to language and academic content instruction,
- Curriculum and ESOL staff collaboration on science and language arts standards development,
- Technical assistance on language assessment data analysis and its application to classroom practices, and
- Promotion of EL parent and family engagement and communication practices.

GaDOE will continue to engage in continuous improvement in order to evaluate and enhance the effectiveness of such programs and initiatives.

In addition, collaborative work has begun with other federal programs that will allow the state to expand our capacity for supports from the LEA level down to some of the schools that have identified need for assistance with their EL population. In addition, joint efforts with DECAL, independent schools, and local universities supplement the work of agency staff toward improving EL literacy, introducing ESOL concepts to Pre-K through 3rd grade classroom teachers, and guiding professional learning communities in implementing best practices for ELs in the mainstream classroom.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of English Learner programs across the state.

3. Monitoring and Technical Assistance *(ESEA section 3113(b)(8))*: Describe:

> *i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and*
> *ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.*

Georgia monitors its Title III-funded LEAs' progress in helping English learners achieve English proficiency by annually compiling data from the CCRPI. The CCRPI reports language proficiency growth data not only for the required grades of 3-8 and one high school year, but for all English learners in grades 1-12.

In addition, beginning in 2017 LEAs will each complete a needs assessment that will guide LEAs in determining and addressing the academic needs of each subgroup in their student population. These data-

determined needs will inform LEAs' federal program plans and will be a component of each LEA's consolidated application for federal funds. Thus, EL progress in English proficiency is monitored by GaDOE annually in four ways:

1. Reviewing all LEAs' CCRPI reports (progress toward proficiency on the English language proficiency assessment),
2. Reviews of local plans developed to support requests for Title III allocations
3. Reviews of each LEA's Comprehensive Needs Assessment and
4. Monitoring Georgia school systems on a four-year cycle to support and ensure compliance with the intent and purposes of Title III law.

Should LEA strategies for supporting their English learners prove ineffective, support is provided from a collaborative working group composed of cross-program staff at GaDOE. These staff experts in content instruction, English for Speakers of Other Languages, school improvement, teacher and leaders support and development and Title I programs incorporate resources into the development of curricula and program recommendations to improve English learner achievement at either the school or LEA level.

Strong focus is placed on improving or expanding LEAs' EL-related professional development, ESOL certification efforts, parent and family engagement, literacy and instructional technology resources, and efforts to identify and serve English learners at the pre-school levels. Technical assistance is provided locally, regionally and at statewide conferences, and via technology through professional learning platforms.

The state will support LEAs in their EL progress monitoring efforts and assist in root cause analyses which will lead to better identification of appropriate and effective language instruction educational programs that target the unique needs that each LEA's English learner population presents. These LEA-specific analyses will aid GaDOE in determining LEA needs should it become necessary to guide systems into modifying their instructional strategy or delivery models.

GaDOE's Title III, Part A program will coordinate with other federal programs as well as agency-wide efforts to deliver high-quality service and support to LEAs and schools.

Special support is provided for LEA members of Georgia's statewide Title III Consortium, a group of LEAs that is composed of over half of the state's LEAs. These LEAs serve ELs, but not in numbers large enough to qualify for a Title III allocation independently. The needs of these often-rural, low-incidence EL LEAs differ widely from those in the metropolitan areas around Atlanta. For this reason, regional Title III staff are available to provide on-site, localized support and guidance as well as assist in determining consortium-wide needs to be addressed at a consortium-specific technical assistance meeting.

Georgia's statewide Title III Consortium has been a nationally-recognized model for states interested in improving, increasing and scaling their support of English learners in LEAs less familiar with the constructs of language acquisition.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

a. Use of Funds *(ESEA section 4103(c)(2)(A)):* Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Strengthening Efforts to Support the Whole Child Across the State

GaDOE will use funds received through Title IV, Part A, Subpart 1 to support the education of the whole child. Georgia's ESSA Education of the Whole Child Working Committee, made up of a cross-section of stakeholders, will coordinate with GaDOE's Federal Programs team to develop topic-specific guidance to empower LEAs and schools to leverage federal funds to support efforts that support the whole child.

This guidance will include, but will not be limited to the following topics:

- Health Education
- Physical Education
- School Climate
- Health Services
- School counselors/counseling
- School psychologists and mental health services
- Social workers
- Media specialists/centers
- Nutrition
- Visual Arts
- Music
- Theatre/Dance
- Arts Integration
- STEM
- Technology Integration
- Computer Science
- Digital Access
- World Languages
- Gifted Education
- Advanced Placement
- Early Childhood Education
- Summer Learning (and Out of School learning)
- Social Studies/Civic
- Other wraparound services

These efforts will focus on, but are not limited to: supporting the well-being of children, integrating arts and technology, providing access to well-rounded educational opportunities, developing principles of good citizenship and civic engagement, cultivating rich instructional experiences, and personalizing learning for students.

GaDOE will utilize data from the LEA and school needs assessments as well as stakeholder feedback to create its own needs assessment in order to identify priorities, deliver service and support, and align efforts around need.

Aligned to Georgia's Shared Framework for Improvement: Centering on the Whole Child

GaDOE will utilize a continuous improvement model for self-examination in order to systematically utilize funds to address critical areas that affect the whole child. Georgia's System for Continuous Improvement, a shared improvement framework, involves conducting a needs assessment, selecting an evidence-based intervention, planning for implementation, implementing, and examining progress to redesign the intervention. The center of this framework is the '"Whole Child" with programs, initiatives, resources, tools, and funding aligned to meet the needs of each and every child.

Evidence-based interventions will be selected in response to the common needs assessment process. These interventions will satisfy four requirements: (1) research-based; (2) data informed; (3) responsive to the community; and (4) supports the professionalization of educators.

