ESEA FLEXIBILITY
REQUEST
FEBRUARY 6, 2012

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: Mr. Richard Woods Georgia's School Superintendent	Requester's Mailing Address: 205 Jesse Hill Jr. Drive, SE Atlanta, GA 30034
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Chief State School Officer (Printed Name): Mr. Richard Woods	Telephone: 404-657-6165
Signature of the Chief State School Officer: x Richard Woods	Date: April 10, 2015
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

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For each attachment included in the *ESEA Flexibility Request*, label the attachment with the corresponding number from the list of attachments below and indicate the page number where the attachment is located. If an attachment is not applicable to the SEA's request, indicate "N/A" instead of a page number. Reference relevant attachments in the narrative portions of the request.

LABEL	LIST OF ATTACHMENTS	PAGE
1	Notice to LEAs	Att. 1
2	Comments on request received from LEAs (if applicable)	Att. 2
3	Notice and information provided to the public regarding the request	Att. 1
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State's standards adoption process	N/A
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State's standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	App. 2
6	6a: ESEA Flexibility Amendment Assessment Plan 6b: Responses to US ED Follow Up Questions 6c: Amended Statement of Work	N/A
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	N/A
8	A copy of the average statewide proficiency based on assessments mathematics for the "all students" group and all subgroups (if applicable).	N/A
9	Table 2: Reward, Priority, and Focus Schools	Att. 9
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).	N/A
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems	N/A

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

☒ 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

☒ 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.

☒ 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.

☒ 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

☒ 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

☒ 6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State's priority and focus schools that meet the definitions of "priority schools" and "focus schools," respectively, set forth in the document titled *ESEA Flexibility*.

☒ 7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State's reward schools that meet the definition of "reward schools" set forth in the document titled *ESEA Flexibility*.

☒ 8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

☒ 9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

☐ 10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

☒ 11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

☒ 12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

☒ 13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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☒ 14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

☒ 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.

☒ 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)

☒ 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)

☒ 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)

☒ 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)

☒ 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)

☒ 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

☐ 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

☒ 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)

☒ 10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.

☒ 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)

☒ 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)

☒ 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.

☒ 14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the "all students" group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State's annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
☐ 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.	If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will: ☒ 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and ☒ 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.	If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled *ESEA Flexibility* as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will: ☐ 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State's Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

In July of 2010, the GaDOE determined a need to provide a multi-dimensional system designed to optimize: (1) exemplary student achievement that prepares all students for college and careers; (2) effective teaching and learning; (3) innovative school improvement; and (4) single statewide accountability.

Consultation activities have included opportunities for input on what has now become Georgia's waiver for federal flexibility. Sessions have focused on college and career readiness, increasing the quality of instruction for students, improving student achievement, teacher and leader effectiveness, and relieving duplicative data and recording requirements. Certainly, Georgia's Race to the Top stakeholder process has provided rich engagement with teachers and building level leaders. As the lists provided below under Consultation, Principle II indicate, teachers and their representatives began working with the GaDOE to design a school improvement and state accountability plan in the fall of 2010. When teachers and other stakeholders were made aware of the opportunity to seek a waiver for flexibility, the work coalesced into a statewide commitment to be among the first states seeking this opportunity.

Consultation, Principle I, College and Career Ready Standards

Upon adoption of the Common Core Georgia Performance Standards (CCGPS) by the State Board of Education in July of 2010, Georgia began disseminating information to all stakeholders regarding the adoption, professional learning, resource development, and implementation of the CCGPS. (Attachment 4: Evidence of Adoption of Common Core State Standards) Numerous advisory committees participated in aligning Georgia's present Georgia Performance Standards with the Common Core State Standards (CCSS). State team members reviewed the CCSS and drafted alignment documents for each grade level; webinars and face-to face sessions addressed the alignment and educators across the state submitted feedback regarding the alignment. Precision review teams convened to review feedback and make recommendations regarding new Common Core Georgia Performance Standards. The math recommendations from the precision review teams were vetted by the Regional Education Service Agencies (RESA) Mathematics Mentors and the Math Advisory council for final approval. The English language arts recommendations from the precision review teams were vetted by the ELA Advisory Council for final approval. Both the ELA and Mathematics Advisory Councils include members from Georgia's Institutions of Higher Education (IHE). Georgia's IHE endorsed the CCGPS mathematics standards as being college and career ready. In addition, under the current graduation rule, Georgia math students are required to successfully complete a fourth year of mathematics in high school to further ensure Georgia's students are prepared for the University and Technical College Systems of Georgia. Georgia's IHE also endorsed the CCGPS in ELA.

The GaDOE also conducted numerous CCGPS orientation presentations at conferences, summits, business meetings, parent meetings, curriculum meetings, faculty meetings, etc. to ensure consistent communication pertaining to the Common Core Initiative.

Consultation, Principle II, State-Based System of Differentiated Recognition, Accountability, and Support

Georgia is requesting flexibility related to the ten ESEA requirements offered to states on September 28, 2011. Therefore, *Georgia is making this waiver request in order to strengthen accountability by replacing current AYP calculations to reflect the definitions of Priority, Focus, and Reward Schools. This will allow Georgia to increase emphasis on the state's very lowest performing schools in all subject areas and highlight subgroup achievement gaps. This plan will serve to increase the quality of instruction in all subject areas for all students and define a system that will support continual improvement of student achievement.* The proposed plan provided in Principle 1, 2, and 3 in this document clearly meets section 9401 of the NCLB 2001 threshold. **The 2012-2013 school year will serve as a study and refinement year for the CCRPI. Even after full implementation of the CCRPI, identification of Title I Priority, Focus and Rewards Schools will be based on the US ED definitions and guidelines.** The CCRPI is an evolving design and the GaDOE plans to solicit input during the first three years, 2012-2013, 2013-2014, and 2014-2015 regarding indicators and calculations for the purpose of continual improvement of the instrument, adjustments for Common Core assessments, further validation of the statewide growth model, and consideration of new innovative practices that have proven positive results on student achievement.

Throughout the creation and development of the proposed College and Career Ready Performance Index (CCRPI), the GaDOE sought input and collaboration from multiple stakeholders throughout the state. Georgia's Alliance of Education Agency Heads (AEAH) is a critical partner in the conceptualization and development of CCRPI. Teachers, administrators, district (LEA) superintendents, board members, business leaders, civic groups, advocacy groups, legislators, and State Board of Education members have continually reviewed and provided input to the iterations of the CCRPI. State School Superintendent, Dr. John Barge, and his staff have conducted regular briefings on the development of the CCRPI with the intent to seek an ESEA waiver with the Georgia State Board of Education.

Early in the fall of 2010, focus groups were created for district (LEA) superintendents, building-level principals, teachers, curriculum directors, and students. These focus groups created the opportunity to brainstorm the components of a new system that could be expressed in a simple- one page roadmap document. Feedback was robust and energetic. Resulting from these multiple sessions, an integrated system emerged under the title of the CCRPI. Collaborative conversations with teachers through the teacher focus group and the Superintendents' Teacher Advisory during 2010 and in the fall of 2011 have been of paramount importance in the development process.

Teachers are anxious to see their schools evaluated in a more comprehensive fashion than that offered by Adequate Yearly Progress under No Child Left Behind. Conversations with the Professional Association of Georgia Educators (which represents over 81,000 teachers in Georgia) and the Georgia Association of Educators (which represents over 42,000 teachers in Georgia) have been very meaningful to the process. Georgia is a *right to work state* and there are no teacher unions.

Attachment 1 and Attachment 2 outlines public notice of intent to request this waiver and includes feedback from teachers and a variety of stakeholders.

The list below identifies other stakeholder groups involved in the development of the CCRPI.

Fall 2010 through Fall Winter of 2011

- Parent Advisory Group to the State School Superintendent
- Georgia Association of Educational Leaders
- Georgia Curriculum Designers
- State Organization for Student Support Teams
- Georgia Association of Elementary School Principals
- Georgia Association of Secondary School Principals
  Professional Association of Georgia Educators (which represents over 81,000 teachers in Georgia)
- Georgia Association of Educators (which represents over 42,000 teachers in Georgia)
- Selective legislative leaders within Georgia's General Assembly
- Metro Chamber of Commerce Education Committee
- Superintendent's Focus Group on Secondary Progress and Reform
- Principals' Focus Group on Secondary Progress and Reform
- Georgia Teachers of Mathematics Focus Group
- Georgia Partnership for Excellence in Education
- Georgia School Superintendents' Association
- Education Subcommittee of the Georgia General Assembly
- Southern Regional Education Board
- Georgia School Boards Association
- Georgia Association of Curriculum and Instruction Specialists
- Georgia Association of Educational Leaders
- Regional Education Service Agencies (RESA) Directors
- Georgia Leadership Institute for School Improvement
- University System of Georgia representatives
- Technical College System of Georgia representatives
- Georgia Appalachian Center for Higher Education
- W.E.B. DuBois Society
- Migrant Education Conference
- Bright from the Start
- Campaign for High School Equity (Ga arm)
- Georgia PTA
- Governor's Office of Workforce Development

Spring 2010 through current date

- State ESOL conference
- ESOL Directors
- Georgia Counsel of Special Education Administrators
- Migrant Education Directors

- GaDOE School Improvement Specialists (field based)
- Georgia School Counselors' Association, Georgia Middle Schools Association
- Georgia Association of Career, Technical and Agricultural Educators
- Georgia Association of Curriculum and Instructional Specialists
- SIG Schools conference and SIG administrators
- RESA Boards of Control in 16 areas
- Georgia Association of Education Leaders
- Alliance of Education Agency Heads
- Student Advisory to the State School Superintendent
- Blank Family Foundation Board of Directors
- Georgia Council on Economic Education
- Education Finance Study Committee of the Georgia General Assembly
- Georgia Association of Career and Technical Educators Conference
- GaDOE statewide Data Collections conference
- Georgia Charter Schools Association
- Communities In Schools
- Presidents of entities within the University System of Georgia
- Several CEOs of major corporations in Georgia including Delta Airlines, Coca Cola and Georgia Power
- Numerous civic organizations and Chambers of Commerce throughout the state.

The Georgia PTA has played a pivotal role in parental communication relative to CCGPS, CCRPI, and the waiver request. Through their influence of local school PTA newsletters, as well as Georgia PTA website content, they have assisted with interpretations, delivery and understanding.

Moving forward, as Georgia implements flexibility, Georgia will engage or re-engage groups such as: the Alliance for High School Equity, the Atlanta Urban League, the Georgia Association of Latino Elected Officials (GALEO), the Georgia Appleseed Foundation, the Georgia Association for Gifted Children, the Georgia PTA, the Georgia Council for Developmental Disabilities, the NAACP, the Latin American Association of Georgia, Parent to Parent of Georgia, and the State Advisory Council for Special Education.

Communication and Consultation Moving Forward

Georgia has created an Implementation Team to design communication and engagement with teachers, representatives of teachers, and other stakeholders that will commence once Georgia's waiver has been approved. These communications will cover the transition to and implementation of college and career ready standards (CCGPS) as outlined in Principal One; the CCRPI and supports and interventions emanating from the CCRPI as outlined in Principal Two; and Teacher and Leader Evaluation as outlined in Principal Three. This team is led by Martha Reichrath, Becky Chambers, Pamela Smith, Joanne Leonard, Barbara Lunsford and Avis King. The proposed timeline for these communication and engagement sessions is outlined below:

Name of stakeholder group	Proposed date for engagement	Method of communication	Person(s) Responsible
Professional Association of Georgia Educators	March 2012	Meeting and webinar; followed by monthly newsletters and email forums	Dr. Martha Reichrath
Georgia Association of Educators	March 2012	Meeting and webinar; followed by monthly newsletters and email forums	Dr. Martha Reichrath
Directors of Georgia's Regional Education Service Agencies (RESA)	March 2012	Meeting and Webinar; monthly meeting updates	Dr. Martha Reichrath
Georgia Association of Educational Leaders (includes: Georgia Association of Curriculum and Instruction Supervisors, Georgia Association of Elementary School Principals, Georgia Association of Middle School Principals, Georgia Association of Secondary School Principals, Georgia Association of Special Education Administrators, Georgia School	March 2012	Initial Webinar; subsequent drive-in conferences during March and April ; training sessions at GAEL conference in July of 2012	Dr. Martha Reichrath, Dr. Barbara Lunsford
NAACP	March 2012	Meeting	Dr. Martha Reichrath
Georgia PTA	March 2012	Meeting	Dr. John Barge
ESOL Directors	March 2012	Initial Webinar; monthly newsletters	Pamela Smith
Georgia School Counselors Association	March 2012	Initial Webinar; monthly newsletters	Rebecca Chambers

Consultation, Principle III, Teacher and Principal Evaluation and Support Guidelines

The shift in Georgia's teacher and leader evaluation processes began in 2008 when CLASS Keys^{SM} and Leader Keys^{SM}, the original qualitative rubric-based observation instruments were developed, and piloted by many districts in Georgia. Race to the Top provided the momentum and sense of urgency needed to prompt review and restructuring of the observation instruments, while adding the additional components of student achievement/growth and other measures to form a comprehensive, aligned evaluation system. Feedback from teachers and principals, as well as other stakeholders, has been crucial to every stage of this process.

In the work leading up to the 2010-2011 development of the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES), teachers and principals served as co-collaborators in the pilot, study, and implementation of CLASS Keys^{SM} and Leader Keys^{SM}. In the initial 2008-2009 field study of Class Keys^{SM}, there were 55 systems, 876 teachers, and 278 administrators involved in providing feedback to refine the system. The Leader Keys field study of 2009-2010 involved 35 systems, and 500 school leaders. These co-collaborators participated in interviews, surveys, and focus groups and served on working committees over the past three years. Their real-world experiences provided the impetus for the restructuring of these instruments into more focused and streamlined components of a comprehensive, aligned evaluation system for teachers and leaders, Teacher Assessment on Performance Standards and Leader Assessment on Performance Standards.

Further input from teachers and leaders was sought over the past year, 2010-2011, as committees were formed in the areas of Evaluation, Student Achievement/Growth, and Other Measures. A teacher advisory group, as well as teacher organizations such as the Professional Association of Georgia Educators (PAGE), the Georgia Association of Educators (GAE), human resource representatives from school districts, and partners from institutions of higher education all provided input as meetings and webinars were held at the state level. Race to the Top provided an onsite Teacher Leader Advisor as an integral part of this process. In addition, the expertise of a Technical Advisory Committee is being utilized to provide external review of the systems, especially in the area of value added/growth measures in tested subjects and the use of student learning objectives in non-tested grades and subjects. The twenty-six Race to the Top Districts, which educate 60% of Georgia's K-12 students will provide ongoing feedback as the restructured evaluation systems (TKES and LKES) are piloted January through May 2012. This input from key stakeholders will ensure that the Georgia Department of Education is successful in developing and adopting guidelines by the end of the 2011-2012 school year for local teacher and principal evaluation systems.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

The Georgia Department of Education solicited input from diverse groups, such as:

- Alliance of Education Agency Heads (AEAH) (Appendix F)
  - Department of Early Care and Learning (DECAL)
  - Georgia Department of Education
  - Georgia Professional Standards Commission (PSC)
  - Georgia Student Finance Commission (GSFC)
  - Governor's Office
  - Governor's Office of Student Achievement (GOSA)
  - Governor's Office of Workforce Development (GOWFD)
  - Technical College System of Georgia (TCSG)
  - University System of Georgia (USG)
- GaDOE Student Advisory
- The Georgia PTA
- GaDOE Parent Advisory

- The United Way
- Bright from the Start (early childhood education)
- Georgia Department of Early Childhood and Adolescent Learning
- Metro Chamber of Commerce
- Georgia Counsel of Special Education Administrators
- Georgia ESOL Conference
- W.E.B. DuBois Society
- Georgia Partnership for Excellence in Education (GPEE)
- The Campaign for High School Equity
- National Association for the Advancement of Colored People (NAACP)

Examples of collaborative input and its impact include:

The GaDOE has reached out to a number of external stakeholders over a period of the past eighteen months. For example, a meeting with the W.E.B. DuBois Society on August 12, 2010, resulted in a pledge from the GaDOE to maintain high performance targets and goals for African American students. On August 26, 2010, the GaDOE participated in a one day work session sponsored by the Campaign for High School Equity allowed GaDOE representatives to work face to face with parents from Gwinnett County, which has the largest Hispanic population in the state, who are active in a parent's group organized by *Mundo Hispanico*. These parents applauded the transition plan to Common Core. They also requested that their students not be subject to 'lower expectations'. These parents supported the inclusion of the performance band indicator for ELs in middle and high schools. A meeting with the Georgia NAACP Leadership in December of 2011 emphasized the same. All groups confirmed the importance of the continued use and emphasis on subgroup performance.

Moving forward, as Georgia implements flexibility, Georgia will engage or re-engage groups such as: the Alliance for High School Equity, the Atlanta Urban League, the Georgia Association of Latino Elected Officials (GALEO), the Georgia Appleseed Foundation, the Georgia Association for Gifted Children, the Georgia PTA, the Georgia Council for Developmental Disabilities, the NAACP, the Latin American Association of Georgia, Parent to Parent of Georgia, and the State Advisory Council for Special Education. The GaDOE has also worked closely with Communities in Schools and their efforts to reduce drop outs and increase graduation rates in Georgia. Communities in Schools strongly encouraged the GaDOE to include attendance as an indicator on the CCRPI.

Since receiving flexibility in 2012, Georgia has consistently received feedback from stakeholders regarding what works and what does not work within Principles I, II, and III. As Georgia learned of the March 2015 submission date for requesting extended flexibility, GaDOE posted its intent to request a renewal on the Accountability pages of its website in November of 2014 and invited comments. Since November of 2014, GaDOE staff have also included updates at all professional meetings and professional learning sessions about this intent. GaDOE created a one-page summary that was disseminated widely among the education community and has also been shared with a variety of other stakeholders. On January 26, 2015, Dr. Avis King, GaDOE Deputy Superintendent for School Improvement and Dr. Martha Reichrath, GaDOE Deputy Superintendent for Curriculum and Instruction, presented to the Georgia Association of Educational Leaders at their winter conference. These leaders were clearly aware of Georgia's intent to seek a renewal of ESEA Flexiblity and were provided an overview of the changes to be presented to US ED (Appendix 1). On

February 4, 2015, GaDOE conducted a 3 hour work session with community members that included system personnel, school personnel, Title Programs, and stakeholders from business and advocacy groups. This session was attended by representatives of Professional Association of Georgia Educators, Georgia Leadership Institute for School Improvement, Southern Education Foundation, Georgia Power, Student Support Team Association for Georgia Educators, Georgia Association of Educational Leaders, Urban League of Greater Atlanta, Georgia Student Finance Commission, Georgia Partnership for Educational Excellence, Georgia Association of Elementary School Principals, Georgia Association for Curriculum and Instructional Supervisors, AT and T, and the Georgia Department of Early Care and Learning. Georgia continues its close partnership with The University System of Georgia (USG) and the Technical College System of Georgia (TCSG) who support Georgia's plan to request continued ESEA Flexibility and modifications to our identification process for Priority and Focus Schools. Georgia posted notice of the intent to renew on the GaDOE Accountability webpage in November of 2014 and requested input for changes to our waiver (Attachment 1). Additionally, as required, notice seeking public comment was posted on both the Federal Programs and Accountability webpages (Attachment 3) on March 20, 2015, as evidenced in Attachment 1 and Attachment 2. Georgia views our renewal request as an opportunity for continual improvement, seeking input and feedback from stakeholders.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

☐ Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA's request for the flexibility that:

1. **explains the SEA's comprehensive approach to implement the waivers and principles and describes the SEA's strategy to ensure this approach is coherent within and across the principles; and**

2. **describes how the implementation of the waivers and principles will enhance the SEA's and its LEAs' ability to increase the quality of instruction for students and improve student achievement.**

Georgia's Call to Action:

Since the enactment of No Child Left Behind (NCLB) legislation, Georgia has approached the accountability expectations of NCLB with fidelity and dedication. Although NCLB has served

as an impetus for focusing our schools on disaggregated subgroup performance, it has fallen short in serving as a school improvement tool, a teacher-leader quality tool, a catalyst for ensuring a more comprehensive delivery of college and career readiness, and has limited focus to adequacy in specific subject areas. Since 2010, with the receipt of a Race to the Top award, Georgia has built momentum for innovation and reform in the areas of 1) Common Core State Standards Implementation; 2) teacher and leader evaluation; 3) statewide longitudinal data systems; and 4) turnaround schools. Therefore, *Georgia is making this waiver request in order to strengthen accountability by replacing current AYP calculations to reflect the definitions of Priority, Focus, and Reward Schools. This will allow Georgia to increase emphasis on the state's very lowest performing schools in all subject areas and highlight subgroup achievement gaps. This plan will serve to increase the quality of instruction in all subject areas for all students and define a system that will support continual improvement of student achievement.* The proposed plan provided in Principle 1, 2, and 3 in this document clearly meets section 9401 of the NCLB 2001 threshold.