- Research-based – GaDOE encourages LEAs to use repositories of research, including the What Works Clearinghouse, Promising Practices Network, Blueprints for Violence Prevention, Social Programs that Work, as well as Regional Service Centers that can provide timely research advisement.
- Data informed - GaDOE will assist LEAs to create a means of conducting on-going formative assessment of interventions so that continuous improvement can take shape. These data can include student-level outcomes and outputs, opportunities to learn (e.g., courses provided), and supplementary support services in partnership with schools. Data literacy will be a focus of professional learning throughout the regions and LEAs.
- Responsive to the Community - GaDOE will assist LEAs in selecting interventions that have been effective in serving identified communities. Furthermore, the LEAs must consult with local community stakeholders in a meaningful way to ensure that interventions are appropriate for the community context.
- Professionalizes educators – GaDOE will encourage LEAs to select interventions that encourage mindful, data-informed decision making among classroom teachers, school staff, and other school leaders. Utilizing data in a formative fashion, interventions should promote collaborative analysis. This will promote educators as collaborative, conscientious decision-makers. This will, in turn, promote more sustainable, data-informed actionable feedback this is essential to continuous improvement models and teacher retention (Gitomer & Bell, 2016; National Network of State Teachers of the Year, 2016).

Georgia's Systems of Continuous Improvement framework drives the organization of data collection in the needs assessment and the improvement efforts outlined in the single statewide improvement/strategic planning template. Additionally, the framework serves as the statewide organizer, the "toolbox," for the appropriate structures and their processes within each of the five systems of the framework. The "toolbox" includes best practices, research-proven interventions, possible data sources, and Georgia-specific professional organizations that can support the Whole Child.

The statewide "toolbox" allows for three critical actions. That is, the practices that show evidence of working will be curated and located within the appropriate structures of the framework. That means a school or LEA that has identified a need and is planning for its improvement can/will go to the statewide "toolbox" to find examples of practices that work and that can become part of the improvement/strategic plan. Second, LEAs and schools will, over time, contribute processes that they develop and that show promise, creating a powerful community of practice around continuous improvement. And third, over time

the processes in the "toolbox" will be improved, making them more and more effective throughout the state.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance efforts to support the whole child across the state.

b. Awarding Subgrants *(ESEA section 4103(c)(2)(B))*: Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

GaDOE will allocate at least 95% of Title IV funds as allowable under section 4105(a)(2) to LEAs or consortia of LEAs in amounts of no less than $10,000 through formula block and/or competitive grants. If the state does not have sufficient funds to make allocations to LEAs in an amount equal to the minimum allocation, then such allocations shall be ratably reduced. LEAs may not reserve more than 2% for direct administrative costs of carrying out the LEAs responsibilities, per section 4105(c).

G. Title IV, Part B: 21st Century Community Learning Centers

a. Use of Funds *(ESEA section 4203(a)(2))*: Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Supporting Educational Enrichment and Supplemental Opportunities for Students

Under Title IV, Part B, (Sec 4202, (c)), GaDOE will reserve two percent of the state allotment for state administration in order to award funds to eligible entities, establish and implement a rigorous peer review, and other administrative responsibilities. GaDOE will reserve five percent of the state allotment for state activities to monitor and evaluate programs and activities, provide capacity building, training, and technical assistance, conduct a comprehensive evaluation of the effectiveness of programs, ensure that funded entities align activities with the state academic standards, ensure that funded entities identify and partner with external organizations in the community, work with teachers, principals, parents, the local workforce, the local community, and other stakeholders to review and improve state policies and practices to support the implementation of effective programs, and provide a list of prescreened external organizations that could provide assistance in activities.

Description of the Process

To fully carry out the requirements under the allowable state activities, GaDOE will utilize a statewide network consisting of six regional territories to provide support and technical assistance on evidence-based or research-based best practices and quality programming for 21st CCLC subgrantees. Each regional territory will be supported by at least one Education Research & Evaluation Specialist (ERES) and one Fiscal Analyst (FA) who will build capacity and provide technical assistance through an annual grantee training, regional trainings, individual program meetings, virtual trainings, development of resources and guidance documents as well as policies and practices to meet the needs of subgrantees.

Additionally, the ERES and FA will evaluate and monitor subgrantees to ensure compliance and measure effectiveness and overall quality on an annual basis. In collaboration with state partners, GaDOE will provide statewide professional learning, focused on Georgia's Afterschool & Youth Development Standards (ASYD). GaDOE has adopted the ASYD Quality Standards as research-based best practice guidelines that delineate the crucial components of high-quality youth development programs, which will be implemented by 21st CCLC subgrantees to strengthen the quality of programs.

In addition, funds will be used through contracts to collect and maintain subgrantee data as required by federal reporting regulations.

The 21st Century Community Learning Centers program will coordinate other programs including but not limited to; Communities in Schools and the Georgia Statewide Afterschool Network as well as additional agency-wide efforts to deliver high quality service and support to LEAs and schools.

b. Awarding Subgrants *(ESEA section 4203(a)(4)):* Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

GaDOE utilizes the following procedures for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which includes taking into consideration the likelihood that a proposed center will help participants meet the academic standards. Foremost in the implementation of these procedures is the use of a transparent process, coupled with the selection of qualified and independent readers, to improve the quality of grant recipients while promoting public confidence in the integrity of the process.

Impartial readers evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the applicant to implement the proposed program. These readers are composed of expert grant readers from various professions and backgrounds who have expertise in the field of out-of-school time supports and services.

GaDOE maintains a database of qualified readers from which readers can be selected. Individuals who wish to be considered for a pool of potential readers may submit their credentials to GaDOE for evaluation prior to being placed in the approved reader database. Furthermore, an approved reader database must be:

- Composed of researchers, practitioners, and academicians;
- Represent a wide geographic area with urban, suburban, and rural perspectives when grants being scored target multiple geographic areas; and,
- Be composed of a diverse group of experts from the public and private sectors, including community-based, youth-serving organizations when appropriate.