Georgia is requesting flexibility related to the ten ESEA requirements offered to states on September 28, 2011. **The 2012-2013 school year will serve as a study and refinement year for the CCRPI. Even after full implementation of the CCRPI, identification of Title I Priority, Focus, and Rewards Schools will be based on the US ED definitions and guidelines.**

As required by ESEA flexibility guidelines and following US ED definitions and guidelines, Georgia has identified Title I Priority Schools, Focus Schools, and Reward Schools, using 2010-2011 assessment and graduation data. (see Table 2) These identified Title I Priority, Focus and Reward Schools, *which will be publicly reported following approval of this request*, will receive full services and supports as outlined in the proposal beginning in August of 2012.

Within this proposal, Georgia is providing to US ED an introduction to a companion statewide communication and accountability tool for school improvement, the College and Career Ready Performance Index (CCRPI). Georgia is using 2012-2013 as a study year for completing work on the CCRPI and will publish initial data from the CCRPI in 2013**. The calculations related to the CCRPI are separate from the US ED required methodology for identifying Title I Priority, Focus, and Reward Schools.**

The GaDOE is seeking to transition Georgia schools from adequacy to excellence. With the College and Career Ready Performance Index (CCRPI), Georgia is dedicated to ensuring that the K-12 experience provides students with the academic preparation to compete globally with career development skills aligned to the evolving requirements of our workforce. The CCRPI is being designed around a comprehensive definition of college and career readiness: the level of achievement required in order for a student to enroll in two or four year colleges and universities and technical colleges without remediation, fully prepared for college level work and careers, including the United States military. This means that all students graduate from high school with both rigorous content knowledge and the ability to apply that knowledge through higher-order skills including, but not limited to, critical thinking, problem solving, communication and collaboration. The CCRPI reflects a strong commitment to college and career standards for all students, differentiated recognition and support for all schools, a continued emphasis on low-performing schools, and implementation of guidelines to support effective instruction and leadership in all schools. Stakeholders throughout the state are supportive of the CCRPI design

and it is becoming a valuable tool for strengthening school improvement plans across the state.

The CCRPI design reflects a commitment to preparing Georgia students for the world of work. Georgia is taking a bold step in moving beyond the traditional academic measures of college and career readiness with the inclusion of multiple career-related indicators at all three levels of the CCRPI. Academic pathways serve as the foundation for connecting academic knowledge with relevant career application. The CCRPI indicators emphasize career awareness at the elementary level, career exploration at the middle school level, and career development at the high school level. The focus on career development connects students to the curriculum and provides incentives for academic success and discourages student dropout. BRIDGE legislation enacted by the Georgia General Assembly in 2010, focuses on career awareness, Individual Graduation Plans (IGPs), and college and post secondary options as early as grade ten. In the 2011 session, the General Assembly passed House Bill 186, which requires infusion of academic standards into technical courses as appropriate and implementation of an assessment program that permits students to earn high school credits without seat time restrictions.

The CCRPI information in this request is only contextual information relative to an expanded blueprint for school improvement. The Georgia Department of Education appreciates this opportunity to share CCRPI rationale with the United States Department of Education. The foundation of the CCRPI is defined by college and career ready indicators. The indicators are grouped by categories at the school level (Appendix A, CCRPI, 3 levels). CCRPI scores will be displayed at the indicator level and categorical level. Stakeholders will be able to view disaggregated ESEA subgroup performance for each Content Mastery indicator. Scores will be calculated in three areas to capture the essential work of schools: Achievement, Achievement Gap, and Progress. The scores in these areas will be weighted to produce an initial Overall CCRPI Score. This initial score may be adjusted upward based on bonus points earned through Exceeding the Bar indicators. The CCRPI also includes a flag system to highlight subgroup performance:

Green Flag: Indicates that a school met both the State Performance Target and the Subgroup Performance Target.

Yellow Flag S SG **:** Indicates that a school met the Subgroup Performance Target or the State Performance Target. A Yellow Flag with an "SG" inside signifies a school met the Subgroup Performance Target but did not meet the State Performance Target. A Yellow Performance Flag with an "S" inside signifies a school met the State Performance Target but did not meet the Subgroup Performance Target.

Red Flag: Indicates that a school has not met both the State Performance Target and the Subgroup Performance Target for a given indicator.

Red Flags will chart the course for school improvement plans and LEA responsibility for supports and interventions as each Red Flag requires immediate school and LEA action. Schools will also receive a rating for Financial Efficiency, related to use of instructional funds from all sources, and a School Climate rating. Although these ratings will not be included in the overall CCRPI score, a Star Rating system (1-5 stars with 1 being lowest and 5 highest) will communicate meaningful information to all stakeholders. These Star Ratings along with the Red Flags form a unique early warning system that will result in targeted student interventions

and improved achievement for all students. The CCRPI system will provide a clear roadmap to continuous improvement for all schools and LEAs.

Overall, the goal of the GaDOE's differentiated recognition, accountability, and support system is to provide meaningful information about school performance that guides initiatives to effectively improve student achievement and graduation rate, promote capacity for sustained progress over time, and close achievement gaps for all schools across the state and target interventions at those schools with greatest need

Implementation Guideline for State-based Accountability

Georgia will fully implement its differentiated recognition, accountability, and supports in 2012-13, in compliance with United States Department of Education guidelines and requirements. Georgia will identify Priority Schools, Focus Schools, and Reward Schools on or before July 15, 2012 and will fully implement the interventions and supports for Priority Schools and Focus Schools in August of 2012.

In 2012-2013 school year, local education agencies (LEAs) will replace the tutorial services currently conducted by Supplemental Educational Service (SES) providers (additional information provided in Principle 2), with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students. The choice requirement under the current NCLB consequence structure is no longer necessary given state legislation, GA code §20-2-2130 mandating school choice opportunities within all LEAs. (Appendix C, 20-2-2130)

The Georgia Department of Education is committed to providing expert technical assistance to LEAs and schools to ensure that this comprehensive approach to accountability does not adversely affect administrative demands and will result in an actual reduction of administrative and reporting burdens. Throughout the transition to this new system and beyond, the GaDOE will provide opportunities for LEA and school leaders to share feedback, including ideas for further reducing administrative and reporting burdens and for promoting continuous improvement and innovation throughout the system.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1A ADOPT COLLEGE-AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B
☐ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)	☒ The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards. i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4) ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE-AND CAREER-READY STANDARDS

Provide the SEA's plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

From July 2010 until January of 2015, Georgia's college and career ready standards were referred to as the Common Core Georgia Performance Standards (CCGPS). Following a review and recommended updates to these standards in 2014, the Georgia State Board of Education renamed Georgia's college and career ready standards the Georgia Standards of Excellence. Historical references in this document refer to the CCGPS. Beginning on page 28, new text outlines the standards review process and makes reference going forward to the Georgia Standards of Excellence.

The narrative provided below gives a historical account of Georgia's work in adopting and customizing content standards designed to ensure all students are provided the opportunity to succeed. This narrative details Georgia's transition from the Georgia Performance Standards to the Common Core Georgia Performance Standards to the Georgia Standards for Excellence.

The Common Core Georgia Performance Standards for English language arts and mathematics were adopted to ensure that all Georgia students have equal opportunity to master the skills and knowledge for success beyond high school. Effective implementation of the CCGPS requires support on multiple fronts, including strengthening teacher content knowledge, pedagogical skills, and contextualized tasks for students that effectively engage the 21st Century Learner. These standards create a foundation to work collaboratively across states and districts, pooling resources and expertise to create curricular tools, professional development, common assessments and other materials. Another power in the Common Core State Standards lies in the fact that the standards are consistent across the states and transient students will not suffer as their parents re-locate for reasons of employment. Eight indicators on the high school College and Career Ready Performance Index capture the percentage of students scoring at the meets or exceeds level on each of the End of Course Exams. (Appendix A, CCRPI) The End of Course Exams are now aligning to the Common Core GPS in ELA and Mathematics and will be replaced by indicators capturing evaluation data from the Common Core Assessments as they become available in 2014-15. Five of the indicators on the middle and elementary school CCRPI capture the percentage of students scoring at meets or exceeds on each of the state- mandated Criterion-Referenced Competency Tests (CRCT). The CRCT are aligned to the Common Core GPS in ELA and Mathematics. As Georgia implements its new assessment system, Georgia Milestones, all CCRPI indicators will reflect the new assessment.

<u>Moving from the Georgia Performance Standards to the Common Core Georgia Performance Standards</u>

Upon adoption of the CCGPS by the State Board of Education in July of 2010, Georgia began disseminating information to all stakeholders regarding the adoption, professional learning, resource development, and implementation of the CCGPS. (Attachment 4: Evidence of Adoption of Common Core State Standards) Numerous advisory committees participated in aligning Georgia's present GPS with the Common Core State Standards. State team members reviewed the CCSS and drafted alignment documents for each grade level. The alignment work revealed that the existing GPS and the CCSS were closely aligned. Work then proceeded to transition this close alignment into the new CCGPS. Webinars and face-to face sessions addressed the alignment and educators across the state submitted feedback regarding the alignment. Precision review teams convened to review feedback and make recommendations regarding the new CCGPS. The math recommendations from the precision review teams were vetted by the RESA Mathematics Mentors and the Math Advisory Council for final approval. The English/language arts recommendations from the precision review teams were vetted by the ELA Advisory Council for final approval. Both the ELA and Mathematics Advisory Councils include members from Georgia's Institutions of Higher Education (IHE). Georgia's IHE endorsed the CCGPS mathematics standards as being college and career ready. In addition, under the current graduation rule, Georgia math students are required to successfully complete a fourth year of mathematics in high school to further ensure Georgia's students are prepared for the University and Technical College Systems of Georgia. Georgia's IHE also endorsed the CCGPS in ELA.

From the fall of 2010 through the fall of 2011 training on the CCGPS was provided to these groups:

- District and school level administrators
- RESA curriculum staff in all 16 areas
- 5,000 instructional leaders statewide

The GaDOE also conducted numerous Common Core orientation presentations at conferences, summits, business meetings, parent meetings, curriculum meetings, faculty meetings, etc. to ensure consistent communication pertaining to the Common Core Initiative.

Common Core Georgia Performance Standards (CCGPS) in K-12 ELA and K-12 Mathematics were adopted in July of 2010. Georgia's original plan was to fully implement K-12 ELA and K-12 Mathematics in the 2012-2013 school year. As discussions were held with GaDOE leadership and the State Mathematics Advisory Council regarding the CCGPS mathematics implementation for students currently enrolled in high school, the focus was consistently on the best interest of students. The implementation had to ensure student success, along with teacher clarity and preparation.

The Georgia Performance Standards (GPS) for Mathematics had been implemented in Georgia high schools by using a phase-in process and beginning with the implementation of the ninth grade course in 2008-2009. The GPS were then phased in by grade level, culminating with the 12th grade implementation in 2011-2012. While GPS and CCGPS in mathematics were 91% aligned in content and rigor, there were significant differences in specific standards and their connections. For that reason, the decision was made to allow students who were currently engaged in the GPS sequence of coursework to complete the GPS sequence.

Students who were beginning high school mathematics in 2012-2103 would begin the CCGPS sequence of coursework with the CCGPS 9th grade course, would progress to the CCGPS 10th grade course in 2013-2014, and follow with the CCGPS 11th grade course in 2014-2015. CCGPS Pre-

Calculus, along with existing fourth course options including AP Calculus, AP Statistics, Advanced Mathematical Decision Making, Mathematics of Industry and Government, Mathematics of Finance, Statistical Reasoning, IB Year Two, and Dual Enrollment courses, are available choices for this cohort in 2015-2016. This phase-in delivery model was familiar to current high school students and teachers and offered the added advantage of further teacher preparation time to internalize the inherent coherence of the three high school mathematics courses.

Common Core and GPS alignment has been performed by precision review teams, an inventory of ELA and mathematics resources has been conducted, and the development of needed resources are being produced. The highlight of this work will be the professional learning sessions described below.

Outreach and Communication of the CCGPS/Preparing Teachers to Teach All Students

In September of 2011, the GaDOE organized a Common Core Orientation statewide faculty meeting via Georgia Public Broadcasting for all stakeholders including parents, businesses, community members, post secondary educators, counselors, teachers, and administrators. The GaDOE is developing a series of fall, winter, and spring professional learning sessions for all administrators, teachers, and instructional leaders who will be implementing the new CCGPS. The sessions will be conducted through webinars, face-to-face, and Georgia Public Broadcasting video conferencing. These sessions are by grade level and subject. All broadcast sessions are archived and easily available to parents and members of the public at large. Broadcast sessions are also available in closed caption. Inclusion of all building and LEA-level administrators in the professional learning helps to ensure successful implementation. These two hour LiveStream sessions will be produced through Georgia Public Broadcasting. All webinars and GPB sessions will be archived for years as a point of reference for current and new classroom teachers and instructional leaders.

Professional learning sessions for all educators include an overview of the resources that have been and are being created to support the 2012-13 implementation of the Common Core Georgia Performance Standards and will address the use of these resources and instructional materials. The English/Language Arts professional learning series will include not only the transition from GPS to CCGPS but a discussion of the College and Career Readiness Standards, Literacy Standards for History/Social Studies, Science, and Technical Subjects, and grade level progression of text complexity as defined by Common Core. Mathematics sessions will not only include the transition from GPS to CCGPS but the standards for mathematical practice: Reasoning and Explaining; Modeling and Using Tools; and Seeing Structure and Generalizing. The professional learning activities will ensure that all teachers and administrators are prepared to implement the CCGPS for the 2012-13 school year. (Appendix C, Professional Learning Schedules). This professional learning will encompass the technology innovations that continue to provide new resources for instruction and supports to students with disabilities, English Learners and low-achieving students. Ensuring adherence to the Universal Design For Learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students (students with disabilities, English Learners, and low-achieving students) to achieve success.

In ELA, professional learning is focused on the mandate that texts are of expected complex levels and the explanation, demonstration, and concrete examples of this increase in rigor. All professional learning sessions focus on the depth of the standards as compared and contrasted with

GPS' texts and tasks/units. The professional learning the GaDOE is providing focuses on two areas: text complexity and integrated instructional units. A unique text complexity rubric has been made available to teachers. Common Core ELA standards mandate an integrated instructional model. For example, students should not only write to prompts but should connect evidence from reading into their writings. All language instruction should also be integrated during the teaching of the reading and writing. Instructing teachers on the development of integrated instructional units is an example of how the GaDOE is reaching deeper in delivery of professional learning. A primary goal of the professional learning is to place high priority on complex text and a broad understanding of integrated units and instruction. Georgia is currently training a core of 47 teachers and curriculum specialists with funds provided by the Bill and Melinda Gates Foundation (see Building Capacity, below) to work with teachers of science, social studies, and technical subjects during 2012-2013 to ensure that teachers are well prepared for the Common Core Literacy Standards in these areas.

Because GPS mathematics was used as a model for the CCSS integrated mathematics model, support for teachers to ensure a smooth transition from GPS mathematics to Common Core GPS mathematics does not require the same degree of focus on depth and rigor as the professional learning that is being offered for ELA teachers. Professional learning in mathematics will focus on how some skills and concepts under Common Core are included at a different grade level than under GPS.

Disseminating Quality Materials and Teacher Resources to Accompany Professional Learning

The initial year of implementation will focus on unit by unit information sessions via webinar and making accessible framework units that include performance tasks and sample assessments. All instructional materials will be posted on GeorgiaStandards.org under the CCGPS tab. In ELA teachers can find samples of units, grades K-12 and more will be added before August of 2012. These handbooks exist for each grade level, K-12. Currently, there are 16 individual Teacher Guidance Handbooks: Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, Sixth Grade, Seventh Grade, Eighth Grade, Ninth-Tenth Grades, Eleventh- Twelfth Grades, World Literature, American Literature, Multicultural Literature, British Literature, and Advanced Composition. The guidance handbooks evaluate and illustrate each standard with the categories of skills and concepts for students, strategies for teachers, an integrated task, and vocabulary for teaching and learning. In addition to the guidance for the standards, transition guidance is emphasized in the document.

Text Complexity Rubric**:** Due to the demands of text complexity and the need for a method to determine this extremely important component of CCGPS, the GaDOE has developed a rubric to assist teachers in their quest to make determinations regarding appropriate text. This rubric is posted on our Georgia Standards website. This work is enhanced and supported by the work the GaDOE Literacy Trainer is leading in the six LEAs partnering in the CCGPS Implementation Grant funded by the Bill and Melinda Gates Foundation.

In anticipation of the mathematics Common Core Georgia Performance Standards implementation in school year 2012-2013, the mathematics curriculum team created documents which delineate the CCGPS roster of standards for each grade level and high school course. The CCGPS Standards document pinpoints transitional standards, reflecting content that will shift from one grade level to another as Georgia transitions from our current Georgia Performance Standards (GPS) curriculum

to the CCGPS curriculum in 2012-2013. The GaDOE has published a glossary of vocabulary terms consistent with the CCGPS curriculum teaching guides which define the Common Core standards in the GPS language familiar to our teachers, grade level/course curriculum maps which sort clusters of standards into units, and unit overviews to make the needed connections among standards and units.

In ELA and mathematics, the GaDOE is currently working with contracted writers to create frameworks for each unit. The framework units detail enduring understandings, essential questions to be addressed to ensure standard mastery and conceptual understanding of the topics explored, vocabulary associated with the unit content, previously learned content which is embedded in the unit learning, student performance tasks aligned with the standards addressed in the units, and digital resources tagged to the unit expectations. The framework units for all grades and courses to be taught in the 2012-2013 school year will be posted at our georgiastandards.org website. The next phase of support resources will include documents which enhance the published curriculum maps through explanations, examples, and common misconceptions.

The Common Core GPS Team at GaDOE met with the **SEDL** database development associates in November 2011 to design a database for collecting professional learning participation and survey feedback. This feedback will drive additional education needs for teachers during the rollout in the fall of 2012. GaDOE is confident that the CCGPS rollout will equip teachers to present a curriculum that will give our students the knowledge and skills they need for success in college and careers.

Learning from the Past

A critical analysis of the GPS curriculum stakeholder preparation led GaDOE staff to consider changes in both leadership orientation and professional learning for educators being prepared for our 2012-2013 Common Core GPS implementation. With the GPS curriculum rollout in 2006, school and district level administrators were provided with professional learning only after teachers were exposed to a curriculum framed by standards and not the objectives associated with the previous curriculum. In contrast, the CCGPS preparation began with an orientation for the change agents in schools and district offices in Georgia. By securing the investment of over 5000 administrators, Georgia ensured communication for all stakeholder groups to include 2011- 2012 teacher pre-planning sessions and parent orientation meetings.

Professional Development and Support for Principals

The first phase of face-to-face Professional Learning for principals and other administrators began in March 2011. The GaDOE ELA and mathematics staff provided professional learning to all ELA Professional Learning Specialists and Mathematics Mentors from all of Georgia's 16 Regional Educational Service Agencies (RESAs). These RESA Professional Learning Specialists and Mentors provided these same sessions to all school principals and administrators in their RESA region. Face-to-face Professional Learning sessions were provided to over 5,000 principals and school administrators throughout the spring of 2011. The sessions provided an overview of the standards for English/language arts, literacy for history/social studies, science, technical subjects, and mathematics. Plans for professional learning and resource development for teachers were also presented for discussion in preparation for implementation in the 2012-13 school year. Participation logs were maintained by each RESA trainer from each session and sent to the GaDOE

for documentation. The ELA and mathematics initial training sessions were repeated and recorded via webinar by GaDOE to serve those who missed the initial viewing and to train those administrators who will be new to the schools or districts in the coming years.

In addition, ongoing training and communication has been provided for school principals and administrative leaders through a variety of formats. Common Core face-to-face professional learning sessions have been provided at statewide conferences and meetings to include the Georgia Association of Elementary Principals; Georgia Association of Middle School Principals; Georgia Association of Secondary School Principals; Career, Technical and Agricultural Education administrators; Georgia School Superintendents' Association; Georgia Association of Curriculum and Instructional Supervisors; Georgia Counselor's Association; Georgia Association of Educational Leaders; Georgia School Boards Association; University System of Georgia; Technical College System of Georgia; Georgia Council of Administrators of Special Education; Title I Directors; Migrant Education Conference; Educators representing English Language learners; Governors Office of Student Achievement; Georgia PTA, etc.

A series of 21 ELA and 11 mathematics grade-level webinars were provided to teachers and administrators from October 2011 – December 2011. A series of 19 ELA and 12 mathematics grade-level professional learning sessions via Georgia Public Broadcasting will be available for teachers and administrators from January 25, 2012 – May 9, 2012. These sessions will be live activities with opportunities for interaction from participants. The sessions will be recorded and archived with closed captioning for schools and school districts to use for make-up sessions and for new staff. Participants will be asked to complete a survey at the end of each session and will be provided a certificate of participation. Schools and school districts will receive participation reports to help determine the level of participation and the need for additional training. These reports will be submitted to the GaDOE.

Ongoing professional learning and communication are being provided through state-wide webinars, monthly newsletters, monthly content area supervisors' virtual meetings, content area workshops, and academic advisory committees for each content area. The ELA and mathematics Professional Learning Specialists from Georgia's 16 RESAs are also providing ongoing Common Core professional learning and technical assistance to administrators and teachers. All professional learning sessions provided for teachers are available for administrators and curriculum and instructional supervisors. All professional learning sessions via webinar and Georgia Public Broadcasting scheduled for teachers are recorded and archived for new teachers and administrators as needed. Since 2005, Georgia has consistently worked to ensure that administrators and teachers are adequately prepared to provide standards-based instruction in a standards-based classroom setting. Due to this extensive focus over the past six years, Georgia administrators and teachers are well poised to implement the CCGPS and in a standards-based instructional setting.

In August of 2013, Governor Nathan Deal, ordered a precision review of the CCGPS in ELA and Mathematics. During the course of the year, stakeholder input was solicited through:

- A series of town hall meetings open to the public in each of Georgia's Congressional Districts;
- Georgia's Regional Education Service Agencies (RESAs) conducted a detailed survey of in which districts and schools were asked to review and comment on each ELA and Math standard. The resulting data were compiled and analyzed by the Board of Regents of the University System of Georgia and standards with less than 90% approval were submitted to

working, advisory, and academic review committees for review and revision;

- Working committees comprised primarily of current classroom teachers reviewed the survey comments submitted for each standard to determine suggestions for revision. The suggestions were then reviewed and additional suggestions were made to the standards by the Academic Review Committee (in ELA and in Mathematics) for final recommendations;
- IHE presentations to the State Board of Education in August of 2014; (IHE approval for revision of standards, Appendix 2)
- On November 12, 2014, the revised standards were approved by the State Board of Education to be posted for 60 days of public review and comment from November 12, 2014 through January 10, 2015.
- On January 15, 2015, the State Board of Education voted to adopt the revised standards.

The table below provides an overview of the activities taken during the standards review, revision, and adoption process.

Curriculum and Instruction Timeline and Activities for Revision of the CCGPS ELA/Literacy and Mathematics Timeline

Timeline August 2013 – January 2015	**Parties Responsible**	**Event**	**Evidence**	**Comments**
Aug 2013	Governor Deal State Board of Education (SBOE)	Executive Order for formal review and evaluation of ELA and Mathematics	Survey/Listening Sessions Requested to Review CCGPS	
Oct 2013 – Dec 2014	State Legislature/ SBOE	Town Hall Meetings set in Legislative Districts	Meetings scheduled by the Legislature and held in 2013: Oct 1, Newnan Oct 8, Dahlonega Oct 10, Lawrenceville Oct 22, Eastman Oct 29, Vidalia Nov 7, Albany Nov 19, Savannah Dec 3, Augusta Dec 9, Tucker Dec 12, Braselton Meetings scheduled by the SBOE and held in 2014: Aug 12, Douglasville Aug 19, Dunwoody Aug 25, Columbus Aug 26, Conyers, Eatonton	Listening sessions designed to gather public comment

Timeline August 2013 – January 2015	Parties Responsible	Event	Evidence	Comments
			and Buford Aug 28, Vidalia and Calhoun Sept 4, Jesup, Cordele, and Marietta Sept 9, Thomasville and Gainesville Announcements, Agendas, Minutes	
Feb 2014 – June 2014	Regional Education Service Agencies (RESA)	Online Survey	Results of survey	Online surveys developed and available Feb 6, 2014 / Middle Georgia RESA coordinated all survey work on behalf of all 16 RESAs / Surveys open for comment until June 30,
May 2014 – Aug 2014	University System of Georgia (USG)	Survey analysis	USG Report	1,356 ELA respondents with 553 detailed comments, 1658 Mathematics respondents with 802 detailed comments
Sept 24, 2014	USG	Survey results presented to the SBOE	SBOE agenda and minutes	Survey results by grade with feedback and comments; PowerPoint presented at SBOE meeting
Sept 30 and Oct. 1, 2014 ELA Working Committee	GaDOE and Georgia educators ELA Working Committee comprised of:	ELA and Mathematics Working Committee Meetings	Agendas Notebooks compiled by USG with survey results and teachers working in grade-level appropriate	Working Committee comprised of K-12 Georgia public school teachers, post-

Timeline August 2013 – January 2015	Parties Responsible	Event	Evidence	Comments
Meeting Oct 2-3, 2014 Mathematics Working Committee Meeting	19 ELA teachers from 19 systems; 1 RESA; 1 parent; 2 USG reps; 2 TCSG reps, Governor's Office of Student Achievement (GOSA); GaDOE Mathematics Working Committee comprised of: 29 mathematics teachers from 29 systems; 3 RESAs; 2 USG reps, 1 TCSG rep, GOSA; GaDOE		groups to record their work ELA and Mathematics Curriculum binders, survey results, ELA and Mathematics standards, course requirements provided to committee	secondary staff, parents, and instructional leaders from across the state Review of standards that received less than 90% approval of teachers
Oct. 16, 2014	GaDOE and Advisory Committee ELA Committee comprised of 23 teachers, 16 RESA ELA Specialists, 2 District Curriculum Specialists, 5 USG members, and 1 TCSG representative, GaDOE staff, 1 parent, 4 business and industry representatives; Liaisons from ESOL and SWD, GOSA Mathematics committee comprised of : 20	ELA and Mathematics Advisory Committees: review of proposed revisions	Agendas Notebooks with records of edits by the Working Committee	Work from the teachers' Working Committee & Survey Documents ELA and Mathematics Curriculum binders, survey results, ELA and Mathematics CCGPS, course requirement from USG

Timeline August 2013 – January 2015	Parties Responsible	Event	Evidence	Comments
	teachers; 4 RESAs; 7 USG reps; 1 TCSG rep; 1 parent; 2 business reps; 2 private math consultants, GOSA , GaDOE staff			
Oct. 21, 2014	SBOE, GaDOE, invited panelists	State Board Retreat	Meeting notice, agenda, survey binders	
Nov 10, 2014 Business and Industry Input	Georgia Chamber of Commerce, Metro Atlanta Chamber of Commerce, Georgia Partnership for Excellence in Education, Georgia Public Broadcasting, and Georgia Power	Listening Session with Business & Industry representatives	Agenda, comments documented	
Nov 10, 2014	GaDOE ELA and Mathematics / Academic Review Team comprised of representatives from the working and advisory committees; the Governor's Office of Student Achievement (GOSA); and GaDOE leadership	Academic Review Team	Working Committee notes and Advisory Committee notes	
Nov 12, 2014	SBOE	Post Revised Standards for public comment	SBOE approved revised standards for posting for 60 days; GaDOE Press Release	
Jan 12, 2015	GaDOE	Completion of public review	Comments	
Jan 13, 2015	Southwest Education	Publish comments from	SEDL survey summary archived in SBOE Board	

Timeline August 2013 – January 2015	Parties Responsible	Event	Evidence	Comments
	Development Laboratory (SEDL), GaDOE	public review to the SBOE	minutes, January 2015	
Jan. 15, 2015	SBOE	Adoption of revised standards by SBOE	Board Item, meeting minutes, GaDOE Press Release	Adopted standards posted
Jan. 2015 Posted link for Revised Standards – Georgia Standards of Excellence	GaDOE Staff	Adopted standards posted on GaDOE website	http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/default.aspx	
Feb. 19, 2015	SBOE	Changed the name of Georgia's college and career ready standards to the Georgia Standards of Excellence	SBOE minutes	

On January 15, 2015, the State Board of Education voted to adopt the updated college and career ready content standards in ELA and the updated college and career ready content standards in Mathematics. The revised content standards in ELA and the revised content standards in Mathematics represent small changes that moved a few standards to a different grade level in ELA and a few standards to a different course in Mathematics. No college and career ready standards were removed entirely nor were any standards diminished in rigor. All standards continue to have aligned assessments. The advisory groups, working committees, and staff at GaDOE worked to provide specific guidance documents for teachers to ensure complete understanding of the changes and to address the instruction of specific skills about which the public addressed concern. The revised standards are the Georgia Standards of Excellence and will be implemented beginning in the 2015-2015 school year.

Subsequent to the ESEA waiver approval in 2011, GaDOE has conducted workshops and developed resources to ensure that Georgia teachers and administrators are providing rigorous, college and career ready instruction to all Georgia students. Georgia utilized RT3 funding to initially implement the state content standards in ELA and mathematics. This funding included hiring dedicated staff; working more closely with our 16 RESAs to build capacity with RESA staff; launching an extensive relationship with Georgia Public Broadcasting to launch webinars and videos during the period from

October 2011 through June 2014; creating grade level resources to include course overviews, curriculum maps, until frameworks, and wiki forum support. These webinars, resources, and videos are accessible live and via archive to all the state's teachers and principals. These resources include grade level specific and content area-specific presentations. Plans were next executed to raise awareness of existing resources through webinars, face-to-face sessions, district memos, GA PTA, teacher list serves, wikis, dropbox, newsletters and twitter. ELA and mathematics advisory councils and RESA ELA and mathematics staff met to identify priority areas of need and plan for better overall communication to raise awareness of the created and existing resources to all district personnel and to provide more in-depth training by analyzing the standards and aligning expectations for student achievement.

Continued collaboration with RESAs and other GaDOE divisions (school improvement, assessment, ESOL, SWD, teacher evaluation, and instructional technology) helped to provide initiative-aligned training to teachers to ensure that they were equipped with the knowledge, skills, and information to provide all Georgia students with equal access and opportunity to achieve mastery of the state content standards through high-quality classroom instructional practice. Videos of classroom teachers were created, recorded, and posted to the ELA and mathematics web pages to provide exemplars of state content standards implementation strategies and best practices. Online professional learning courses were provided to help teachers navigate the new ELA and mathematics resources. Several online courses provided training regarding the instructional shifts in ELA and mathematics. Teacher resources continue to be loaded into the Teacher Resource Link (TRL) of the Learning Management System (LMS) for easy one-stop shopping for teachers as they look for aligned resource to match student instructional needs.

To guide next steps and gauge customer satisfaction, survey opportunities were provided on an ongoing basis through GaDOE and RESA face-to-face sessions. Electronic and paper-based feedback was collected at the end of each training and through bi-annual comprehensive surveys administered by the Governor's Office of Student Achievement to teachers and curriculum leaders (60.9% rated the value of information as excellent, 36.8% rated the value of information as average, and 2.3% rated the value of the information as poor.).

Using this information the GaDOE and the RESA staffs collaborated to expand the communication and training network by reaching out directly to more teachers and school district leaders for redistribution. The communication and training provided during the past three years (2012, 2013, and 2014) via the Summer Academy program for both ELA and mathematics helped to promote effective resources and instructional best practices for building capacity and sustainability. Georgia's goals for Professional Learning were based on a blended (face-to-face and electronic/digital) approach to support consistency and equal access across the state. Over the last three summers, the ELA and Mathematics Summer Academy Program provided 41 professional learning sessions that reached over 11,000 teachers, principals, and curriculum/instruction leaders. From October 2011 to August 2014, the combined training tools offered by GaDOE, GPB, and RESAs provided face-to-face presentations to over 62,890 teachers, principals, and curriculum/instruction leaders. Georgia will continue to vigorously support school administrators and classroom teachers to ensure equal access to college and career ready standards for all students.

Based on recent survey and student achievement data, professional learning plans for 2014-2015 have been designed to support ongoing professional learning and resource development. Professional learning plans for the implementation of the revised English Language Arts (ELA) and Mathematics standards beginning in school year 2015-2016 include continued RESA collaboration through

Mathematics Mentors and ELA Professional Learning Specialists, the revision and/or development of online teacher resources, and collaboration with the Georgia Virtual School (GAVS) for teacher and student online courses to ensure better access to training and resources across the state.

The 2015 Mathematics Summer Institute Program will be provided for teachers from June 2 – July 2, 2015, at five different locations across the state. Based on survey comments from the 2014 Mathematics Summer Program and student achievement data, this year's summer program will focus on secondary mathematics instructional best practice for the Foundations of Algebra, Algebra, and Geometry courses. The sessions will be led by Georgia master teachers of mathematics. In addition, Mathematics is working with Georgia Public Broadcasting (GPB) to develop and record focused workshops facilitated by teachers and administrators. These will include 10 to 15 minute lesson overviews with segments modeling actual classroom implementation. Resource development and revision will provide alignment between K-12 unit frameworks and the revised standards. Course overviews and unit frameworks will be developed to support new high school mathematics courses.

The 2015 English Language Arts (ELA) and Literacy Spring/Summer Projects include collaboration with Georgia Public Broadcasting to film master teachers in their classrooms and to create videos that will be available to teachers across the state. This professional learning format for ELA, focused on moving from theoretical to practical application, will build a video library of master teachers demonstrating best practices for teaching the concepts in Georgia's Standards of Excellence in order to "show" teachers how these standards "look" in the classroom. These segments can be utilized by teachers in small collaborative discussion groups in order to plan implementation of similar instructional practices. In addition, K-12 Teacher Guidance Documents are being reviewed and revised in cooperation with the RESA ELA Specialists and the ELA Advisory Committee. These Guidance Documents will be updated to include additional glossary terms and hyperlinks to the specific sections of the Georgia Standards of Excellence where clarifications are needed. Revised ELA Teacher Guidance Documents and GPB sessions described above will be posted online for the 2015-16 school year.

Ensuring College and Career Ready Success for All Students

The State Longitudinal Data System (SLDS) provides teachers with longitudinal data, including but not restricted to, attendance, Lexile scores, and summative performance data that will be used by educators to strategically focus on improving instruction. The CCRPI for elementary schools and middle schools includes an indicator to measure English Learners' (EL) performance on an annual basis and the number of students with disabilities served in general classrooms greater than 80% of the school day. The achievement score for each school will reflect these percentages.

All of the professional development work of the GaDOE centers on ensuring that students reach their potential, which means they receive a meaningful diploma upon high school graduation. This diploma keeps many options open to these students. This requires continued focus on professional learning for teachers and administrators of all students. Teacher and Leader Keys emphasize the inclusion of rigor for all students. All support materials for teachers and leaders include detailed reference to rigor to guide those instructing and those evaluating classroom work. Summer Academies, webinars, and resources provide strategies for moving students toward synthesis.

Ensuring English Learners Reach College and Career Readiness on the Same Schedule as All Learners

In March of 2011, World-Class Instruction, Design and Assessment (WIDA) released an alignment study of the WIDA English Language Proficiency (ELP) standards in relation to the Common Core. The study focused on linking and alignment. The conclusion indicates that overall the Common Core State Standards in English/language arts and mathematics correspond to the MPIs in the WIDA English Language Proficiency Standards. In response to the fact that the majority of WIDA states have adopted the Common Core and to ensure that the connections between content and language standards are made clearer, WIDA is developing "amplified" ELP standards that will be released in the spring of 2012. Georgia will incorporate these standards for EL students.

This fall, the ESOL unit at the GaDOE has initiated an intense professional development campaign that is blanketing the entire state with educator training related to standards-based instruction of English Learners (ELs). These trainings target classroom teachers and school administrators and are organized by grade level (elementary, middle school, and high school). Recent examples of topics addressed are: Promoting Academic Success for English Learners, Transforming ELA Standards for ELs, Transforming Kindergarten Standards for ELs, Standards & Instructional Practices for ELs, ELs in the Classroom: Recognizing and Encouraging School-wide Best Practices. In addition, multiple cohorts of a semester-long Content and Language Integration course continue to be offered throughout the state. Districts participating in this course enroll a group that includes a school or district-level administrator, an ESOL teacher, and two grade-level teachers in order that the impact of the professional learning be more systemic. Plans for spring statewide training include providing districts with data mining workshops intended to increase the depth of analysis of multiple data sets for the purpose of developing targeted interventions for ELs and program monitoring.

Subsequent to our ESEA waiver approval in 2011, several statewide initiatives have been developed in order to undergird the support provided, as well as offering a content-driven focus, to teachers and administrators:

- *Teaching for Meaning: Making Content Comprehensible for English Learners*: 800 teachers;
- *Supplement Not Supplant*: 400 administrators;
- *Regional Title III Consortium Focus Groups: Meeting the Needs of English Learners*: 400 teachers and administrators who work with English learners.

Some examples include:

- In 201, collaboration between the Georgia Department of Education and Kennesaw State University, the state's largest teacher-education college, in convening an annual ESOL conference focused on ensuring that English learners receive the same rigorous, college-and career-ready standards as all students. Pre-service, classroom and ESOL teachers from across Georgia have fully embraced this conference and due to its growing renown, attendance has nearly doubled since its inception – reaching 1,267 participants in 2014. In addition, approximately 270 school-level administrators have attended daily "ESOL Leadership Luncheons" held in conjunction with this conference. Moderated by state ESOL staff, these leadership seminars provide school administrators the opportunity to discuss pressing ESOL issues with high-profile panelists and researchers in the field. Recent panelists include Dr. Jennifer Trujillo, Dr. Deborah Short, Dr. Debbie Zacarian, and Ms. Lisa Tabaku, among others. This year's conference, themed "English Learners Accessing Content," was led by Dr. Joanne Urrutia.