All résumés of potential readers must be reviewed by program officials or a reader selection committee comprised of all appropriate program managers, division directors and designated staff. All recommendations must have the final approval of the designated officials or reader committee before being added to the program's approved reader database.
Readers are required to attend a Readers' Training Session conducted by the program for specific training on evaluating and scoring the competitive grant. The training is comprehensive and specific to the type of competition. In addition, opportunities for practice scoring, discussion, and inter-rater reliability are provided.

GaDOE maintains, regularly reviews, and updates a comprehensive scoring rubric that is utilized by the readers to score each application and assess how each strand meets the criteria and expectations of the RFP. The scoring rubric includes criteria used to determine the likelihood that the proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards. Using the scoring rubric, the proposed program is evaluated based on evidence that the proposed program is appropriate for the target population and community and provides strong demonstration of the proposed program's ability to improve student achievement and alignment with the state academic standards. The scoring rubric also closely resembles many of the best practices included in the Georgia Afterschool & Youth Development Quality Standards. The Georgia Afterschool & Youth Development Quality Standards (ASYD) work to ensure that programs provide high quality environments and experiences that will benefit youth academically, emotionally and socially. Georgia's ASYD Quality Standards are informed by research and developed to ensure that each standard and the supporting indicators are evidence-based, reflect current best practice, and correlate with positive outcomes for youth.

In addition to the reader scores, competitive priority points will be awarded to those applicants that meet very specific criteria. Competitive priority points will be awarded to eligible entities that propose in the application to serve students described in subclauses (I) and (II) of section 4204(i)(1)(A)(i). Additional competitive priority points may be determined to distribute subgrant funds equitably among geographic areas within the state and in coordination with state strategic goals to support student success.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

a. Outcomes and Objectives *(ESEA section 5223(b)(1))*: Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

GaDOE's strategic plan outlines nine strategic goals to ensure that each and every Georgia student is afforded a high-quality and holistic public education. The Rural and Low Income Schools Program (RLIS) aligns with and supports strategic goals 1, 2, 3, 6 and 7 as described in Georgia's Strategic Plan, and as listed below, in order to support the academic goals of both the state as a whole and LEAs.

LEAs develop their individual goals based upon needs identified through Georgia's Systems of Continuous Improvement framework. LEAs' progress is determined based on their schools meeting established performance indicators, which are assessed annually through state-administered assessments and local performance assessments.

The strategic goals that align with the RLIS program are:
- Revise/develop and implement viable academic standards that engage learners with essential knowledge, skills, and enduring concepts;
- Increase the percentage of K-5 students with a strong knowledge of foundational skills and concepts;
- Increase the percentage of high school graduates who are college and/or career ready;
- Increase LEA, leader, and teacher effectiveness through high-quality service and support; and
- Increase the number of schools with a safe, healthy, and positive learning climate.

The program activities authorized under the RLIS program provide a funding source for instructional activities, professional learning activities and activities designed to support a safe and healthy school environment in LEAs. These funds supplement other local, state, and federal resources already in place in rural and low-income LEAs to support these activities in order to increase student achievement.

The RLIS Program supplements other existing programs and activities, and is totally integrated into the existing instructional program as a supplemental funding source; therefore, performance data is measured by the state using the already existing CCRPI scores and through tracking expenditures by determining the number of LEAs that used RLIS funds for each of the authorized purposes as outlined in the law.

GaDOE will continue to elevate LEA best practices as well as support and strengthen statewide and regional efforts by engaging partners to continuously enhance the quality of rural and low income schools programs across the state.

GaDOE's Rural and Low Income Schools Program will coordinate with other federal programs as well as agency-wide efforts to deliver high-quality service and support to LEAs and schools.

b. Technical Assistance *(ESEA section 5223(b)(3))*: Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

GaDOE provides continual training, professional development and support to Rural and Low Income Schools Program (RLIS) grant recipients throughout each fiscal year. In addition to providing individualized face-to-face training at the request of local educational agencies (LEAs), GaDOE provides targeted training at multiple statewide conferences, including the Federal Programs Conference, the Georgia Compensatory Educational Leaders annual conference, and regional meetings. Furthermore, GaDOE provides periodic online trainings on topics such as completing the annual evaluation, monitoring requirements, development of a comprehensive needs assessment, and more. Moreover, training materials are available via the website, the federal programs handbook, and other disseminated print materials.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

a. Student Identification *(722(g)(1)(B) of the McKinney-Vento Act)*: Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

GaDOE collaborates with LEAs in identifying and assessing the needs of homeless children and youths by ensuring that each LEA has a designated homeless education liaison, who has been trained by GaDOE, assigned to determine McKinney-Vento eligibility and to ensure the immediate enrollment of students, and coordinate educational services on behalf of children and youth experiencing homelessness.

When LEAs identify students as eligible for the McKinney-Vento program, LEAs code these students in Student Record for homeless students or for unaccompanied homeless youth. GaDOE is able to disaggregate and analyze student data (e.g. academic, attendance, discipline, graduation rates, etc.) as well as plan program activities.

b. Dispute Resolution *(722(g)(1)(C) of the McKinney-Vento Act)*: Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

If a dispute arises over school selection or enrollment, the child or youth must be immediately enrolled in the school in which the child or youth is seeking enrollment, pending resolution of the dispute (PL 107-110, Section 722(g)(3)(E)). Enrollment is defined as "attending classes and participating fully in school activities." It is critical that students not be kept out of school. The school must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure that the dispute resolution process is also followed for unaccompanied youth. The LEA must provide the parent, guardian, or unaccompanied youth with a written explanation of the school's decision regarding school selection or enrollment and the parent's or guardian's right to appeal that decision [PL 107-110, §722(g)(3)(E)(ii)].