- Ensuring that differentiated support is provided to address the needs of all LEAs serving English learners. Specifically, Georgia's Title III model includes a statewide Title III Consortium that offers membership to any LEA that, due to its low incidence of English learners, finds itself unable to qualify for direct Title III funding. Of the 93,687 English learners in Georgia, just 49 English learners live in districts not participating in the Title III Consortium. Thus, in Georgia's case, the additional language and content standards support provided to LEAs through Title III is *truly* statewide and is tailored to meet the distinct needs of districts possessing both large and small EL populations.

- The joint efforts of Title I and Title III to encourage greater numbers of classroom teachers to earn the ESOL endorsement. Funding provided *annually* by these two title programs supports CaseNEX, an online teacher-endorsement program. Educators obtaining the ESOL endorsement through this program teach in school wide Title I schools or work in districts participating in the Title III Consortium. This program helps to ensure that English learners are taught throughout the day by content-area educators familiar with ESOL pedagogy as well as the sociolinguistic and sociocultural needs of these students.

- The 2013 establishment, and subsequent expansion, of dual language immersion offerings across the state. At present, no less than 14 such programs are available to elementary school students in 7 school districts, both in and outside the metropolitan Atlanta, with more programs being added each year. The primary aim of these programs is to promote proficiency in academic reading, writing and speaking in English and Spanish, with additional offerings available in German, French and Chinese. This interest in encouraging and developing a bilingual workforce, beginning in kindergarten, is shared by Georgia's governor. These programs place a special value on the skills that the state's English learners bring to the classrooms and have positively shifted attitudes about the possibilities for bilingual education in Georgia.

- A 2014 partnership between the Georgia Department of Education, the Department of Early Care and Learning, and WIDA to bring English Language Development standards to the birth to pre-kindergarten aged-English learners in Georgia. Though this work is dedicated to children not yet in the K-12 school system, it is providing the youngest learners with an opportunity to receive developmentally appropriate language and literacy support and ensures a seamless transition from home, public and private Pre-K ESOL services to those of the public elementary schools. This will improve the diagnostic abilities, reduce intake and ESOL screening time, and expand caregivers' knowledge and familiarity with the complement of language support services and may result in a decrease in the number of academic years spent in language services before exiting.

- Increasing the number of professional staff and reorganizing the service regions of the Title III unit in order to provide districts with timely and consistent trainings and service. Beginning in January 2015, the state has been divided into three regions, instead of two, and the three Title III program specialists are located in their regions of responsibility. This regional redistribution reduces the workload on each specialist thereby allowing for both a quicker response time to district professional learning and technical assistance needs and, perhaps just as importantly in a geographically large state such as Georgia, providing districts with a less-centralized and more individualized level of support.

- In June 2015, all 184 Title III districts will be provided a full complement of resources to support teachers' work with English learners in the content area classroom. As part of this initiative, Dr. Margo Gottlieb, a developer of the WIDA English Language Development standards and author of numerous assessment and pedagogy texts related to English learners, will provide practical training to each district on how best to embed her practices into core content classrooms. The support bundle provided to each district includes: "Common Core for the Not-So-Common Learner: English Language Arts Strategies" both Grades K – 5 and 6 – 12 (Drs. Andrea Honigsfeld and Maria Dove), "Vocabulary for the Common Core," (Dr. Robert Marzano) and resources by Dr. Gottlieb: "Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement," "Academic Language in Diverse Classrooms: Definitions and Contexts," and "Academic Language in Diverse Classrooms" - both Mathematics and English Language Arts texts, at each grade cluster: K-2, 3-5 and 6-8."

- Each year since the adoption of college and career ready standards, ESOL and Title III unit staff has led regional trainings throughout the state to reinforce the message that English Learners taught using the same rigorous standards as all students are equally capable of achieving success. Since 2011, approximately 4,150 teachers and 1,300 administrators have attended our regional trainings. The most frequently requested sessions have included, "Teaching for Meaning: Making Content Comprehensible for English Learners", "Promoting Academic Success for English Learners: Supporting ELs with GPS and state content standards," "Academic Language Paves the Way to Success for Second Language Learners," "Title III & ESOL: Ensuring Compliance and Supporting English Language & Academic Proficiency of ELs," "Regional Consortium Focus Groups: Meeting the Needs of English Learners", "Connecting WIDA ELD Standards to the state content standards," and "Connecting the WIDA Framework: Facilitators' Retreat – a WIDA Train the Trainers Workshop."

- The GaDOE is supportive of dual language immersion schools and programs. Georgia currently has 14 dual language immersion schools. Recent research indicates strong advantages to ELs participating in these programs. State funding has been used to provide professional development to teachers in these schools and work has begun on in order to facilitate English learners' participation in such programs while still receiving dedicated language support in English.

These initiatives are designed to ensure opportunity is provided for all English language learns to succeed and thrive.

Helping Students With Disabilities Reach College and Career Readiness on the Same Schedule as All Students

The Georgia Department of Education's Division for Special Education Services and Supports is implementing initiatives designed to improve results for children and youth with disabilities and close the opportunity gap. These initiatives, which are funded by a five-year State Personnel Development Grant (SPDG) awarded to the state from the United States Department of Education, include a series professional learning videos on determining the type of evidence based practices and interventions necessary to improve student outcomes. Electronic resources to aid in the selection of appropriate evidence-based practices and interventions are highlighted. The videos can be accessed by using the

following link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Selecting-Evidence-Based-Practices-Videos.aspx .

With the new College and Career Readiness Initiative funded through the Georgia State Personnel Development Grant, the state has intensified its focus on compliant transition practices. Districts complete a series of regional trainings entitled *Hitting the Mark: Transition Plan Writing*. Transition teams of up to four members, including the district special education director, participate in these meetings. As a result of this training, transition team members will have the knowledge and skills needed to develop compliant transition plans that when implemented will result in students being better prepared for college, careers, and/or independent living. Resources can be found at http://www.gaspdg.org/search/node/College%20and%20Career%20Readiness%20Initiativee

The SEA continues ongoing review of research based instructional practices designed to support the provision of the required content for students with disabilities and allowing them access to the college and career ready standards. Technology innovations provide new resources for instruction and support to students with disabilities, English Learners, and low-achieving students. Ensuring adherence to the universal design for learning (UDL) principles in the design of curriculum and in the delivery of content through differentiated instruction is an essential component in providing the opportunity for these students to achieve success. The Division for Special Education Services and Supports, in collaboration with Georgia Public Broadcasting. has provided a series of Universal Design of Learning (UDL) professional learning videos. The videos may be accessed at: http://www.gpb.org/education/common-core/udl-part-1 and http://www.gpb.org/education/common-core/udl-part-2 .

Mathematics and ELA specialists are developing Georgia Standards teacher guides for each grade/subject level teacher. In addition, instructional units, materials, and tasks are being developed to support the new common core standards. As materials are being developed, they are posted on the GaDOE website for viewing. To complement the instructional materials that are being developed to assist teachers in the delivery of instruction for the new Georgia Standards; the state intends to employ the principles of Universal Design for Learning (UDL) in the design of curricula so that methods, materials, and assessments meet the needs of all students. Traditional curricula may present barriers that will limit students' access to information and learning. In a traditional curriculum, a student without a well- developed ability to see, decode, attend to, or comprehend printed text may be unable to successfully maintain the pace of the instruction. The UDL framework guides the development of adaptable curricula by means of three principles. The common recommendation of these three principles is to select goals, methods, assessment, and materials in a way that will minimize barriers and maximize flexibility. In this manner, the UDL framework structures the development of curricula that fully support every student's access, participation, and progress in all facets of learning. One of the key principles to guide professional development for instructional practices of diverse learners includes providing multiple means of engagement. The following link provides access to a document that outlines examples of multiple means of engagement as defined by the UDL guidelines:
http://www.gpb.org/sites/www.gpb.org/files/_field_cc_associated_docs/part_1_handout_3_udl_guidelines.pdf This approach will assist teachers in delivering differentiated standard-based instruction that engages and provides access to all learners. Professional development activities designed to support teachers' utilization of data derived from multiple measures will be emphasized as a component of sound instructional practice focused on improving student performance. To differentiate instruction is to recognize and react responsibly to students' varying background

knowledge, readiness, language, and preferences in learning and interests. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. Differentiation resources can be found by using the following link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Co-Teaching-Modules-201---Module-4.aspx . The integration of technology provides an important component of UDL and will play a vital role in assuring these activities meet the needs of a diverse group of learners, including students with disabilities, ELs, and low-achieving students.

The SEA recognized the need to incorporate the IDEA 619 population (preschool-aged children with disabilities) by collaborating with the Georgia Department of Early Care and Learning: Bright From the Start (BFTS) to revise the Georgia Early Learning and Developmental Standards (GELDS). The GELDS are the state's birth to five standards http://www.gelds.decal.ga.gov/Default.aspx. The GaDOE also worked with BFTS to align the GELDS with the state's Common Core standards.

In addition to the state's revision and alignment of the GELDS to the state content standards, the state also facilitated the development of instructional activities to compliment the GELDS when using with preschool-aged children with disabilities. Finally, the two agencies have collaboratively addressed professional development. During the 2013-2014 school year, 50 preschool administrators and leaders in the LEA received training on the GELDS. During the 2014-2015 school year, over 400 preschool special educators have been trained on the GELDS. Additionally, 500 GELDS resource manuals have also been distributed to special educators throughout the state. Advanced training initiatives are being planned for the 2015-2016 school year.

The state recognizes the importance of Response to Intervention (RTI) as a critical component of identifying students who may benefit from supplemental, remedial, or enriched instruction. Georgia's RTI process includes several key components including: (1) a 4-Tier delivery model designed to provide support matched to student need through the implementation of standards-based classrooms; (2) evidence-based instruction as the core of classroom pedagogy; (3) evidence-based interventions utilized with increasing levels of intensity based on progress monitoring; and (4) the use of a variety of ongoing assessment data to determine which students are not successful academically and/or behaviorally. The RTI manual can be accessed by using the following link: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/RTI%20document%20Full%20Text.pdf. Data Teams in each school serve as the driving force for instructional decision making in the building.

Georgia is recognized nationally as a Positive Behavioral Interventions and Supports (PBIS) State. PBIS is an evidence-based, data-driven framework focused on improving the overall school climate for students and to close the opportunity gap. Since 2008, the GaDOE PBIS unit has trained and given technical assistance to over 500 schools in Georgia. Schools that have been implementing PBIS with fidelity have seen dramatic reductions in office discipline referrals, increased sense of school safety, marked improvement in school climate ratings, and more instructional time for students in the classroom.

The SEA intends to provide all teachers with professional development focused on the core content standards. The diverse needs of learners will guide the development of curriculum and instructional activities designed to address diverse needs. Teachers will continue to participate in professional development designed to provide the expertise required to utilize data from multiple

measures to continually access progress, establish baselines of performance, and evaluate the progress of students. The Division for Special Education Services and Supports partnered with Georgia Tools for Life and Georgia Council for Exeptional Children (CEC) to present the Institute Designed for Educating All Students (IDEAS) Conference annually since 2012. Sessions were included to address the shift to state content standards and college- and career-readiness focusing on best practices for students with disabilities. Information from sessions has been made available on the GaDOE website for availability to all teachers. This annual conference will continue annually to continue to provide resources for teachers that focus on college and career readiness through standards based instruction. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/IDEAS.aspx .

Additional support for teachers of students with the most significant disabilities who participate in the GAA has been addressed through the development of instructional tasks and materials aligned to the state's content standards. GaDOE has worked with a core of teachers throughout the state to develop these instructional materials that give access to the standards. These activities are made available through the Resource Board for Access to the state content standards for Teachers of Students with Significant Cognitive Disabilities. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Curriculum-Access-for-Students-with-Significant-Cognitive-Disabilities-.aspx .

Professional development has been provided through sessions at the IDEAS conference, attended by 640 teacher in 2014, focused on access to the state's content standards for students with significant disabilities. Professional learning has also been provided in conjunction with the Assessment Division addressing the shift to the state's content standards and access for students with significant cognitive disabilities. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA-Presentations.aspx .

The data collection process is an essential component of RTI which is designed to provide additional supports and accommodations to students. The State Longitudinal Data System (SLDS) makes available data to teachers at the individual student level but also provides teachers with tools to develop profiles of classroom needs and will link to instructional activities designed to address identified areas of content. SLDS resources can be found at the following link: http://www.gadoe.org/Technology-Services/SLDS/Pages/SLDS.aspx .

Since alternate assessments based on modified achievement standards (AA-MAS) are not an option now that Georgia Milestones is in place. Georgia will continue to work with districts, schools, and teachers to ensure a smooth transition for students who formerly participated in the state's AA-MAS, the CRCT-M. The design of Georgia's assessment system intentionally considers the needs of students at all levels of the achievement continuum, including those that have struggled to demonstrate what they have learned on traditional large-scale assessments. Georgia's assessments are being designed to ensure there is sufficient opportunity for students who are very low achieving (or very high achieving) to demonstrate concepts they comprehend and how they can apply these concepts. Georgia participated in the NCEO sponsored meeting, *Successfully Transitioning Away from the 2% Assessment*, held in Atlanta in February 2014, and developed a plan for transition from the CRCT-M to the regular assessment. Georgia's resources were highlighted on their website and we were asked to participate and present in a follow-up webinar in July 2014. http://www.cehd.umn.edu/nceo/AAMAStransition/default.html

The open-ended, performance-based, and innovative nature of the test items and tasks that will be included on the assessments should allow students this opportunity to demonstrate proficiency. To help prepare both teachers and students for this new type of assessment (historically Georgia's assessment system has been selected-response), Georgia has used its Race to the Top funds to build both a formative item bank and benchmarks that will be comprised of mainly open-ended, performance-based items and tasks. Significant training and support will be provided to districts in the use of these items, with special consideration given to strategies for low-performing students (i.e., diagnosing and addressing student weaknesses). The GaDOE Special Education staff is proactively designing teaching resources, formative tools, and professional learning opportunities for this transition. Additionally, Georgia is building item prototypes and resources that will be available to teachers and students to use prior to full implementation of the assessment system.

As Georgia prepared for the 2014-2015 implementation of new assessments, training was provided to systems on appropriate placement decisions given the phase-out of the AA-MAS through multiple webinars and presentations by Assessment and Special Education staff.

To facilitate discussions about the transition from the AA-MAS, a parent brochure was developed to explain the transition to parents. It may be accessed using the following link:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/CRCT-M.aspx .

Additionally, information about the new Georgia Milestones Assessment System and the transition from the CRCT-M was presented at the annual Parent Mentor conference:
http://www.parentmentors.org/learning-curve/kickoff-conference-2014-2/conference-downloads-and-materials/ .

Access to Accelerated Options

The proposed CCRPI will highlight the GaDOE's continuous commitment to accelerated learning opportunities with several of the indicators included in the post secondary readiness category of the high school version. Indicators in this section highlight AP, IB, dual enrollment (high school students also enrolled in college units for dual credit), SAT, and ACT scores that indicate college readiness, as well as a commitment to students entering colleges without need of remediation or support. This is not a new commitment for the GaDOE. Georgia has an active Advanced Placement (AP) support system in place, coordinated by the College Readiness Unit at the GaDOE. One of the post secondary readiness indicators on the high school CCRPI measures the percentage of students in each high school participating in AP, IB, and other accelerated learning opportunities. This indicator is captured in the Achievement Score and Progress Score for each high school. (Appendix A, CCRPI, 3 levels)

GaDOE sponsors the Georgia Virtual School (GAVS). This online instructional program offers students and schools across the state access to many courses, such as Advanced Placement (AP), that might not seem possible due to limited demand and enrollment in the smallest schools. The Georgia Virtual School offers 27AP courses that students can take during the school day or after school hours. These courses have made AP available to students that might otherwise be caught in an opportunity gap. During the 2013-2014 school year, GAVS provided AP instruction to 1560 students in 198 high schools.

For the past ten years, the GaDOE has offered districts a grant opportunity to assist with funding to train more teachers at AP Summer Institutes. Schools with the smallest AP programs receive priority in the grant review process. Over the past ten years more than 3,000 teachers have completed AP Summer Institutes paid for in whole or in part by this grant. The state also pays for one AP exam for each economically disadvantaged (ED) student. In the past three years, Georgia has experienced 20% growth in the number of ED students taking AP exams, 8% growth in the number of exams taken by ED students that are scored at 3 or higher, and 26% growth in the total number of AP exams taken by ED students. Georgia ranks 15th in the nation on participation and performance in AP Exams (*APRN*, The College Board, February 2015). On June 25, 2014, the College Readiness unit of GaDOE worked with the School Effectiveness unit to bring a workshop, entitled *Teacher Keys Effectiveness System and Academic Rigor,* to over 300 administrators from Priority and Focus Schools. The workshop was well-received and many schools have called for extended assistance in this area.

The College Readiness Unit of GaDOE also works directly with the high schools to ensure that administration and instructional leadership teams understand the power of *AP Potential* and know how to use *AP Potential*. This tool helps schools recruit students for AP courses that might otherwise be overlooked due to past academic record or other issues that might make a student a bit invisible in the realm of rigor.

GaDOE is keenly aware of the need to move Georgia's students toward increased proficiency in mathematics. While this work entails building mathematical supports it also involves having a strong curriculum framework in advanced mathematics. Georgia currently offers its schools two options for advanced mathematics tracks. Additionally, Georgia has law and policy that requires that schools work with students to allow them to advance when ready. Examples include middle school students being able to take high school courses, high school students being able to test out of a course by exhibiting competency in the content area, and active encouragement in dual enrollment. As early as 2002, Georgia's Graduation Rule (IHF-5) has offered systems the option to award credit for high school courses taught in middle school. The current Graduation Rule (IHF-6) includes this option.

To provide opportunities for engaging, relevant, and challenging curriculum for all Georgia students, a variety of advanced academic and career pathway courses are provided that strengthen student readiness for college and careers. Student participation in the sequenced course pathway program supports a school's accountability report as indicated by the College and Career Ready Performance Index (CCRPI) score. Georgia's Career, Technical, and Agricultural Education (CTAE) pathway program provides a coherent sequence of courses that includes rigorous content aligned with business- and industry-related standards leading to college and work readiness in a focused area of student strength and interest. Along with Georgia's 17 career clusters and pathway sequenced courses, students may select courses from an advanced academic pathway in any of four content areas of English/language arts, mathematics, science, and social studies. Students must meet more stringent requirements by completing advanced courses with opportunities for college credit. Additional pathway course opportunities are also provided in the areas of fine arts and world languages addressing student talents and interests. This real world option helps open the door for many ED students who might otherwise drop out of high school. This experience helps them see that pathway courses can lead directly from high school graduation to career.

Building Capacity for Georgia Standards of Excellence (GSE) into the Future/ Higher Education's Role

The University System of Georgia (USG) has embraced the transition to college and career standards and has been engaged in numerous working groups to ensure success, focused on ultimate postsecondary success. USG has embedded the CCGPS into all new teacher preparation programs and currently is in the process of ensuring that the standards are reflected in existing programs. It is important to note that USG teacher preparation programs reflect the Georgia Performance Standards. There is a high correlation between the GPS and Common Core State Standards. Therefore, Georgia's programs are already in close alignment.

Higher-Education faculty members have been involved from the beginning of the standards movement in Georgia in 2004 and continue to be involved. (Georgia's leadership in Achieve's American Diploma Project solidified the strengthening of the partnership between the GaDOE and Higher Education). Involvement included the review of draft standards, online crosswalk, and alignment feedback opportunities, and current participation includes the precision review process for the Common Core Georgia Performance Standards. The precision review process included alignment of standards through coursework and articulation agreements with post-secondary institutions to ensure a smooth transition to college and career ready standards. Various meetings and webinars with ELA and mathematics curriculum coordinators and advisory committees inclusive of higher-education staff have been provided with ongoing opportunities for discussion and comment. As Georgia reviewed and revised its content standards in ELA and mathematics, faculty served on the academic committees which finalized the revisions and update to the standards adopted by the State Board of Education in January 2015.

There has also been significant consultation with USG and TSCG on the Complete College Georgia plan, released in November 2011, as a result of Georgia's work in Complete College America. This Complete College Georgia plan is contingent upon continued collaboration between the IHE's and the GaDOE to successfully transition to and successfully implement college and career ready standards.

Faculty from USG reviewed and provided feedback regarding the Common Core Standards and are currently involved in the following ways:

1. Active engagement with SREB-led development of 12th grade transition courses focused on mathematics and literacy;
2. The newly adopted Complete College Georgia Plan, a collaboration between USG, TCSG and the GaDOE, makes explicit the relationship and importance of K-12 college/career readiness towards meeting college completion.

The Technical College System of Georgia (TCSG) supports the transition to college and career ready standards as proposed by the GaDOE. TCSG supports the utilization of the Common Core State Standards in preparing students with the knowledge and skills they need to achieve in order to graduate from high school ready to succeed in entry level, credit bearing academic college courses without the need for remediation. Post secondary faculty from TCSG have been engaged in the review of the standards and college-ready assessments. TCSG actively participates with the GaDOE in the implementation of the transition to college and career ready standards.

The GaDOE partnered with several IHEs, public (6) and private (1), during the 2010-2011 academic year in a Pre-service Field Study for the existing CLASS Keys evaluation tool. Pre-

service program faculty conducted in-field observations and collected perception data regarding the use of the CLASS Keys rubrics for pre-service teacher observation, rating, and feedback purposes during field assignments. One focus of this work was the pre-service teachers' understanding and effective utilization of the GPS in planning for and conducting instructional activities in the classroom. This collaboration will continue during the 2011-2012 pilot of the restructured rubric-based observation instrument for teachers and the entire Teacher Keys Evaluation System (TKES). The TKES performance standards one and two focus specifically on the new college and career ready standards. The ongoing collaboration with teacher preparation programs in the field study will provide one strong avenue of communication.

From June through September 2011, and continuing through the 2011-2012 school year, the GaDOE Induction Task Force has been, and will be, working to develop and communicate to the school districts in the state induction guidelines for new teachers and for building principals. These guidelines will focus on including all students with special emphasis on English Learners, students with disabilities, and low-achieving students. Race to the Top districts are required to use these guidelines to review and revise existing principal induction programs or to develop new principal induction programs for implementation during the 2012-2013 academic year. All other districts in the state are included in the communication and review of the induction guidelines, and they are encouraged to use them to inform and strengthen their district-specific induction programs. These guidelines were developed under the leadership of the GaDOE and with collaboration from the Georgia Professional Standards Commission, by a fifty-member task force that included a significant number of faculty members and deans of teacher and leader preparation programs. The guidelines for both teachers and building principals require mentoring, ongoing performance assessment, and systematic professional learning to support success in meeting the expectations of the Teacher Keys and Leader Keys Evaluation Systems and in increasing student learning and growth for all students including ELs, students with disabilities, and low-achieving students. A primary focus of this work is assessing the status of and supporting growth in teacher and leader understanding and effective implementation of the new college and career ready standards. The IHEs represented in the task force were excited to have the opportunity to participate in the development of induction guidelines and to be able to plan to incorporate those guidelines into the work of their preparation programs. The collaboration among the GaDOE, the Georgia Professional Standards Commission, IHEs, and school districts will continue to inform this work and help ensure successful preparation of incoming teachers and leaders to be more effective classroom leaders and teach effectively to all students including English Learners, students with disabilities, and low-achieving students.

The GaDOE has also partnered with Bill and Melinda Gates Foundation (BMGF) in an activity to further support a successful transition to Common Core GPS and to increase student achievement in ELA and mathematics. The Common Core GPS Implementation Grant is currently funding intensive training in Literacy Design Collaborative (LDC) writing strategies for close to eighty teachers and curriculum leaders from 5 systems in the state and all sixteen of the Regional Education Service Agencies (RESA). The teachers represent ELA, social studies, science and technical subjects. Funding is also being used to train a similar number of mathematics teachers and curriculum leaders from 6 systems and the RESAs in the Formative Assessment Lessons (FAL) and strategies developed by the Shell Centre. The teachers in this project include teachers of ELs and students with disabilities. This core of well trained teachers and curriculum leaders will assist the GaDOE in rolling out these strategies on a statewide basis in 2012-13. BMGF and the GaDOE believe the LDC and FAL strategies will make a significant improvement in student achievement in literacy and mathematical problem solving for all Georgia students.

Statewide Assessments

As Georgia implements the GSE, the assessment blueprints will be adjusted to reflect any changes in grade level content standards and achievement expectations. As previously discussed in this document, the GSE is well aligned to the CCSS, allowing transition rather than complete redevelopment. With the implementation of the GPS beginning in 2006, Georgia has a successful history of significantly increasing the rigor of its assessment system. As the assessment system transitions, a review of performance expectations may be warranted. Georgia is working with its Technical Advisory Committee, comprised of six nationally renowned measurement experts, to navigate the transition during the interim years before the common assessments are implemented in 2014-2015.

Georgia has demonstrated its commitment to ensuring students were college and career ready upon graduation. (Attachment 6: Race to the Top Assessment Memorandum). Through the American Diploma Project, Georgia has partnered with its postsecondary agencies (the University System of Georgia and the Technical College System of Georgia) to set a college-readiness indicator on high school assessments. Postsecondary faculty from both agencies have been and continue to be involved in the test development process through item review. Higher education faculty will serve on standard setting committees when convened.

Since the introduction of the Georgia's college and career ready 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. Many schools and districts are taking advantage of this offering, particularly with mathematics which is a core requirement, as defined by the State Board of Education, for earning a high school diploma. Coordinate Algebra is often offered in the 8th grade and has a required End of Course (EOC) assessment. Historically, a burden has been placed on middle school students who are enrolled in a high school course with a required EOC assessment. These students are also required to take the End of Grade (EOG) assessments for their enrolled grade. To alleviate this burden, beginning in the 2015-2016 school year, middle school students taking a high school mathematics course with a required EOC will not be required to take the same subject EOG assessment. By doing this, Georgia will assess middle school students with the corresponding advanced, high school level assessment in place of the assessment that would otherwise be administered to the student for the grade in which the student is enrolled. In short, students will be 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 CCRPI Content Mastery calculations for middle schools.

It is important to note that Georgia assesses two high school mathematics courses that are required, by State Board of Education Rule, of all students. Middle school students who are enrolled in advanced courses and tested while in middle school will also take core courses that are assessed when they enroll in high school. For example, middle school students who complete Algebra in middle school will take the associated Algebra EOC at that time. They will then take Geometry when enrolled in high school and take the associated Geometry EOC at that time. All EOC assessments are aligned with the associated advanced, high school course. Additionally, students will be assessed with a measure aligned to the instruction they received. The results of the EOC assessments taken by high school students will be utilized in CCRPI Content Mastery calculations for high schools.

Since many districts offer Physical Science at the middle schools level, Georgia will assess middle school students with the corresponding advanced, high school level assessment in place of the assessment that would otherwise be administered to the student for the grade in which the student is enrolled. It is important to note that Georgia will assess only the students enrolled in an advanced, high school level science course with the advanced, high school level EOC science assessment. In short, students will be 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 CCRPI Content Mastery calculations for middle schools.

It is important to note that Georgia assesses two high school science courses that are required, by State Board of Education Rule, of all students; however, Physical Science is not required of all students. Middle school students who are enrolled in advanced courses and tested while in middle school will also take core courses that are assessed when they enroll in high school. For example, 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. Biology is required of all students matriculating. All EOC assessments are aligned with the associated advanced, high school course. Additionally, students will be assessed with a measure aligned to the instruction they received. The results of the EOC assessments taken by high school students will be utilized in CCRPI Content Mastery calculations for high schools.

Georgia's Growth Model

As part of Georgia's Race to the Top initiative, Georgia has worked with the National Center for the Improvement of Education Assessments, Inc. and the Georgia Effectiveness TAC to select a statewide growth model. Georgia has selected a statewide growth model for implementation during the 2011-2012 year. For Georgia, the infusion of a growth model moves accountability beyond attainment or status indicators (how many students achieved proficiency) towards information on both proficiency and student progress on statewide assessments. Under the guidance provided by the growth model steering committee and technical experts, Georgia is implementing the Student Growth Percentile (SGP) model. The technical implementation of a statewide SGP model utilizes both norm and criterion referenced data in making growth predictions -- norm-referenced information provides a consistent context in which to understand performance, along with achievement status relative to the academic performance of similarly positioned peers. Georgia further proposes the anchoring of a normative approach to proficiency standards on statewide assessments – growth to standard – with the standard providing the consistent criterion for all students. This approach provides information on whether student growth is sufficient to either achieve or retain proficiency within a specified time period such as an academic year.

This model has been adopted by several other states and is a technically sound and understandable method for measuring student growth that is compatible with the state's assessment system. An advantage of this model is that the results are reported in terms of a metric many educators and parents are already familiar with, percentiles (which range from 1 to 99). Another primary consideration in the selection of this model is that it allows *all* students to demonstrate growth regardless of their achievement at the beginning of the school year. *All* students, whether they begin the school year with high or low prior achievement, have the same opportunity to demonstrate growth.

SGPs are calculated by comparing a student's history of test scores to the scores of all the other students in the state with a similar score history. Scores from both the Criterion-Referenced Competency Tests (CRCT) and the End of Course Tests (EOCT) will be considered. In essence, a student is compared to his or her academic peers (those with a similar score history), and the progress he or she has made is reported as a percentile. A student with an SGP of 65 on the Grade 5 Mathematics CRCT has demonstrated more progress or growth than 65% of his or her academic peers. As the state transitions to the Georgia Milestones Assessment System, the SGP will continue to be calculated.

Performance Flags are a visual representation for schools and districts which signal subgroup performance on state assessments as well as graduation rate. Assessment and graduation rate data are disaggregated by subgroup for the nine traditional ESEA subgroups. Performance Flags are triggered by Performance Targets. The Performance Targets are set based state proficiency rates as well as the state graduation rate. Performance Targets increase annually.

Georgia is in a unique position in its application of a student growth model. Georgia's content assessment standards clearly articulate a learning progression within each content area and across grades. Additionally, Georgia's assessments that provide sufficient precision across the full range of student achievement and the development of the GaDOE's K-12 longitudinal data system allows for linking of student data a across number of years.

In addition, Georgia is encouraging an increase in student achievement rigor through a multitude of ways:

- In April 2011, the State Board of Education adopted a Secondary Assessment Transition plan, beginning a phase-out of the Georgia High School Graduation Tests (GHSGT). Until this time, Georgia ran a dual assessment system at the high school level, mandating both the graduation tests as well as End of Course Tests (EOCT) in eight core content courses (two in each of the four content areas). Historically, the GHSGT have been used for accountability, however with the transition plan accountability will now be based on the EOCT. The EOCT are more rigorous assessments, measuring the content standards with more specificity as opposed to the GHSGT which reflect content standards across multiple courses.
- With the CCRPI, Georgia will incorporate measures of post-secondary readiness with the inclusion of the SAT and ACT (percent of students achieving the college-readiness benchmark).
- Through the CCRPI, Georgia will incorporate a target Lexile reading score that is well above the Lexile score currently associated with the proficient standard at the specified grades. This target Lexile score sets a rigorous, yet attainable, goal for schools and was set in consideration of the text demands inherent in the Language Arts Common Core standards.
- Through the CCRPI, Georgia will encourage schools to move students into the exceeds performance level (i.e., advanced).
- As Georgia implements Georgia Milestones, which is explicitly designed to send a signal of college and career readiness, a new baseline will be established for both the assessment system as well as the accountability system (inclusive of the performance targets utilized within the CCRPI).

CCGPS Implementation and Training Plan

Key Milestones	Timeline	Party (ies) Responsible	Evidence	Resources	Obstacles	
Adopt CCGPS	July 8, 2010 Bd.Meet	CIA Division/BOE	July 8 Board Agenda			
Align CCGPS with GPS	Aug. 10-Aug. 11	ELA/Math Committees	GaDOE Website	GaDOE staff/teachers/post secondary/business		
ELA and Math Precision Rev.	Aug. 10-Aug. 11	ELA/Math Committees		Advisory Committees-curriculum experts/teachers/post secondary/bus.		
Prof. Learning for Admin.	Feb. 2011-July 2011	CIA Division/BOE	7/28/11 ElluminateLive Webinar	RESA Directors	Delivered face-to-face to all RESA Directors	
			RESA Attendance Documents		RESA Redelivered to all Admin in District	
Design CCGPS Math	Feb. 2011-June 2011	Math writers	GaDOE Website	Math Educators at all levels	Funding	
Curriculum Maps for K-12						
Collaborate and create new	June, 2011	ELA Writers	GaDOE Website	ELA Educators at all levels		
ELA Frameworks						
Inventory/GaDOE Resources	April 2011-June 2012	Math/ELA Specialists	GaDOE Website	ELA /Math/IT Specialists		
Develop needed Resources						
Collaborate with IT on	June, 2011	Math/ELA/IT Specialists	GaDOE Website	ELA, Math, IT Specialists		
tagging and designation of						
resources for Learning						
Management System						
Create ELA transition lessons	April 2011-July 2011	ELA Specialists	GaDOE Website	ELA Specialists		
for standards which shift						
grade levels						
Collaborate/Create/Conduct	April 2011-May 2012	ELA/Math Specialists	ElluminateLive Webinars	ELA/Math Specialists		
CCGPS Professional Learning			Georgia Public Broadcast			
grade level and subject specific						
Research/Collaborate/Write	Oct. 2011-May 2012	36 CTAE/Math/ /Science/Tech	GaDOE Website	middle/high/post secondary teachers/business		
Integrated CTAE/Science/Math		middle and high teachers and				
Instructional Units for H.S. &		post secondary/busines s s				
Technology Infused in units				*Race to the Top Funds have alleviated many funding obstacles		

The work reflected in the chart above has been completed in support of college and career ready standards. GaDOE continues to support administrators and teachers through a blended approach to professional learning in collaboration with RESAs, Georgia Public Broadcasting, and LEAs. GaDOE curriculum staff will continue to work across divisions to inform and support the Teacher and Leader Evaluation System, the CCRPI, the State Longitudinal Data System/Teacher Resource Link, Career Pathway Initiatives, and the new Georgia Milestone Assessment Program.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A	Option B	Option C
☐ The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition. i. Attach the State's Memorandum of Understanding (MOU) under that competition. (Attachment 6)	☐ The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Provide the SEA's plan to develop and administer annually, beginning no later than year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.	☒ The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs. i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)
For Option C, insert plan here. See attachment 7.		

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2. A.i **Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA's differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.**

The goal of the state's differentiated recognition, accountability, and support system is to provide meaningful information about school and district performance that guides initiatives to effectively improve student achievement and graduation rates, promotes capacity for sustained progress over time, closes achievement gaps for all schools across the state, and targets interventions at those schools with greatest need. Georgia is prepared to implement its revised differentiated recognition, accountability and support system beginning in 2015-2016.

In its proposed plan, the GaDOE is requesting changes to the previously approved Elementary and Secondary Education Act of 1965 (ESEA) consequence and reward structure that began-implementation during the 2012-2013 year. Georgia will identify Priority Schools, Focus Schools, and Reward Schools and a Performance Flag system to increase school accountability for subgroup performance. As part of this waiver request, Georgia is only required to identify detailed subgroup information for Title I schools, but the same detailed information will be provided to all school in the state.

Based on an analysis of data since the implementation of the 2012 ESEA flexibility waiver, Georgia has detected a pattern of issues resulting from school identification and support. The purpose of this waiver proposal is to address those identification and support issues.

Georgia's revised waiver offers a distinct advantage in that it enables the state to more effectively identify schools most in need of these supports and make school improvement decisions based on meaningful data that highlights specific needs of the school. Interventions can be specifically focused on improving achievement across all subgroups including English Learners and students with disabilities.

<u>Georgia's Plan for Differentiated Accountability and Support</u>

Beginning in 2015-2016, Georgia schools identified for support will fall into two categories following US ED definitions, Priority Schools and Focus Schools. The identification and support will address the need to raise student achievement, close achievement gaps, and promote continual progress toward full proficiency for all of the students in Georgia.

In order to ensure that a maximum number of schools receive specified services and supports, Priority status will supersede Focus status. In the instance that a school would fall into both categories, Priority Schools will be calculated first and those schools will not be eligible for Focus status; however, the issues regarding achievement gap data will be addressed in the school improvement plan.

The GaDOE supports the quality implementation of the Georgia's Standards of Excellence as the most effective way to address equity for students in Georgia. To that end, school improvement efforts will address disparities where Performance Flags indicate discrepant patterns of performance for different subgroups by focusing on interventions that promote standards for underperforming groups. It is incumbent on the GaDOE to ensure that districts demonstrating patterns of disparity receive support and guidance regarding implementation of the Georgia's Standards of Excellence, particularly as it relates to improving the achievement of economically disadvantaged students, English Learners, and students with disabilities. In this way, school-level performance flag indicators will be taken into account when formulating school improvement plans for Priority Schools and Focus Schools.

These separate criteria establish categories that provide distinct, purposeful groups of schools and districts identified as needing specific supports and interventions. Priority Schools are comprised of the lowest achieving schools in the state based on the performance of all students, while Focus Schools are those in which the largest gap size and smallest gap change exist. These categorizations will impact both the types of supports and interventions initiated and the students that will be targeted as part of a school's school improvement plan. Under this system, the GaDOE will be able to serve Georgia's overall lowest achieving schools as well as lowest achieving, high needs students in schools that are not traditionally captured in the lowest tier of schools based on all students' achievement. This system ensures that resources are used efficiently and in an organized way that targets appropriate groups of students.

In addition, the GaDOE will work with the district in facilitating support for schools identified as Priority or Focus. Support for all Priority and Focus Schools will begin with a comprehensive review of performance on key school standards. Short-term action plans (i.e., Indistar tasks) will be developed for standards scored below operational. These short-term action plans and school improvement plans at each school will be developed and monitored by the school leadership team with support from GaDOE and / or RESA. GaDOE and / or RESA will be responsible for monitoring the implementation of the short term action plans and working directly with the school or LEA if implementation is not done with fidelity. The GaDOE and/or RESA will enter into a formal agreement with the LEA outlining the expectations of the LEA, school, and the GaDOE and/or RESA.

Because the GaDOE supports the quality implementation of the Common Core Georgia Performance Standards as the most effective way to address equity for students in Georgia, school improvement efforts will address disparity where Performance Flags indicate discrepant patterns of performance for different subgroups by focusing on interventions that promote standards for underperforming groups. It is incumbent on the GaDOE to ensure that districts demonstrating patterns of disparity receive support and guidance regarding implementation of the Common Core Georgia Performance Standards, particularly as it relates to improving the achievement of economically disadvantaged students, English Learners, and students with

disabilities and closing existing achievement gaps. In this way, school level performance flag indicators will be taken into account when formulating school improvement plans for Priority Schools and Focus Schools.

The school improvement specialists working with Priority and Focus Schools have specific knowledge and expertise in the use of data analysis, school improvement, implementation and monitoring of school improvement plans, leadership development and instructional best practices. The work of the school improvement specialists is monitored by staff at GaDOE and professional learning for the specialists is on-going.

The GaDOE will also facilitate collaboration with other educational agencies such as Regional Education Service Agencies (RESA), colleges and universities, and regional labs to provide a statewide system of support for all schools.