The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand. Each local school board must have a local rule for concerned parties to resolve any disputes in regards to providing public education to a homeless child. The local rule must provide for not less than two levels of appeal at the LEA level. If the dispute remains unresolved at the LEA level or is appealed, then the parent may request a review of the dispute by GaDOE's Federal Programs director.

The Federal Programs director will review all materials and address the issues in the dispute within ten days from the receipt of a written request for resolution. If the issue is not resolved after the Federal Programs director submits his or her written review, the Federal Programs director may assign members of GaDOE to make an on-site visit to further clarify or resolve the issue. All disputes must be resolved within 60 days of initial presentment to GaDOE, unless a written extension is granted. If the dispute remains unresolved or is appealed after the Federal Programs director has issued his or her decision, the State Board of Education (SBOE) will review, hear, and rule on grievances from parents, students, or local boards of education.

The student, parent, guardian, or local board must submit the request in writing within 30 days of the decision of the Federal Programs director to the GaDOE's Office of Legal Services. The request for review

must set forth the LEA-level decision, the decision of the Federal Programs director, and a concise statement of the reasons why the decision is being appealed. The SBOE, through the Office of Legal Services, will give each party a minimum of ten days' notice of the hearing by certified mail or personal delivery. Each party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present summary statements of position in writing or orally.

The SBOE may request further information from the parties and Department staff. The hearing may be held by the SBOE or by a hearing officer appointed by it. The SBOE will notify the parties of its decision within 20 days of the hearing.

c. Support for School Personnel *(722(g)(1)(D) of the McKinney-Vento Act)*: Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

GaDOE provides a variety of written brochures, recorded webinar training series, regional and statewide conferences, and guided technical assistance sessions to facilitate professional development for school personnel related to the McKinney-Vento act and to heighten awareness of the needs of homeless children and youths, including such children and youths who are runaway and homeless youths.

GaDOE requires LEAs to have written procedures to provide professional development of LEA personnel and stakeholders. Furthermore, GaDOE not only monitors the delivery of such training, but also requires that all LEA homeless education liaisons receive professional development to build their capacity to properly implement the McKinney-Vento program.

d. Access to Services (*722(g)(1)(F) of the McKinney-Vento Act)*: Describe procedures that ensure that:

i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and

iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Although Georgia does have universal preschool, some LEAs do have limited public preschool. In such cases, students experiencing homelessness must be prioritized for enrollment and receive protections found under the McKinney-Vento Act. When LEAs identify public preschool students as eligible for the McKinney-Vento program, LEAs code these students in Student Record.

In addition, GaDOE has a Memorandum of Understanding with the Georgia Head Start Association (GHSA) in order to prioritize access for homeless families, maintain procedures for families that are temporarily homeless due to disaster, offer flexibility to homeless families, coordinate with local liaisons, work with

homeless coalitions, coordinate between Head Start and Child Care Defense Fund (CCDF) policies, share training regarding implementation and provide a list of HS/EHS programs annually.

GaDOE collaborates with the LEA liaisons to ensure that homeless children and youth are being identified and provided the same educational opportunities as non-homeless students. Technical assistance is provided to LEA liaisons on how to properly identify homeless children and youth. LEAs can prorate credits to award a student partial credit if they enter the LEA late or leave early. Databases that track attendance, homework, and test scores can facilitate the awarding of partial credit. Partial credit must be accompanied by opportunities for youth to earn the credits they are lacking; this will ensure that these students can continue advancing academically.

GaDOE provides technical assistance through professional learning platforms, conferences, face-to-face meetings with liaisons regarding information on strategies to eliminate enrollment and academic barriers that impact the full participation in school by homeless children and youth. GaDOE requires all LEAs to implement a locally developed written policy regarding the elimination of enrollment barriers to full participation in school. Full participation in school includes extracurricular activities including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs. Additionally, full participation includes needs identified as supporting equitable access to learning, which could include access to tutorial services, counseling or social services.

e. Strategies to Address Other Problems *(722(g)(1)(H) of the McKinney-Vento Act)*: Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

(i) requirements of immunization and other required health records;
(ii) residency requirements;
(iii) lack of birth certificates, school records, or other documentation;
(iv) guardianship issues; or
(v) uniform or dress code requirements.

GaDOE instructs that all LEAs have McKinney-Vento liaisons that are trained to address problems with program implementation, including problems resulting from enrollment delays and retention. GaDOE requires each LEA to have a written policy that requires immediate enrollment. Homeless liaisons assist parents and guardians with acquiring records and documentation, including immunization and other required health records.

If residency requirements for enrollment are prohibiting immediate enrollment, LEAs must modify their local policies to accommodate students experiencing homelessness. If lack of birth certificates, school records or other documentation creates a barrier to enrollment, homeless liaisons must enroll first, and then work with parents and guardians concerning the missing documents. GaDOE encourages homeless liaisons to enroll students during guardian disputes so that these children and youth are in a safe place (school) while issues are being resolved. If lack of resources to meet a school's uniform or dress code requirements creates a barrier to full participation in school, then homeless liaisons can use McKinney-Vento grant funds or Title I, Part A homeless set-aside funds to provide clothing or uniforms for students experiencing homelessness. Supports for additional supplies needed to support supplemental instruction efforts will also be provided.

f. Policies to Remove Barriers (*722(g)(1)(I) of the McKinney-Vento Act)*: Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