Alternatives Plan for SES and Choice:

Georgia plans to require Priority Schools and Focus Schools to implement alternative supports rather than SES and Public School Choice for students.

- The GaDOE data show that consistently less than 5% of eligible students take advantage of the Choice option. Georgia introduced a state law (O. C. G. A. §20-2-2130) in 2009 that provides an option for parents to request permissive transfers within districts, providing comparable options for parents and students. (Appendix C, 20-2-2130)
- Results from our annual analysis of SES show that, overall, students receiving SES in Georgia have not outperformed matched controls on state tests of achievement in any subject area for the duration of the program. Thus, the GaDOE is proposing an alternative supplemental tutoring intervention that would allow LEAs greater flexibility in designing an extended learning program tailored to needs of their school that would have the capacity to serve more students in need of such additional support. These Flexible Learning Programs (FLP) would initially be funded through a minimum 5% set-aside requirement of Title I allotments for the same schools that are currently mandated to implement SES (those in year two of needs improvement status or higher based on FY11 AYP reports) and transition to all schools in Priority or Focus status before the 2012- 2013 school year. (Appendix D, Analysis of SES Provider Effectiveness)

Georgia will continue to require Priority Schools and Focus Schools to implement alternative support as defined below. Specific components of the proposed program are outlined as Required Interventions for Focus and Priority Schools:

1. All Priority Schools must offer Flexible Learning Program (FLP)
    a. Any district having a school designated as a Priority School that falls within the rank order of Title I schools served, must serve such school provided that the school falls within the rank order of schools within the district. This also applies to districts using grade span grouping to identify Title I schools to be served.
2. All Focus Schools status must offer Flexible Learning Programs (FLP)
    a. Elementary schools offering a specials or activity class (music, art, etc.) are encouraged to offer the FLP as a part of the rotation during this time period.
    b. Middle schools offering connections are encouraged to offer the FLP as a part of the rotation during this time period.
    c. Where special/activity classes or connections classes are not offered as a part of a school's regular daily schedule, LEAs are encouraged to extend the school day to provide FLP within the regular school day schedule.

d. For all schools not implementing the FLP through either specials/acitivity classes, connections classes, or an extended school day offering, such schools must offer two of these opportunities for all students to access the FLP
   - Before School
   - After School
   - Intercession
   - Summer Session
   - Saturday Session
   - Other

3. In addition, all schools must develop a corrective action plan that outlines how the school will implement FLP
4. All Priority Schools and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
5. All Priority Schools will be required to set-aside a minimum of 3 – 5% of their school's Title I allocation for professional development. GaDOE requested this change because the 10% for professional learning was for professional learning for instructional staff working in the Flexible Learning Program. This set-aside could total well over $100,000 depending upon an individual Priority School's allocation. GaDOE's experience proved that often times designating 10% for professional learning for instructional staff working in the Flexible Learning Program was far too much given the amount of professional learning required to fully implement the FLP. Priority Schools will use the funds (5%-7%) that are not being set-aside under the new requirement for other professional learning to assist instructional staff in meeting the needs of at-risk learners in the school, instructional materials (software, supplemental texts, maniplulatives, etc.) necessary to implement the school's regular Title I, Part A instructional program, and/or other allowable activities under Title I, Part A.

1) Proposed School and District Consequences:

Consequences for Priority Schools and Focus Schools will require schools to offer programs that are based on Supplemental Education Services (SES) but offer greater flexibility to LEAs. These new programs will improve the quality of service across the state, especially in rural districts, and provide more opportunities for parental involvement and input from local school boards about the types of interventions that are most appropriate for the schools in their communities.

Georgia LEAs will be required to offer Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing FLP will be required to submit a plan utilizing these consequences and a budget for approval by GaDOE Title Programs Division.

While students in Priority Schools and Focus Schools will be eligible to receive FLP based on low-income status and their individual student scores on state assessments, LEAs must prioritize Title I FLP funding and services to the students in Priority Schools and Focus Schools based on the following federal rank order:

1) Students in the following subgroups that are not meeting standards as identified by

state assessment results: students with disabilities, English Learners, or free- and reduced-price lunch subgroups; and, if funding levels allow;

2) All other students that are not meeting standards, as identified by state assessment results; and, if funding levels allow;
3) Students who are meeting standards, as identified by state assessment results.

2) As part of the submitted plan LEAs in 2012-2013 will:

- List the schools that are required to offer Flexible Learning Program (FLP), their classification as to Priority or Focus by school and district and if they are a Title I school or not: Example:
  - LEA Status (Priority School, Focus School) - School A - Targeted Assistance - Title I Status
  - LEA Status (Priority School, Focus School) - School B - School wide -Title I Status
  - LEA Status (Priority School, Focus School) - School C - Targeted Assistance - Title I Status
- Project how much they are intending to budget on Flexible Learning Program (FLP) in the following areas:
  1) Program Coordination/Service Delivery – District office and/or School
  2) Materials/Supplies – District office and/or School
  3) Transportation
  4) Snacks – What time of the day, if provided
  5) Tutor Costs – Current Teachers or Contract Instructors
  6) Total Cost of the FLP Program
  7) Total Cost of the PC Program
  8) Evaluation Method(s) to be used
     - Customer Satisfaction
     - Program Effectiveness

3) Required Program Data for the LEA to be maintained by school:

- Criteria used to determine how students were selected for the program and how the student's subject was determined,
- Rank ordered list of all eligible students designating whether student is enrolled in the program or not. List should include students, grade level, and subject of tutoring,
- Hours of tutoring attended for each student,
- Staff hours of service,
- Group size for tutoring,
- Pre-assessment information for each student,
- Post-assessment information for each student,
- Goal or plan of tutoring for each student,
- Progress toward goal by student,
- Strategies to be used if goals not met by student,
- When does FLP occur (before/after/during school, summer, intercession, weekends),
- The days of the week the FLP occurs,
- How is transportation provided and for whom.

4) Monitoring of LEAs/Schools by Title I Division:

LEAs will be monitored by the Title Programs Division based on the following items:

- Number of students Eligible for Program

- Number of students served
- Plan for offering services to and enrolling students across priority levels
- Number of staff hired with job descriptions
- Parental Involvement requirements
- Sign-in sheets for staff, students, and parents
- Assessment used by program
- Methods used to improve student(s) learning
- Monitoring of outcome on a monthly basis
- Verification of parent notification of eligibility for Flexible Learning Program
- Verification of parent notification of school status
- Verification of parent notification for how to enroll their student in Flexible Learning Program
- Program evaluation of Flexible Learning Program by school
- Program evaluation for overall LEA Flexible Learning Program

5) Evaluation of FLP Programs by SEA

Under the proposed waiver to grant LEAs flexibility to offer Flexible Learning Program (FLP), the GaDOE will monitor program data and evaluate performance according to the overall goal as stated in Title I, Part A legislation—increasing academic achievement on state assessments and attaining proficiency in meeting state standards. The evaluation will quantify core program components in an effort to highlight factors that contribute to effectiveness. Such a system would allow the GaDOE to use data analyses to develop data- driven best practices and provide training and ongoing support to LEAs that would promote continuous improvement of FLP across the state.

Each FLP would be evaluated on the following dimensions:

- **Customer Satisfaction**
  - Evaluation Question: What is the overall experience of stakeholders with the program?
  - Data Source: Stakeholder surveys
- **Service Delivery**
  - Evaluation Question: Are the SEA, LEAs and programs in compliance with laws and regulations?
  - Data Source: Annual monitoring data, Program documentation, Federal reporting, Public reporting, Technical Assistance, etc.
- **Effectiveness**
  - Evaluation Question: Are programs contributing to increased student academic achievement and performance on state education standards?
  - Data Source: Student performance on state tests, Pre-post assessment measures of state standards and academic skills targeting by programs, Performance Flag data, and student growth in schools offering FLP.
  - Evaluation results would be shared with stakeholders and the public and used to inform ongoing program improvement.

6) Transition of Flexibility Plan

The Priority Schools and Focus Schools will be required to offer the FLP during the 2012-2013 school year.

7) Required District Set-Aside

Local educational agencies (LEAs) with low category performance scores on the College and Career Ready Performance Index (CCRPI) that are identified as outliers will be required to spend not less than 5 percent of the LEA's Title I allocation for professional development. This required set-aside excludes funds reserved for professional development under section 1119 of the Elementary and Secondary Education Act of 1965 (ESEA). This determination will be made annually utilizing weighted category performance by grade span for LEAs. Funding under this set-aside must be used to address identified academic deficiencies in the LEA for the content areas of reading, English/language arts, mathematics, science, and/or social studies.

Although not required in the ESEA Flexibility Waiver, Georgia plans to implement the following requirements.

Section 1116(b), 1116(c) flexibility:

State and local educational agencies (SEA and LEA) responsibilities for notification and publicly reporting results will remain unchanged. These strategies and requirements include:

- Require LEAs to notify parents of the availability of services at least twice annually.
- Require LEAs to provide at least one workshop/meeting explaining the LEAs plan for providing Flexible Learning Program (FLP) services.
- Assist LEAs in using local media to notify parents of services.
- Require LEAs to offer parents the opportunity to view first hand FLP services being provided for their children.
- Assist LEAs as they collaborate with parent/teacher/student organizations and other parent organizations to ensure wide dissemination of the availability of FLP and PC services.
- Assist LEAs as they work with local community organizations such as the, Chamber of Commerce, Lions Club, Kiwanis Club, etc. to devise additional strategies to notify eligible parents of FLP.

In order to increase future participation in FLP:

- The GaDOE will conduct a media campaign to communicate the new accountability system of Priority Schools, Focus Schools, and Reward Schools plus the impact of Performance Flags
- The Title Programs Division of the GaDOE will provide regional workshops and webinars to distribute information regarding the new accountability system
- The Title Programs Division of GaDOE will post information regarding the flexibility changes for FLP on the GaDOE website.

Transition Timeline for Differentiated Recognition, Accountability, and Support System

Following approval from US ED, the GaDOE will provide results regarding 2012-2013 Priority Schools, Focus Schools, and Reward Schools to schools, districts, parents, and other stakeholders via GaDOE communications to LEAs, press releases, and the GaDOE website.

Projected Timeline for Implementation	
Date	**Action**
Following US ED Approval	Identify Priority Schools, Focus Schools, and Reward Schools
May 2015	Outreach and communication related to Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Effectiveness Specialists to support Priority Schools and Focus Schools.
August 2015	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools

2. A.ii **Select the option that pertains to the SEA and provide the corresponding information, if any.**

Option A	Option B
☐ The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus Schools.	☒ If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus Schools, it must: a. provide the percentage of students in the "all students" group that performed at the proficient level on the State's most recent administration of each assessment for all grades assessed; and b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career- ready standards.

Does the SEA's weighting of the included assessments result in holding schools accountable for ensuring all students achieve the State's college and career ready standards?

Given that alternate assessments based on modified achievement standards (AA-MAS) will not be an option once the Common Core Assessments are implemented in 2014-2015, Georgia will work with districts, schools, and teachers to ensure a smooth transition for students who formerly participated in the state's AA-MAS, the CRCT-M. The design of Georgia's system intentionally considers the needs of students at all levels of the achievement continuum, including those that have struggled to demonstrate what they have learned on traditional large-scale assessments. Assessments are being designed to ensure there is sufficient opportunity for students who are very low achieving (or very high achieving) to demonstrate concepts they comprehend and how they can apply these concepts. The open-ended, performance-based, and innovative nature of the test items and tasks that will be included on the assessments should allow students this opportunity to demonstrate proficiency. To help prepare both teachers and students for this new type of assessment (historically Georgia's assessment system has been selected-response), Georgia is using its Race to the Top funds to build both a formative item bank and benchmarks that will be comprised of mainly open-ended, performance-based items and tasks. Significant training and support will be provided to districts in the use of these items, with special consideration given to strategies for low-performing students (i.e., diagnosing and addressing student weaknesses). The GaDOE Special Education staff is proactively designing teaching resources, formative tools, and professional learning opportunities for this transition. Additionally, Georgia is building item prototypes and resources that will be available to teachers and students to use prior to full implementation of the assessment system. As Georgia prepares for the 2014-2015 implementation of new assessments, training will be provided to systems on appropriate placement decisions given the phase-out of the AA-MAS. Indeed, many of these conversations have already taken place as systems have been informed that there will be no AA-MAS in 2014-2015.

The inclusion of all content areas holds schools more accountable for ensuring college and career readiness. The indicator capturing the Lexile scores of students in grades three and five further enhances the commitment to prepare students for middle school.

In 2014-2015, Georgia is implementing a new assessment program. Performance Targets will be reset based on these data and will represent, at a minimum, annual performance goals from 2015-2020. Currently, the Graduation Rate Performance Targets will sunset in 2016-2017. In an effort to maintain a parallel trajectory with all Performance Targets, Georgia will also reset the Graduation Rate Performance Targets. These targets will represent, at a minimum, annual performance goals from 2015-2020.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

Option A	Option B	Option C
☒ Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs. i. Provide the new AMOs and an explanation of the method used to set these AMOs.	☐ Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups. i. Provide the new AMOs and an explanation of the method used to set these AMOs. ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below. iii. Provide a link to the State's report card or attach a copy of the average statewide proficiency based on assessments administered in the reading/language arts and mathematics for the "all students" group and all subgroups. (Attachment 8)

2 A I Option A

Setting Performance Targets

Performance Targets (AMOs) are used in the subgroup Performance Flags system. Georgia will utilize a differentiated performance target structure (State Performance Targets and Subgroup Performance Targets) within its Performance Flags to ensure that the state accountability system provides appropriate incentives for continual and incremental growth of both all students and specific subgroups. The use of both a state performance target and individual subgroup performance targets will ensure that schools receive detailed feedback on each subgroup's performance on graduation rate and statewide assessments.

Following the prescribed formula articulated within the waiver guidance, the following algorithm was used to develop both the statewide State Performance Targets and statewide Subgroup Performance Targets moving towards 2016-2017:

(1) $$\text{Annual Growth}^* = \frac{(100\% - \text{2011 Proficiency Rate}) * 0.50)}{6}$$

*Annual growth rounded to the tenth decimal place

State Performance Target: The state performance target is set using **All Students** with the goal of decreasing the percent of students who are not proficient by 50% by 2019-2020. The state performance target provides a statewide commitment to high achievement across all subgroups and for all students.

Subgroup Performance Target: Using the same methodology for setting the state performance target, individual subgroup performance targets have been set for each content area, statewide. The use of subgroup performance targets allows Georgia to recognize the current level of achievement for subgroups and differentiate annual growth for subgroups that need to make the most gains.

While Georgia's ultimate goal is to achieve **100%** of students graduating from high school consistent with Georgia's goal under Title I, flexibility provided through this wavier will allow Georgia to reset Performance Targets for each subgroup. Under the guidance of the U.S. Department of Education, Georgia selected the use of Option A, including ESEA subgroup differentiation, in resetting Performance Targets for graduation rate and assessments within its waiver. Within Georgia's Race to the Top Application, Graduation Rate targets were set using the AMOs in place during the 2008-2009 year under Adequate Yearly Progress (AYP).

By using both the state performance target and subgroup performance targets, Georgia has developed a system that will identify areas of low-performance within subgroups, and also identify areas of low performance across the various statewide assessments and graduation rate. The use of two performance targets creates an environment where rigorous expectations are provided through the state performance targets and incremental and obtainable targets are set at the subgroup level. In this system, scores for English learners will be included in the Content Mastery calculations once they reach two years of instruction in U.S. schools. Recently arrived English learners in grades 3 - 8 *may* exempt one administration of the State's language arts assessment, per Title I of the ESEA §200.6(b)(4), *if it is determined to be in the student's best educational interest due to his/her limited English proficiency.*

Georgia is now 8th in the nation in its number of unaccompanied children, immigrants and refugees. Enrollment data for the school year 2013-2014 indicate that 3.2% of all English Learners were new-to-the-U.S; of these, many students participated in *all* content area assessments. With that said, it is important to note that many newly arrived students enter Georgia schools with limited or interrupted formal education and possess low or non-existent literacy skills, even in their home language. State language arts assessments administered to this population are not valid due to these newcomer students' clear inability to access the content measured by such assessments and despite the efforts of local education agencies to support their transition to English language content and the U.S. education system. This is a position supported by the Secretary of the U.S. Department of Education, who specified that prerequisite English skills are necessary to participate in State reading/language arts assessments (Federal Register, Vol. 71, No. 177, p. 54189). Additionally, Thomas and Collier's longitudinal study of over 200,000 English Learners indicated that a student must participate in English language support programs for 5-6 years in order for the typical 25 normal curve equivalent (NCE) achievement gap between ELs and native-English speakers to be closed (2002). Thomas and Collier's research findings revealed that EL students with 1-3 years of U.S. schooling achieve at just the 25th NCE in Reading and the 37th NCE in Math – well below that of the general EL population or native English speakers. This research, funded by the U.S. Department of Education via the Center for Research on Education, Diversity and Excellence, was undertaken for the purpose of developing and informing federal and state education policy as regards to our nation's English Learners.

Like the U.S. Department of Education, Georgia remains committed to providing the highest level of language support services to its growing population of English Learner students and ensuring them the benefit of high quality, research-based policies and programs. This flexibility request aligns with that mission and the research supporting it.

To that end, Georgia will actively seek an amendment to its flexibility waiver to offer reasonable relief to schools enrolling newly arrived EL students. Georgia will continue to grant school districts the flexibility to waive the state English language arts (ELA) testing requirement for select newly-arrived EL students whose participation in state standardized English language arts (ELA) content assessment is not in their educational best interest for one year. These students will participate in mathematics and science testing the first year and would participate in ELA testing the second year. These students would also participate in the state's English proficiency assessment, ACCESS for ELLs, in year 1 and year 2 (and potentially beyond, as needed/required).

When these students first participate in the state ELA assessment in year 2, their ELA performance will continue to contribute to the school's content mastery CCRPI score. However, acknowledging English proficiency is a necessary but not sufficient skill needed for students to achieve proficiency in reading and writing within the academic domain of ELA, Georgia seeks to provide some relief to schools who succeed in assisting students in attaining predicted achievement performance on the state's ELA content area assessment in year 2. In short, Georgia schools would be given an opportunity to earn bonus points on CCRPI based on the ELA performance of these students in year 2, awarding schools credit for the progress newly arrived students make in both English proficiency as well as English content knowledge.

Using the relationship between the ACCESS for ELLs and Georgia's ELA content assessment, each newly arrived student's content area ELA scale score will be predicted using linear regression. Additional points will be awarded to schools for students who meet or exceed the predicted ELA content area score. This methodology ensures that schools are held accountable for the ELA performance of these students, but also gives them credit for demonstrating expected or greater than expected performance given students' level of English proficiency.

Within its amendment, Georgia will outline its methodology and provide specific details surrounding the request. Georiga looks forward to receiving approval from US ED.

In the same mindset as the Performance Targets for statewide assessments and graduation rate, the Performance Flag system will also "flag" subgroup performance as it relates to both the State and Subgroup Performance Targets. Using the Performance Flags, as mentioned below, the Performance Flag system will provide disaggregated feedback on each statewide assessment and graduation rate.

Performance Flags Legend:

Green Flag: Indicates that a school met both the State Performance Target and the Subgroup Performance Target.

Yellow Flag S SG **:** Indicates that a school met the Subgroup Performance Target or the State Performance Target. A Yellow Flag with an "SG" inside signifies a school met the Subgroup Performance Target but did not meet the State Performance Target. A Yellow Performance Flag with an "S" inside signifies a school met the State Performance Target but did not meet the Subgroup Performance Target.

Red Flag: Indicates that a school has not met both the State Performance Target and the Subgroup Performance Target for a given indicator.