According to State Board of Education Rule 160-5-1-.28 and the corresponding state guidance, GaDOE and Georgia LEAs must include "an immediate school enrollment requirement that requires full participation in all school activities," even if required documentation cannot be provided. Additionally, state policy requires GaDOE and LEAs "to take steps to revise any laws, regulations, practices, or policies that may act as barriers to the enrollment, attendance, or success in school of homeless children and youth." This includes barriers to enrollment and retention due to outstanding fees, fines or absences. Full access to all school activities includes support services the school may identify as needed for a child, which may include extended learning opportunities and additional counseling or social work services. Moreover, LEA policies are monitored as part of the Federal Programs Division cross-functional monitoring. LEAs are required to review and/or revise their local McKinney-Vento policies annually.

g. Assistance from Counselors *(722(g)(1)(K))*: A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

Pursuant to the requirements in O.C.G.A. §20-2-327, GaDOE requires counselors to meet with students every year to discuss the transition to the next grade level as well as plan for future college and/or career goals. Students are equipped with a student profile that contains a transition plan that connects to the student schedule and programs of instruction.

Students experiencing homelessness are included as a group that must have active engagement with counselors. Not only are academics discussed, but also, other resources and programs that can be beneficial to full participation in school-related activities. Counselors also serve as a resource to the LEA McKinney-Vento liaison, who can direct youth and their families to outside support agencies that can mitigate the effects and/or the length of homelessness.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

Example State-Level Targets and Goals

These are example state-level targets and goals using 2016 data as the baseline year. Targets will be calculated individually for all schools, LEAs, and the state using 2017 data as the baseline.

Academic Achievement (ELA and Mathematics) – Elementary School

Subgroup	English Language Arts: Baseline Data	English Language Arts: Annual Improvement Target	English Language Arts: Long-Term Goal	Mathematics: Baseline Data	Mathematics: Annual Improvement Target	Mathematics: Long-Term Goal
All students	59.37	1.22	77.67	65.50	1.04	81.10
Economically disadvantaged	46.94	1.59	70.79	53.68	1.39	74.53
Students with disabilities	33.20	2.00	63.20	40.99	1.77	67.54
English learners	39.52	1.81	66.67	52.23	1.43	73.68
American Indian/Alaskan	58.67	1.24	77.27	65.71	1.03	81.16
Asian/Pacific Islander	92.29	0.23	95.74	105.20	0.00	100.00
Black	44.51	1.66	69.41	48.49	1.55	71.74
Hispanic	48.48	1.55	71.73	57.76	1.27	76.81
Multi-Racial	65.17	1.04	80.77	69.83	0.91	83.48
White	72.95	0.81	85.10	79.22	0.62	88.52

Academic Achievement (Science and Social Studies) – Elementary School

Subgroup	Science: Baseline Data	Science: Annual Improvement Target	Science: Long-Term Goal	Social Studies: Baseline Data	Social Studies: Annual Improvement Target	Social Studies: Long-Term Goal
All students	60.18	1.19	78.03	59.52	1.21	77.67
Economically disadvantaged	48.23	1.55	71.48	47.54	1.57	71.09
Students with disabilities	40.46	1.79	67.31	38.98	1.83	66.43
English learners	42.48	1.73	68.43	42.00	1.74	68.10
American Indian/Alaskan	61.62	1.15	78.87	61.85	1.14	78.95
Asian/Pacific Islander	91.35	0.26	95.25	92.31	0.23	95.76
Black	41.98	1.74	68.08	43.89	1.68	69.09
Hispanic	50.08	1.50	72.58	49.53	1.51	72.18
Multi-Racial	66.89	0.99	81.74	64.32	1.07	80.37
White	76.51	0.70	87.01	73.53	0.79	85.38

Academic Achievement (ELA and Mathematics) – Middle School

Subgroup	English Language Arts: Baseline Data	English Language Arts: Annual Improvement Target	English Language Arts: Long-Term Goal	Mathematics: Baseline Data	Mathematics: Annual Improvement Target	Mathematics: Long-Term Goal
All students	62.30	1.13	79.25	66.47	1.01	81.62
Economically disadvantaged	49.67	1.51	72.32	52.61	1.42	73.91
Students with disabilities	31.03	2.07	62.08	36.20	1.91	64.85
English learners	23.67	2.29	58.02	36.25	1.91	64.90
American Indian/Alaskan	64.92	1.05	80.67	69.94	0.90	83.44
Asian/Pacific Islander	92.00	0.24	95.60	106.67	0.00	100.00
Black	47.40	1.58	71.10	46.61	1.60	70.61
Hispanic	53.66	1.39	74.51	59.91	1.20	77.91
Multi-Racial	67.88	0.96	82.28	71.12	0.87	84.17
White	74.63	0.76	86.03	81.34	0.56	89.74

Academic Achievement (Science and Social Studies) – Middle School

Subgroup	Science: Baseline Data	Science: Annual Improvement Target	Science: Long-Term Goal	Social Studies: Baseline Data	Social Studies: Annual Improvement Target	Social Studies: Long-Term Goal
All students	57.75	1.27	76.80	63.21	1.10	79.71
Economically disadvantaged	44.32	1.67	69.37	49.71	1.51	72.36
Students with disabilities	33.30	2.00	63.30	36.97	1.89	65.32
English learners	24.84	2.25	58.59	29.35	2.12	61.15
American Indian/Alaskan	59.94	1.20	77.94	67.16	0.99	82.01
Asian/Pacific Islander	91.68	0.25	95.43	98.97	0.03	99.42
Black	38.00	1.86	65.90	45.46	1.64	70.06
Hispanic	49.04	1.53	71.99	55.82	1.33	75.77
Multi-Racial	64.07	1.08	80.27	68.43	0.95	82.68
White	73.72	0.79	85.57	76.99	0.69	87.34

Academic Achievement (ELA and Mathematics) – High School

Subgroup	English Language Arts: Baseline Data	English Language Arts: Annual Improvement Target	English Language Arts: Long-Term Goal	Mathematics: Baseline Data	Mathematics: Annual Improvement Target	Mathematics: Long-Term Goal
All students	64.07	1.08	80.24	59.57	1.21	77.76
Economically disadvantaged	50.48	1.49	72.76	44.70	1.66	69.59
Students with disabilities	24.74	2.26	58.61	24.57	2.26	58.51
English learners	23.16	2.31	57.74	30.79	2.08	61.93
American Indian/Alaskan	68.15	0.96	82.48	59.94	1.20	77.97
Asian/Pacific Islander	90.00	0.30	94.50	98.10	0.06	98.95
Black	48.36	1.55	71.60	40.40	1.79	67.22
Hispanic	55.51	1.33	75.53	51.52	1.45	73.34
Multi-Racial	71.28	0.86	84.20	64.89	1.05	80.69
White	77.49	0.68	87.62	75.01	0.75	86.25

Academic Achievement (Science and Social Studies) – High School

Subgroup	Science: Baseline Data	Science: Annual Improvement Target	Science: Long-Term Goal	Social Studies: Baseline Data	Social Studies: Annual Improvement Target	Social Studies: Long-Term Goal
All students	57.91	1.26	76.85	66.21	1.01	81.41
Economically disadvantaged	44.43	1.67	69.44	52.69	1.42	73.98
Students with disabilities	24.68	2.26	58.57	32.09	2.04	62.65
English learners	23.43	2.30	57.89	32.37	2.03	62.80
American Indian/Alaskan	58.17	1.25	76.99	70.89	0.87	83.99
Asian/Pacific Islander	91.36	0.26	95.25	92.08	0.24	95.65
Black	38.84	1.83	66.36	49.48	1.52	72.21
Hispanic	49.79	1.51	72.39	58.95	1.23	77.42
Multi-Racial	64.82	1.06	80.65	72.27	0.83	84.75
White	73.35	0.80	85.34	79.50	0.61	88.73

Graduation Rates – High School

Subgroup	4-Year: Baseline Data	4-Year: Annual Improvement Target	4-Year: Long-Term Goal	5-Year: Baseline Data	5-Year: Annual Improvement Target	5-Year: Long-Term Goal
All students	79.44	0.62	88.74	81.80	0.55	90.05
Economically disadvantaged	75.33	0.74	86.43	78.61	0.64	88.21
Students with disabilities	56.59	1.30	76.09	60.23	1.19	78.08
English learners	56.46	1.31	76.11	65.28	1.04	80.88
American Indian/Alaskan	69.34	0.92	83.14	80.44	0.59	89.29
Asian/Pacific Islander	87.84	0.36	93.24	91.17	0.26	95.07
Black	76.20	0.71	86.85	78.62	0.64	88.22
Hispanic	73.38	0.80	85.38	76.57	0.70	87.07
Multi-Racial	81.04	0.57	89.59	83.34	0.50	90.84
White	83.05	0.51	90.70	84.95	0.45	91.70

Progress Towards English Language Proficiency

Grade Band	Baseline Data	Annual Improvement Target	Long-Term Goal
Elementary	89.00	0.33	93.95
Middle	55.25	1.34	75.35
High	67.00	0.99	81.85

Appendix B

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and

efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Appendix C: Commitment to state-developed and adopted academic standards

Georgia is committed to state-developed and adopted academic standards. Georgia's standards revision/creation and adoption process includes Georgia educators, business and industry, state nonprofit organizations, and representatives from higher education. Stakeholder feedback is gathered at the onset of the standards development process as well as during public review/comment period.

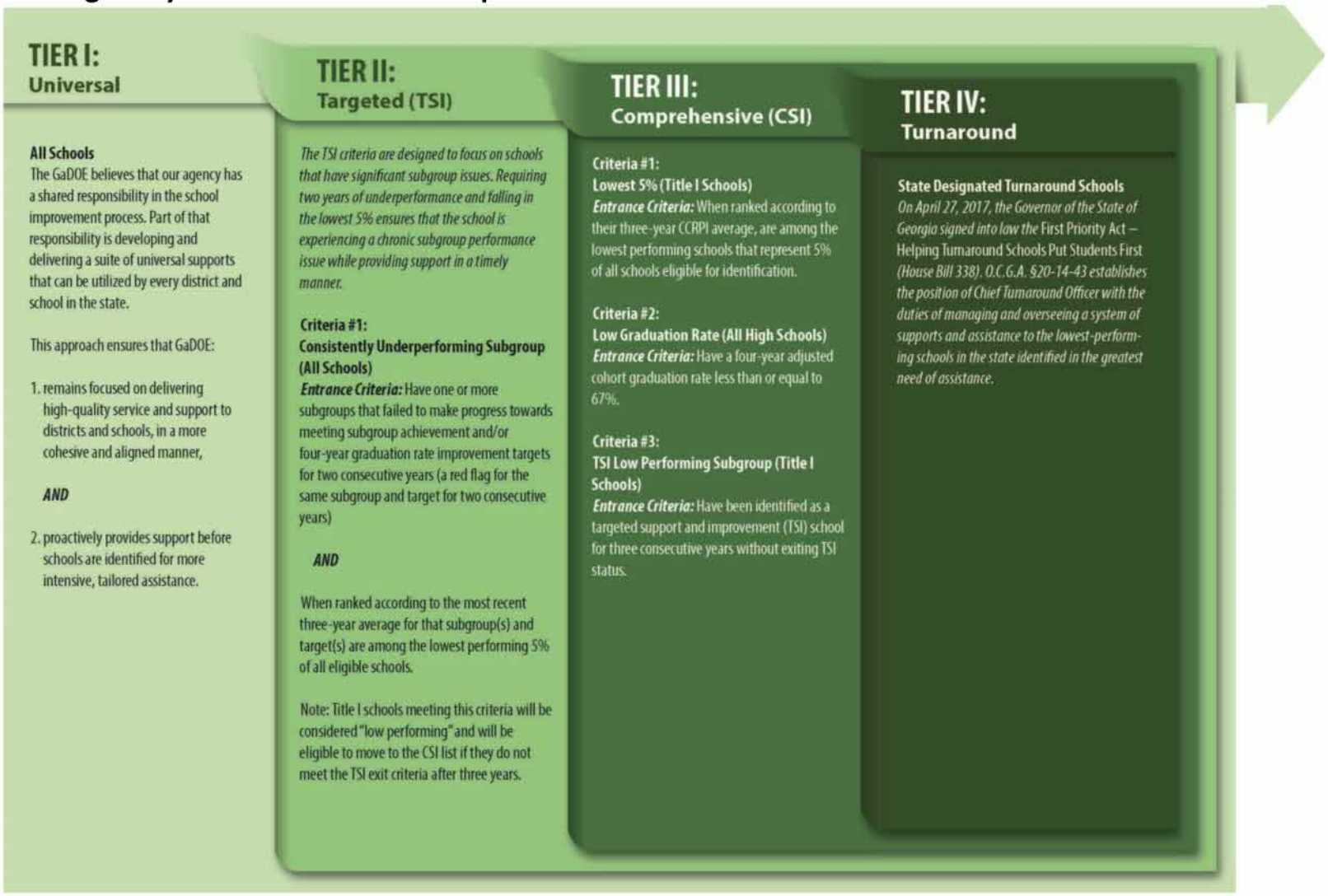
Appendix D: Request for Waiver for 1% Cap in Alternate Assessments