The Performance Flag system captures students meeting proficiency standards. Within the Performance Flags, disaggregated data will be displayed for students meeting the proficiency standards. At this time, Georgia is not seeking to redefine the state's definition of proficiency (to include students making significant growth to standard) in this flexibility request. Georgia will use the Performance Flag system to provide feedback to schools and systems. The Performance Flags provide schools with feedback on the effectiveness of interventions and supports.

In 2014-2015, Georgia is implementing a new assessment program. Performance Targets will be reset based on these data and will represent, at a minimum, annual performance goals from 2015-2020. Currently, the Graduation Rate Performance Targets will sunset in 2016-2017. In an effort to maintain a parallel trajectory with all Performance Targets, Georgia will also reset the Graduation Rate Performance Targets. These targets will represent, at a minimum, annual performance goals from 2015-2020.

The GaDOE will continue to work collaboratively with the Governor's Office of Student Achievement (GOSA) to publish Georgia's State Report Card which will display school level subgroup performance targets and subgroup achievement performance. Focus Schools, Priority Schools, and Reward Schools will be listed as well as the additional Report Card reporting requirements.

The following table provides a sample snapshot of the detailed subgroup performance for the state. Each subgroup's achievement and corresponding Performance Target is presented and Performance Flags are displayed based on the Performance Targets.

PERFORMANCE FLAGS

Legend:									
			Subgroup met both State and Subgroup Performance Targets	SG	Subgroup met Subgroup but not State Performance Target	S	Subgroup met State but not Subgroup Performance Target		Subgroup did not meet either the State or Subgroup Performance Targets
NA	Not Applicable	P	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target	P-SG	Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target	P-S	Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target	P	Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets

Subgroup Performance	Criterion Reference Competency Tests				
	English Language Arts	Reading	Mathematics	Science	Social Studies
American Indian/Alaskan	P	P	P	P	P
Asian/Pacific Islander	P	P	P	P	P
Black	P	P	P	P-SG	P-SG
Hispanic	P-SG	P-SG	P	P-SG	P-SG
Multi-Racial	P-S	P-S	P-S	P	P
White	P	P	P-S	P	P
Economically Disadvantaged	P-SG	P-SG	P	P-SG	P-SG
Students With Disability	P-SG	P-SG	P	P-SG	P-SG
English Learners	P-SG	P-SG	P-SG	P-SG	P-SG

Brief Overview of the CCRPI

Using a three-pronged approach, Georgia will calculate an overall CCRPI score to be used within the single statewide accountability system. This score will reflect a school's Achievement, Achievement Gap, and its Progress. The weighted average of the Achievement Score, the Achievement Gap Score, and the Progress Score determines the first three steps in a four step calculation of a school's overall CCRPI score. To further enhance best practices clearly aligned with college and career readiness, the CCRPI includes a companion set of *Exceeding the Bar* indicators. Schools meeting set targets on some or all of these indicators will earn additional points added to the score determined by the Achievement, Achievement Gap, and Progress scores. The CCRPI reporting structure will also include a Financial Efficiency Rating and a School Climate Rating, based on one to five stars. The Performance Flag system, will be a primary feature of the CCRPI reporting structure.

2.C REWARD SCHOOLS

2. C.i Describe the SEA's methodology for identifying highest-performing and high-progress schools as reward schools.

Identification of Highest Performing Reward Schools

Based on the definition of Reward Schools found in the ESEA Flexibility guidance, Georgia will identify Highest Performing Reward Schools that are among the highest 5% of Title I schools in the state. Calculations to identify these schools are based on the achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system. Highest Performing Reward Schools will be identified annually.

State assessment data are utilized for calculating the Content Mastery indicators on the CCRPI. The Meets and Exceeds rate is calculated for each subject assessment. Points are awarded based on the indicator's Meets and Exceeds rate. The Content Mastery category performance, a decimal value, represents an aggregate Meets and Exceeds rate for all subject assessments. For example, the school's Content Mastery Category Performance is 0.976. This translates into an aggregate Meets and Exceeds rate of 97.6%.

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds in ELA (required participation rate >= 95%)	100	99.5	NA	10	10
	2	Percent of students scoring at Meets or Exceeds in reading (required participation rate >= 95%)	100	100.0	NA	10	10
	3	Percent of students scoring at Meets or Exceeds in mathematics (required participation rate >= 95%)	100	95.5	NA	10	9.6
	4	Percent of students scoring at Meets or Exceeds in science (required participation rate >= 95%)	100	96.2	NA	10	9.6
	5	Percent of students scoring at Meets or Exceeds in social studies (required participation rate >= 95%)	100	95.5	NA	10	9.6
					Total Points	50	48.8
					Category Performance %	.976	

1. Calculate a 3-year average of the CCRPI Content Mastery category performance for all schools.
2. Rank the schools based on the 3-year average CCRPI Content Mastery category performance.
3. Identify the highest 5% of Title I schools in the state based on the 3-year average CCRPI Content Mastery category performance.

   Calculate 5% of the count of Title I schools in the state based on the school year where the most recent assessment data are available.
4. A school may not be identified as a Highest Performing Reward School if it has been identified as a Priority or Focus School.
   a. Priority Schools are identified as the lowest performing Title I schools in the state based on the performance of the All Students group over a number of years.
   b. Focus Schools are identified as Title I schools having the lowest Achievement Gap performance in the state based on gap size and gap change.
5. To ensure that the identified Highest Performing Reward Schools do not have a significant achievement or graduation gap, the following will be considered:
   a. The school must have an Achievement Gap score greater than or equal to the state's average Achievement Gap score for Title I schools; and
   b. The CCRPI subgroup Performance Flags will be reviewed to ensure the identified Reward Schools do not have significantly more red Performance Flags (subgroup did not make either the state or subgroup performance AMO) than a typical Title I School. Note that the Performance Flags include graduation rate.

c. The subgroup achievement and graduation rate data within a school will be reviewed to ensure that any school identified as a Highest Performing Rewards School does not have a significant achievement or graduation rate gap between subgroups within the school.

Identification of High Progress Reward Schools

Based on the definition of Reward School found in the ESEA Flexibility guidance, Georgia will identify High Progress Reward Schools that are among the highest 10% of Title I schools in the state. Calculations to identify these schools are based on the progress in improving the performance of the "all students" group over a number of years on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system. High Progress Reward Schools will be identified annually.

Student Growth Percentiles (SGPs) are utilized for calculating progress on the CCRPI. The Progress component of CCRPI represents 25 points of the 100 point total. The percent demonstrating typical/high growth is multiplied by 25 points to derive the points earned for Progress.

Progress

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
CRCT: English Language Arts	114	159
CRCT: Reading	124	160
CRCT: Mathematics	121	158
CRCT: Science	136	163
CRCT: Social Studies	134	162
Total	629	802
Percent Meeting Typical/High Growth	.78429	
Weighted Performance	(.78429)*25	
Progress Points Earned	19.6	

1. Calculate a 3-year average of the CCRPI Progress scores for all schools.
2. Rank the schools based on the 3-year average of the CCRPI Progress scores.
3. Identify the highest 10% of Title I schools in the state based on the 3-year average of the CCRPI Progress scores.

   Calculate 10% of the count of Title I schools in the state based on the school year where the most recent assessment data are available.
4. A school may not be identified as a High Progress Reward School if it has been identified as a Priority or Focus School.
   a. Priority Schools are identified as the lowest performing Title I schools in the state based on the performance of the All Students group over a number of years.
   b. Focus Schools are identified as Title I schools having the lowest Achievement Gap performance in the state based on gap size and gap change.
5. To ensure that the identified Highest Progress Reward Schools do not have a significant achievement or graduation gap, the following will be considered:
   a. The school must have an Achievement Gap score greater than or equal to the state's average Achievement Gap score for Title I schools or have improved their Achievement Gap score from the prior year; and
   b. The CCRPI subgroup Performance Flags will be reviewed to ensure the identified Reward Schools do not have significantly more red Performance Flags (subgroup did not make either the state or subgroup performance AMO) than a typical Title I School. Note that the Performance Flags include graduation rate.
   c. The subgroup achievement and graduation rate data within a school will be reviewed to ensure that any school identified as a High Progress Rewards School does not have a significant achievement or graduation rate gap between subgroups within the school.

2. C.ii Provide the SEA's list of reward schools in Table 2.

See Attachment 9, Table 2

2. C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

Georgia will recognize Highest Performing and High Progress Title I Schools each year at the Annual Title Programs Conference. Further, these schools will each receive a monetary reward equal to Georgia's total reward allotment divided by the total number of Reward Schools. The Title I Highest Performing and High Progress Schools districts are chosen for designation by the Office of State School Superintendent and approved by the State Board of Education (SBOE) each year.

2.D PRIORITY SCHOOLS

2.D.i **Describe the SEA's methodology for identifying a number of lowest-performing schools equal to at least five percent of the State's Title I schools as Priority Schools.**

Identification of Priority Schools

Based on the definition of Priority Schools found in the ESEA Flexibility guidance, Georgia will identify Priority Schools that are among the lowest 5% of Title I schools in the state. Calculations to identify these schools are based on achievement of the "all students" group in terms of proficiency on the statewide assessments that are part of the SEA's differentiated recognition, accountability, and support system.

State assessment data are utilized for calculating the Content Mastery indicators on the CCRPI. The Meets and Exceeds rate is calculated for each subject assessment. Points are awarded based on the indicator's Meets and Exceeds rate. The Content Mastery category performance, a decimal value, represents an aggregate Meets and Exceeds rate for all subject assessments. For example, the school's Content Mastery Category Performance is 0.42. This translates into an aggregate Meets & Exceeds rate of 42.0%.

		High School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate >= 95%)	100	58.6	NA	10	5.9
	2	Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate >= 95%)	100	81.9	NA	10	8.2
	3	Percent of students scoring at Meets or Exceeds on the Coordinate Algebra End of Course Test (required participation rate >= 95%)	100	9.5	NA	10	1
	4	Percent of students scoring at Meets or Exceeds on the Analytic Geometry/GPS Geometry/Mathematics II End of Course Test (required participation rate >= 95%)	100	14.9	NA	10	1.5
	5	Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate >= 95%)	100	38.0	NA	10	3.8
	6	Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate >= 95%)	100	32.1	NA	10	3.2
	7	Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate >= 95%)	100	37.3	NA	10	3.7
	8	Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate >= 95%)	100	63.3	NA	10	6.3
					Total Points	80	33.6
					Category Performance %	.42	

1. Calculate a 3-year average of the CCRPI Content Mastery category performance for all schools.
2. Rank the schools based on the 3-year average CCRPI Content Mastery category performance.
3. Identify the lowest 5% of Title I schools in the state based on the 3-year average CCRPI Content Mastery Category Performance.

   Calculate 5% of the count of Title I schools in the state based on the school year where the most recent assessment data are available

4. Identify high schools with a 4-year cohort graduation rate less than 60% in 2013 and in 2014 not already captured in lowest 5%.
5. Schools identified as Priority Schools in 2012 which do not meet the exit criteria, will be re-identified as Priority Schools.

2. D.ii **Provide the SEA's list of Priority Schools in Table 2.**
See Attachment 9, Table 2

2. D.iii **Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority Schools will implement.**

All Georgia schools have The, Georgia School Performance Standards, as a guide to the body of research on effective schools. These standards serve as the framework in which schools base their improvement initiatives. The Georgia School Performance Standards serve as a tool for all schools in the state. This document was field-tested during the 2004-2005 school year, and most recently revised for the 2013 – 2014 school year using baseline data. An external validation study of the Georgia School Performance Standards was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the, Georgia School Performance Standards including clarification of language and the development of linguistic rubrics to guide the standards application process. The final core strands identified in Georgia School Performance Standards are listed in the table below.

Georgia School Performance Standards – Core Component Strands Identified for Promoting Success in All Schools	
Strand	**Descriptor**
Curriculum	A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning.
Assessment	Collecting and analyzing student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction	Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students increase their learning and achieve proficiency on curriculum standards.
Planning and Organization	The processes, procedures, structures, and products that focus the operations of a school on ensuring the attainment of standards and high levels of learning for all students.
Family, & Community Engagement	Engaging families and community members as active participants to help the school achieve its continuous improvement goals.
Professional Learning	The means by which teachers, administrators and other staff acquire, enhance and refine the knowledge, skills, practices and dispositions necessary to create and support high levels of learning for all students.
Leadership	The practice through which individuals and groups engage others to foster the success of all students through the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement.
School Culture	The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational effectiveness.

A school identified as a Priority School will receive the support of the Division of School and District Effectiveness of the GaDOE. This support will be through assignment of a school effectiveness specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE school effectiveness specialists and will be coordinated with other initiatives such as School Improvement Grants (1003g). All supports and interventions will be implemented in 2015-2016. See SES expectation chart on the next page.

SIS Expectations Chart

School Effectiveness Specialist Expectations	
Curriculum	• Ensure that the school is implementing state content standards • Ensure implementation of GaDOE Instructional Frameworks
Assessment	• Ensure framework/benchmark/assessments are given and results analyzed by teachers to guide instruction
Instruction	• Ensure implementation of standards-based teaching and learning • Ensure quality professional learning focused on the components of the High Impact Practice Rubric: Standards-Based Classrooms, Math Addendum for Standards-Based Classrooms and the Standards for Mathematical Practice
Planning and Organization	• Ensure that the School Improvement Plan is focused on the state content standards and standards-based teaching and learning • Ensure that a plan for monitoring is in place and is implemented • Assist in the development, implementation, and monitoring of the School Improvement Plan • Support the implementation of the Short Term Action Plan (STAP) and any corrective action plan • Participate in the budgetary process and ensure that the school budget supports implementation of the school improvement plan • Assist system and school(s) with development of a vertical plan to address feeder patterns • Review school data (demographic, student achievement, perception, process) to ensure that plans are relevant to the data • Assist principal and leadership team with implementation and monitoring of: ▪ Student academic progress ▪ Attendance (student and teacher) ▪ Discipline • Assist the system and school(s) with analysis of feeder school student achievement data • Ensure that administrators and the leadership team guide school-wide planning related to framework/benchmark/assessments
Family and Community Engagement	• Support the implementation of the plan for student, family and community engagement that is embedded in the School's Improvement Plan
Professional Learning	• Support the instructional coaches in planning and conducting professional learning based on the components of the coaching cycle (list components) • Support and monitor the ongoing implementation of professional learning provided by the state • Attend all GaDOE required professional learning with their respective school(s) • Participate in required GaDOE webinar sessions, when applicable • Participate in RESA and/or GLRS professional learning, when if applicable
Leadership	• Ensure that the leadership team utilizes the Georgia School Performance Standards, Leadership Standard 4, and the Leadership team High Impact Practice Rubric to self-assess progress a minimum of three times per year • Ensure established roles and responsibilities of the leadership team are focused on standards-based instruction and monitoring to support teaching and learning. • Ensure that appropriate norms and protocols (problem-solving & decision-making) have been established, implemented, and regularly monitored • Ensure that the leadership team meets, at a minimum, twice a month • Ensure that the leadership team analyzes, develops, implements, and monitors Short Term Action Plans (i.e. Indistar tasks) in the Web-based tool Indistar • Ensure that the leadership team addresses targeted areas and provides feedback from internal and external reviews, for example, GAPSS, CTAE, SACS and Awareness/Focus Walks • Ensure that the leadership team develops, implements, and distributes minutes to all staff in a routine and timely manner

	• Support follow-through with implementation of strategies delivered through the professional learning opportunities provided by the GaDOE and RESA • Support the principal/leadership in monitoring the implementation of professional learning • Along with the principal, leadership team, and instructional coaches observe classrooms and provide feedback for implementation of the state content standards and standards-based teaching and learning • Ensure that the principal consistently monitors and evaluates teacher effectiveness and provides appropriate feedback for teachers by implementing TKES with fidelity • Ensure that the school and district have a plan for hiring highly qualified, effective teachers
School Culture	• Support schools as they develop a comprehensive system to promote the academic achievement and career readiness of all students.

In 2015-2016 LEAs will sign a three year Memorandum of Agreement (MOA) with the GaDOE on behalf of Priority and Focus Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each Priority and Focus school. In addition, the MOA will outline a set of non-negotiable actions for the district. The school and district non-negotiables are aligned with the turnaround principles. The memorandum of agreement will be developed during the spring of 2015.

Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school effectiveness staff, and other designated staff from the district or GaDOE by September 30, 2015. Regional support will be provided to the Priority and Focus Schools and Districts. The regional support will include school-based School Effectiveness Specialists to provide assistance with implementation of the non-negotiable actions and interventions. In addition, a lead school effectiveness specialist will regularly monitor implementation of the non-negotiable actions and interventions of the school and district respectively. The web-based system, Indistar© will be used as a platform for assessing and monitoring the school improvement process and for creating short-term action plans (i.e., Indistar tasks). Priority Schools that are awarded the 1003(g) School Improvement Grant (SIG) and begin the implementation of one of the-SIG models of reform with interventions aligned with the turnaround principles will continue to do so during the term of funding.

Non Negotiable Actions and Interventions for Priority and Focus Schools and Alignment to US ED Turnaround Principles	
Strand and Language of the Standard	Turnaround Principles
Curriculum Standard 1 Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction.	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards
Curriculum Standard 3 Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Assessment Standard 2 Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Assessment Standard 3 Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Instruction Standard 4 Uses research-based instructional practices that positively impact student learning	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards
Instruction Standard 8 Establishes a learning environment that empowers students to actively monitor their own progress	**School Culture**. Establishing a school environment that improves safety and discipline and addressing students' social, emotional, and physical health needs **Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards
Instruction Standard 9 Provides timely, systematic, data-driven interventions	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data **Extended Learning Time**. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration

Professional Learning Standard 6 Monitors and evaluates the impact of professional learning on staff practices and student learning	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Effective Teachers**. Ensuring that teachers are effective and able to improve instruction by reviewing all staff and retaining those determined to be effective, carefully selecting new teachers including transfers, and providing job-embedded professional development informed by teacher evaluation
Leadership Standard 6 Establishes and supports a data-driven school leadership team that is focused on student learning	**Leadership.** Providing strong leadership by reviewing the performance of the current principal, replacing the current principal or ensuring the principal is a change leader, and providing the principal with operational flexibility **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Planning and Organization Standard 1 Shares a common vision/mission that defines school culture and guides the continuous improvement process.	**School Culture**. Establishing a school environment that improves safety and discipline and addressing students' social, emotional, and physical health needs
Planning and Organization Standard 2 Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data
Planning and Organization Standard 3 Monitors implementation of the school improvement plan and makes adjustments, as needed	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data

Turnaround Principle 1: Leadership. Providing strong leadership by reviewing the performance of the current principal, replacing the current principal or ensuring the principal is a change leader, and providing the principal with operational flexibility.

Once schools have been identified as Priority Schools, the GaDOE will work in collaboration with the district to assess the performance of the current principal. In addition, the GaDOE will review school achievement trend data for the school(s) the principal previously served to determine the principal's track record in improving student achievement. Based on the review, the GaDOE and the district will determine whether or not to replace the principal. Criteria will be developed and used to standardize the decision regarding replacement of the principal. If the district makes the decision to replace the leadership, the GaDOE will work with the district to develop criteria for selecting effective turnaround leaders.

The Memorandum of agreement between the LEA and the GADOE will include the provision of flexibility to turnaround principals in the areas of scheduling, staff, curriculum, and budget.

Turnaround Principle 2: Effective Teachers. Ensuring that teachers are effective and able to improve instruction by reviewing all staff and retaining those determined to be effective, carefully selecting new teachers including transfers, and providing job-embedded professional development informed by teacher evaluation.