The GaDOE anticipates that Georgia will exceed the 1.0 percent participation cap in alternate assessments for at least one subject area in 2018. Therefore, GaDOE will request a one-year waiver that will include state level data analysis, required assurances, and a plan and timeline for support and appropriate oversight to LEAs.

Appendix E: Federal versus state testing requirements

Grade Level	Georgia Required Tests (O.C.G.A. §20-2-281)	Federally Required Tests	
K	Georgia Kindergarten Inventory of Developing Skills (GKIDS)	—	
1	Literacy / Numeracy Formative: TBD	—	
2	Literacy / Numeracy Formative: TBD	—	
3	Georgia Milestones End of Grade or Georgia Alternate Assessment: ELA / Math	ELA / Math	
4	Georgia Milestones End of Grade or Georgia Alternate Assessment: ELA / Math	ELA / Math	Science
5	Georgia Milestones End of Grade or Georgia Alternate Assessment: ELA / Math / Science / Social Studies	ELA / Math	
6	Georgia Milestones End of Grade or Georgia Alternate Assessment: ELA / Math	ELA / Math	
7	Georgia Milestones End of Grade or Georgia Alternate Assessment: ELA / Math	ELA / Math	Science
8	Georgia Milestones End of Grade or Georgia Alternate Assessment: ELA / Math / Science / Social Studies	ELA / Math	
High School (9-12)	Georgia Milestones End of Course or Georgia Alternate Assessment: ELA (9th Grade Lit / American Lit) / Math (Coordinate Algebra or Algebra I / Analytic Geometry or Geometry) / Science (Physical Science / Biology) / Social Studies (US History / Economics)	ELA / Math	Science

Appendix F: Georgia's Systems of Continuous Improvement – School Identification

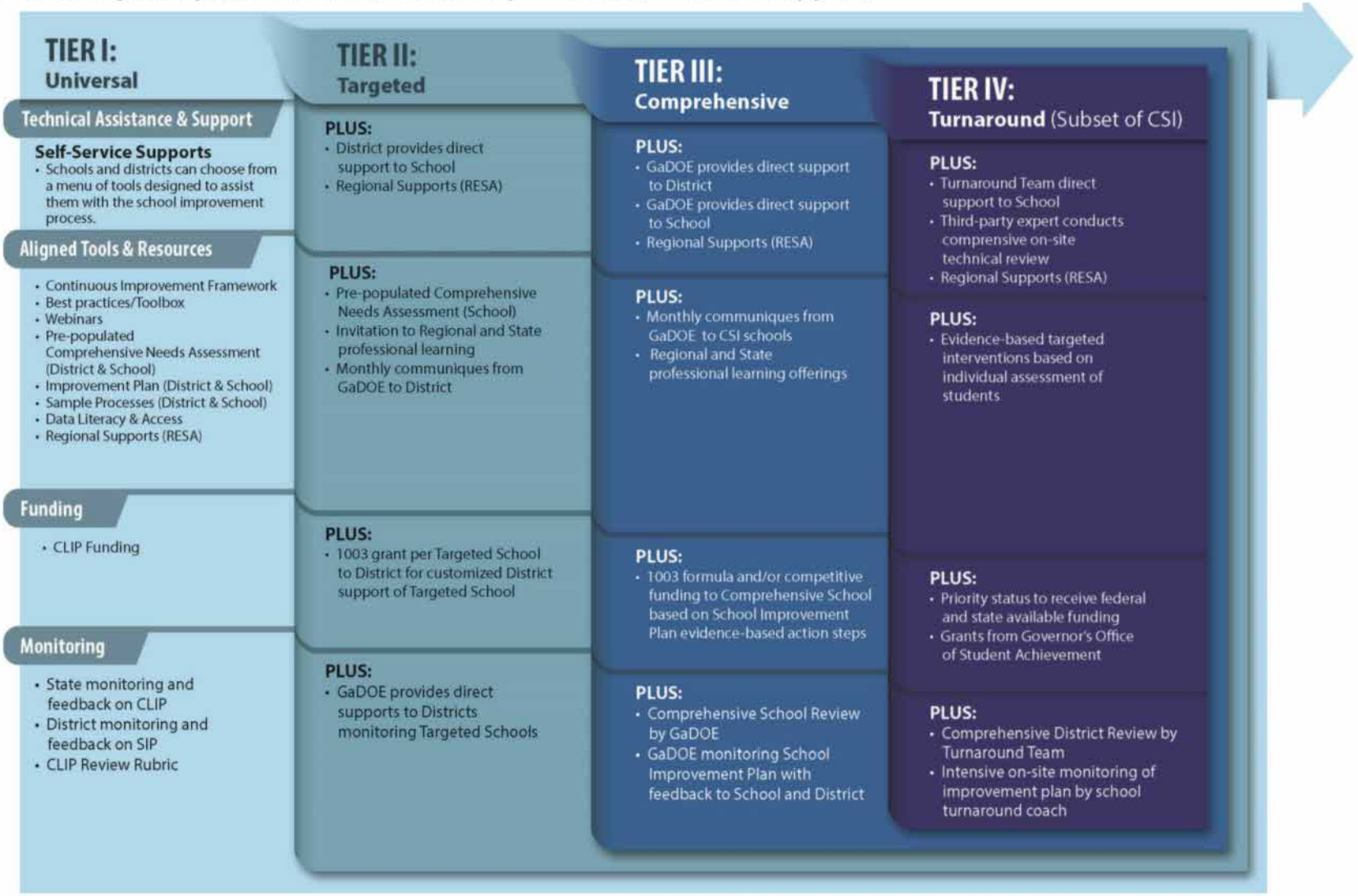


Additional Supports

Some state support, including but not limited to professional learning and targeted technical assistance, will be made available to the schools described below, dependent upon the availability of funding and resources:

- Schools identified as at-risk for Targeted and Comprehensive designations by GaDOE's Office of School Improvement
- Schools that exit Targeted, Comprehensive, or Turnaround designations but are identified by GaDOE's Office of School Improvement as requiring additional supports to sustain improvement
- Schools that fail to meet performance goals under their Charter or Strategic Waiver contracts

Appendix G: Georgia's Systems of Continuous Improvement – Tiered Supports



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Appendix H: Assessment Flexibility and Innovation

As the Georgia Department of Education (GaDOE) engaged stakeholders in meaningful discussions about the public education system, many constituents expressed a strong desire to pursue the flexibility outlined in ESSA for state assessment programs. Concerns expressed involved the amount of testing required at both the state and local levels and the intense emphasis placed on a single assessment event as the most prominent indicator of school quality. Constituents expressed strong support for more local flexibility as well as more timely feedback to inform instruction. GaDOE shares these concerns and actively plans to pursue maximum flexibility for the state assessment program.

At each state's discretion, ESSA allows:

- a single summative assessment or multiple statewide interim assessments that result in a single summative score;
- seven states to seek a demonstration period (no more than 5 years) for an innovative assessment approach that is technically sound, results in an annual summative determination, and can be scaled statewide;
- LEAs to petition the state to administer a nationally recognized high school academic assessment to *all* students in the LEA in lieu of the state high school assessment; comparability and technical quality must be established prior to its use, including federal peer review.

During the 2017 session of Georgia's General Assembly, legislation was introduced: Senate Bill 211 requires the State Board of Education to "direct the existing assessment workgroup to pursue maximum flexibility for state and local assessments under federal law" – to include:

- the use of a nationally recognized college- and career-ready high school assessment (provided that comparability can be established, as required by ESSA);
- application for the innovative assessment authority described above, which GaDOE will aggressively seek participation in partnership with districts

Senate Bill 211 was signed into law by Georgia's Governor on April 27, 2017, and reflects the recommendations of the Assessment Working Committee, one of the six committees convened to inform Georgia's ESSA plan. In short, the Assessment Working Committee recommended that:

- LEAs interested in the innovative assessment flexibility should establish the technical veracity of their solution, including comparability with Georgia Milestones (the state's assessment system used for federal and state accountability purposes);
- LEAs interested in implementing a particular nationally recognized high school academic assessment should begin the conversation with GaDOE; and
- GaDOE will establish a task force to vet assessment flexibility options and make recommendations to State School Superintendent and the State Board of Education for implementation.

Timelines established within Senate Bill 211 stipulate that the State Board must begin comparability studies with nationally recognized high school academic assessments such as SAT and ACT no later than July 1, 2017. GaDOE contracted with the National Center for Improving Educational Assessments (NCIEA) for a series of studies, including, but not limited to, the following: linking procedures (to establish concordance tables), documenting reliability and validity evidence, classification accuracy analyses (for achievement level designations), analyses by subgroups of students, and performance differentiation by schools. Additional studies will be needed to verify and document the alignment of these national measures to Georgia's academic standards; plans for such an alignment study are underway.

As indicated in its state plan, Georgia is committed to pursuing maximum flexibility surrounding assessment, including the option for an innovative approach, through proactively requesting and applying for participation in the Innovation Demonstration Authority that allows for competency-based and interim assessments of student learning, as permitted under ESSA. An Assessment Task Force with stakeholders and assessment experts shall be established to explore technically sound assessment methods and how those assessments can be scaled statewide. Georgia has established a process allowing LEAs to petition the state to administer a nationally recognized high school academic assessment to all students in lieu of the state high school assessment. The comparability and technical quality requirements of ESSA will be honored through this process.

As GaDOE works with LEA leaders, legislators, and stakeholders to pursue the maximum flexibility for state and local assessments under federal law, the agency will keep the U.S. Department of Education (US ED) informed of its activities and will follow the requirements promulgated in ESSA, as well as the protocols set forth by US ED.

Appendix I: References

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Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.