In Priority and Focus Schools, the GaDOE and RESA school effectiveness specialists will work with the school leadership to review the quality of staff members. This review will include student achievement trend data included in the State Longitudinal Data System (SLDS) at the individual teacher level. The GaDOE staff will work collaboratively to ensure processes and policies are in place to prevent the transfer of ineffective teachers to Priority Schools. Teachers transferring to the Priority School will be screened to prevent the selection of ineffective teachers.

Georgia has developed a comprehensive teacher evaluation system that focuses on providing feedback regarding the implementation of standards based instruction of the GSE. The cycle included in this teacher assessment process includes the use of conferencing, observation, and self reflection.

Upon identification, Priority and Focus Schools will be provided professional development and technical assistance addressing leadership, the school improvement process, school standards, implementation of the GSE, and implementation of job-embedded professional learning. Strategies to engage English learners, students with disabilities, and economically disadvantaged students in the GSE will be at the forefront of all professional development provided to

Turnaround Principle 3: Extended Learning Time. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.

The use of time is critical in ensuring that all students have an opportunity to learn. Georgia has flexibility across districts in the determination of school calendars and length of school day. Although there is a minimum time allocation, districts can configure the length of day and number of days in a variety of ways that meets the needs of the students. The use of data analysis addressed in the Georgia School Performance Standards enables a school to examine practices and processes currently being implemented, practices and processes that need to be eliminated, and practices and processes that need to be expanded. School effectiveness specialists will work with the leadership teams in schools to assess current schedules and school calendars, and make appropriate revisions to provide additional learning time for students and additional learning time for teachers. Additionally, Priority Schools will also be required to offer Flexible Learning Programs (FLP) (Refer to 2.F).

Turnaround Principle 4: Strong Instruction. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

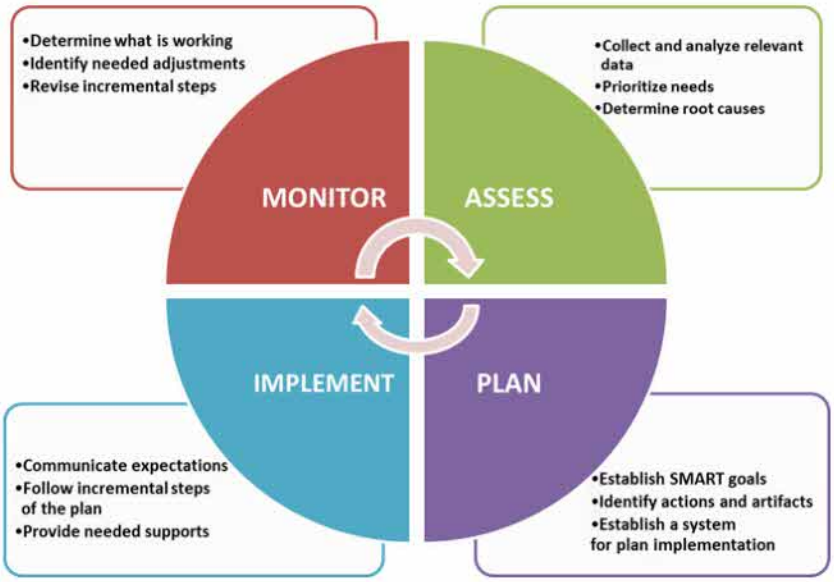
The importance of an effective teacher for every student in every classroom is documented throughout current research. The GaDOE has adopted the GSE. Providing multiple opportunities for teachers to master the implementation of the GSE is essential. The school effectiveness specialists that will serve the Priority Schools are provided with professional learning opportunities to strengthen their understanding of research-based instructional practices and programs (e.g., differentiated instruction, formative assessment strategies, etc.). The school effectiveness specialists will provide support with selection of research-based actions, strategies, and interventions for the school improvement plans and

provide onsite support with implementation. The GaDOE has also developed frameworks and lessons that address rigor for all students. Georgia has a strong history of working with the Regional Educational Service Agencies (RESA) in supporting the implementation of the curriculum. RESAs are currently involved in all GaDOE sponsored professional learning on the GSE and aligned assessments. The GaDOE has developed online professional learning modules (FIP) to support LEAs in the process of developing and implementing formative assessments. The knowledge and use of formative instructional practices contained in the seven Georgia FIP modules align well with the performance expectations for Georgia's teachers and leaders. There is alignment to the Teacher Assessment on Performance Standards (TAPS) of the Teacher Keys Effectiveness System (TKES) and the Leader Assessment on Performance Standards (LAPS) of the Leader Keys Effectiveness System (LKES).

Turnaround Principle 5: Use of Data. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

Upon identification, Priority Schools will participate in a state-led Georgia School Assessment on Performance Standards (G-SAPS) and Focus Schools will participate in RESA-led Georgia School Assessment on Performance Standards (G-SAPS). Through the G-SAPS analysis diagnostic process a variety of data are collected from multiple sources to assess the status of a school on each of the school standards. The data are combined to inform the results of the G-SAPS analysis, which, in turn, informs the development and implementation of school improvement initiatives.

The Priority and Focus Schools and Districts will attend summer leadership academies for school and district-based leadership teams. This professional learning opportunity will engage participants in the use of school data to inform the continuous improvement process. School teams are actively engaged in the school improvement process throughout the academy. Sessions provide support to school/district leadership teams with the following actions illustrated below in the school improvement process.



The school effectiveness specialists will provide ongoing technical assistance to support the school improvement process. Lead school effectiveness specialists conduct regularly scheduled site visits to monitor implementation in Priority Schools. RESA School Effectiveness Specialists will monitor

implementation in Focus Schools. A balance of support and pressure will ensure that Priority and Focus Schools have the necessary tools needed and are accountable for improving student achievement.

Priority and Focus Schools will be provided technical assistance on the use of the Statewide Longitudinal Data System (SLDS). This tool will allow teachers and administrators to access timely and relevant data when planning and revising instruction. The SLDS allows teachers to rapidly see student data from the current as well as previous years. The SLDS allows for quick and easy analysis of the accumulated data for both individual students and groups of students. Access to such information supplies teachers with a better understanding of the needs of their students. Consequently, instruction guided by data is more likely to support and enhance the academic performance of all students.

In addition, school effectiveness specialists will support administrators and teachers in the collection of the four types of data and the use of the data to make instructional decisions. The memorandum of agreement will require school leadership to meet a minimum of once every two weeks to analyze data, assess progress toward school improvement goals, and determine actions to support implementation. In addition, the memorandum of agreement will require collaborative planning time during the school day for teachers. School effectiveness specialists will provide support and technical assistance to the schools to ensure effective use of leadership team meetings and collaborative planning time.

Turnaround Principle 6: School Culture. Establishing a school environment that improves safety and discipline and addresses students' social, emotional, and physical health needs.

School effectiveness specialists will facilitate the analysis of teacher and student attendance data and student discipline data. Based on the analysis, Priority and Focus Schools will include actions and interventions to address issues and concerns with teacher and student attendance and student discipline in the short-term action plan (i.e., Indistar tasks). School level staff members will continuously track and monitor teacher and student attendance and discipline and make adjustments to the plans (Indistar tasks) accordingly. Lead school effectiveness specialist and RESA school effectiveness specialists will monitor implementation of actions and interventions to increase teacher and student attendance during site-based monitoring visits to Priority Schools and Focus Schools

Turnaround Principle 7: Family and Community Engagement. Providing ongoing mechanisms for family and community engagement.

Priority Schools will be required to develop and implement a plan for family and community engagement. School effectiveness specialists will provide support and technical assistance to the schools in the development and implementation of the plan. The schools will also be required to participate in the professional learning opportunities related to family and community engagement provided by the GaDOE. Lead school effectiveness specialists will monitor the implementation and impact of the plan, and attendance at the professional learning provided by the GaDOE.

The school improvement process used in Georgia is influenced by the work of Sir Michael Barber and the Education Delivery Institute.

As our needs and the needs of the schools evolved, the format for the School Improvement process has been further revised to create a user–friendly resource that provides the expectations of each step of the

process, in a succinct manner. (See process in Turnaround Principle 5).

Priority Schools will also be required to offer Flexible Learning Programs (FLP) through a 5% set-aside of their Title 1 allotments. Refer to 2.F

At the end of each year, the GaDOE will carefully review summative data and all content mastery indicators from the CCRPI to assess progress of Priority Schools. In collaboration with school districts, customizations will be made based on data to the non-negotiable actions and interventions for each individual Priority school.

2. D.iv **Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority Schools implement meaningful interventions aligned with the turnaround principles in each Priority school no later than the 2014–2015 school year and provide a justification for the SEA's choice of timeline**.

Following approval from US ED, GaDOE will provide results regarding 2012-2013 Priority Schools, Focus Schools, and Reward Schools to schools, districts, parents, and other stakeholders via GaDOE communications to LEAs, press releases, and the GaDOE website.

Projected Timeline for Implementation	
Date	**Action**
Following Approval	Identification of Priority Schools, Focus Schools, and Reward Schools
May 2015	Communication of Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for school ~~improvement~~ effectiveness specialists.
August 2015	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools

A description of how the SEA will ensure increased rigor of interventions and supports in schools that have not made sufficient progress to exit priority or focus status by the start of the 2015-2016 school year.

Based on a review of the SEA's resources and support provided to schools over the past three years, the SEA is committed to providing increased support and technical assistance to the LEAs. This shift will establish a clear chain of support as the SEA supports LEAs and the LEAs provide more rigorous and targeted support to schools that have not made sufficient progress to exit priority or focus status. The SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year by supporting LEA's as they develop comprehensive district strategic plans (limited number of goals) which will include but not be limited to:

- District Review facilitated by the GaDOE in collaboration with the RESA

- District needs assessment and root cause analysis facilitated by the LEA in collaboration with GaDOE and RESA
- District review of how local, state and federal funds are coordinated and used
- District STAPs (monitoring) which will include additional non-negotiable actions, interventions and standards in Indistar. STAPs will be created based on the results of the District Review and / or the needs assessment and root cause analysis
- Focus on district leadership team development

In addition, the region teams will provide differentiated support based upon identified district needs.

2. D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Priority status and a justification for the criteria selected.

Using the US ED definition and methodology for identification, schools identified as Priority Schools will receive school improvement support and are expected to implement recommended interventions for a period of three years. The School and District Effectiveness staff will continue to monitor the progress of all schools exited from Priority and Focus status.

Exit Criteria for Priority Schools

For a school to exit Priority status, the school's Content Mastery Category Performance will need to increase by 5 percentage points. The school's 2015 Content Mastery Category Performance will be the baseline from which the increase is measured. If the example above represents the school's 2015 Content Mastery Category Performance, then the target performance is equal to or greater than 0.42 (0.42 +.05 = 0.47).

1. Schools identified as Priority Schools based on achievement will be exited from Priority status when they no longer meet the definition of a Priority School and have demonstrated a 5 percentage points increase in Content Mastery Category Performance. The 2015 Content Mastery Category Performance will serve as the baseline for this calculation as it is the first year of implementation of the new assessment system.
2. Schools identified as Priority Schools based on graduation rate will be exited from Priority status when they no longer meet the definition of a Priority school and have graduation rates (most recent year and prior year 4-year cohort rates) greater than or equal to 60%.
3. Schools which were identified as Priority Schools in spring 2012 may exit Priority status if they no longer meet the definition of a Priority School and have increased their Content Mastery Category Performance by 5percentage points or have graduation rates (most recent year and prior year 4-year cohort rates) greater than or equal 60%.

The table below shows the correlation of a percent of increase vs. a 5 percentage point gain in achievement. The 5 percentage point gain is a rigorous expectation for schools to meet to be exited from Priority School status.

% Proficient	% Proficient + 5%	% Proficient + 10%	% Proficient + 15%	% Proficient + 20%	% Proficient + 20%	% Proficient + 5 Percentage Points
0.056	0.0588	0.0616	0.0644	0.0672	6.72	10.6
0.12136	0.127428	0.133496	0.139564	0.145632	14.5632	17.136
0.15808	0.165984	0.173888	0.181792	0.189696	18.9696	20.808
0.21428	0.224994	0.235708	0.246422	0.257136	25.7136	26.428
0.25687	0.2697135	0.282557	0.2954005	0.308244	30.8244	30.687
0.26591	0.2792055	0.292501	0.3057965	0.319092	31.9092	31.591
0.26851	0.2819355	0.295361	0.3087865	0.322212	32.2212	31.851
0.28295	0.2970975	0.311245	0.3253925	0.33954	33.954	33.295
0.29649	0.3113145	0.326139	0.3409635	0.355788	35.5788	34.649
0.29838	0.313299	0.328218	0.343137	0.358056	35.8056	34.838
0.30001	0.3150105	0.330011	0.3450115	0.360012	36.0012	35.001
0.30417	0.3193785	0.334587	0.3497955	0.365004	36.5004	35.417

Based on historical data, it is unlikely that many schools would make such gains in one year. However, should a school make a 5 percentage point increase in proficiency, the schools will continue to implement support and services. Additionally, data for these schools will be monitored annually for re-identification consideration.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA's methodology for identifying a number of low-performing schools equal to at least 10 percent of the State's Title I schools as "Focus Schools."

Identification of Focus Schools

Developing and supporting excellent teachers and leaders is a necessary condition for improving the outcomes of low-performing schools. In Georgia, the Department of Education performs the vital function of identifying which schools exhibit the greatest need for additional supports for teachers and leaders. In the current waiver submission, the state is proposing changes in how Focus Schools are identified. The new method provides two improvements to the identification process. In using the achievement gap metric within the College and Career Ready Performance Index (CCRPI), a transparent measure with which schools and districts are already familiar, the state will be aligning principle two of the waiver with the state's comprehensive assessment and accountability system. The proposed methodology will allow the state to identify schools that have a large gap between the bottom quartile of students and the state average and are not closing that gap. Under the original ESEA waiver, Focus Schools were ranked for consideration based solely on the size of existing gaps between the highest- and lowest-performing subgroups within the school. This ranking method resulted in the state designating schools with high overall achievement whose gaps were slightly larger than the gaps of low-performing schools. This change will ensure that the state identifies schools with the greatest need for additional resources and state support rather than schools that already have local capacity for improving outcomes for low-performing students.

Based on the definition of Focus Schools found in the ESEA Flexibility guidance, Georgia will identify Focus Schools that are among the lowest 10% of Title I schools in the state that have a subgroup or subgroups with low achievement. Using the bottom quartile of standardized scores for each subject assessment, the size of the gap and the extent to which it is closing are calculated and considered in the CCRPI Achievement Gap calculations. The Achievement Gap component of CCRPI represents 15 points of the 100 point total. The Achievement Gap Category Performance is multiplied by 15 points to derive the points earned for Achievement Gap.

Achievement Gap

Middle School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
CRCT: English Language Arts	0	1	1	3
CRCT: Reading	0	0	0	3
CRCT: Mathematics	0	0	0	3
CRCT: Science	0	1	1	3
CRCT: Social Studies	0	2	2	3
Total			4	15
Percent of Higher of Gap Size/Gap Change	.26667			
Weighted Performance	(.26667)*15			
Achievement Gap Points Earned	4			

1. Calculate a 3-year average of the CCRPI Achievement Gap score for all schools.
2. Rank the schools based on the 3-year average CCRPI Achievement Gap score.
3. Identify the lowest 10% of Title I schools in the state based on the 3-year average CCRPI Achievement Gap score.

   Calculate 10% of the count of Title I schools in the state based on the school year where the most recent assessment data are available.
4. Schools identified as Focus Schools in 2012 which do not meet the exit criteria, will be re-identified as Focus Schools.

2. E.ii Provide the SEA's list of Focus Schools in Table 2.

See Attachment 9

2. E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more Focus Schools will identify the specific needs of the SEA's Focus Schools and their students and provide examples of and justifications for the interventions Focus Schools will be required to implement to improve the performance of students who are the furthest behind.

See narrative in 2.D.iii

In 2015-2016 LEAs will sign a three year Memorandum of Agreement (MOA) with the GaDOE on behalf of Priority and Focus Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each Priority and Focus school. In addition, the MOA will outline a set of non-negotiable actions for the LEA. The school and district non-negotiables are aligned with the turnaround principles. The memorandum of agreement will be developed during the spring of 2015. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school and district effectiveness staff, and other designated staff from the LEA or GaDOE in August 2015. These non-negotiable actions and interventions for Priority and Focus Schools are described on pages 69-79.

Projected Timeline for Implementation	
Date	**Action**
Following Approval from US ED	Identify Priority Schools, Focus Schools, and Reward Schools
May 2015	Communication of Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School ~~Improvement~~ Effectiveness Specialists.

August 2015	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools.

A description of how the SEA will ensure increased rigor of interventions and supports in schools that have not made sufficient progress to exit priority or focus status by the start of the 2015-2016 school year.

Based on a review of the SEA's resources and support provided to schools over the past three years, the SEA is committed to providing increased support and technical assistance to the LEAs. This shift will establish a clear chain of support as the SEA supports LEAs and the LEAs provide more rigorous and targeted support to schools that have not made sufficient progress to exit priority or focus status. The SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year by supporting LEA's as they develop comprehensive district strategic plans (limited number of goals) which will include but not be limited to:

- District Review facilitated by the GaDOE in collaboration with the RESA
- District needs assessment and root cause analysis facilitated by the LEA in collaboration with GaDOE and RESA
- District review of how local, state and federal funds are coordinated and used
- District STAPs (monitoring) which will include additional non-negotiable actions, interventions and standards in Indistar. STAPs will be created based on the results of the District Review and / or the needs assessment and root cause analysis
- Focus on district leadership team development

In addition, the region teams will provide differentiated support based upon identified district needs.

2. E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status and a justification for the criteria selected.

Exit Criteria for Focus Schools

For a school to exit Focus status, the school's 3-year average of Achievement Gap points earned will need to increase by 2.5 points from the 2014 baseline 3-year average of Achievement Gap points earned (2014, 2013, and 2012 Achievement Gap point average). For example, if the school's 2014 3-year average of Achievement Gap points is 3.1, then the target performance is 5.6 points (3.1 + 2.5 = 5.6).

1. Schools will be exited from Focus status when they no longer meet the definition of a Focus school and have demonstrated a 2.5 point increase in a 3-year average of Achievement Gap scores. The 2014 3-year average of Achievement Gap points will serve as the baseline from which the increase will be measured.
2. Schools that were identified as Focus Schools in spring 2012 may exit Focus status if they no longer meet the definition of a Focus School and have increased their Achievement Gap points by 2.5 points.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS

Provide the SEA's list of Reward, Priority, and Focus Schools using the Table 2 template. Use the key to indicate the criteria used to identify a school as a Reward, Priority, or Focus school.

TABLE 2: REWARD, PRIORITY, AND FOCUS SCHOOLS
See ATTACHMENT 9

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE 1 SCHOOLS

2.F Describe how the SEA's differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA's new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Title I schools that are not identified as Priority Schools or, Focus Schools will continue to be held accountable for state and subgroup Performance Targets as evidenced through the annual CCRPI reports. ESEA subgroup data based on the Performance Flags will be analyzed by each school and LEA, 2015-2016. Flags indicating continued issues within subgroups and/or across content areas will trigger interventions at the school or district level. The specific type of intervention and support services could be developed through the collaborative efforts of the LEA, RESA, and the GaDOE. The school and LEA Title I budgets will be reviewed with the Performance Flag information as a consideration for all budget needs.

In addition, after ensuring that all Priority and Focus schools have sufficient 1003(a) funds to carry out interventions **and** there are 1003(a) funds left over, consideration will be given to allocating 1003(a) funds to LEAs to provide interventions and support for low-achieving students in other Title I schools when one or more subgroups miss either Performance Targets or graduation rate targets or both over a number of years. Funds will be allocated to schools other than Priority and Focus status if there are sufficient funds to provide Priority and Focus schools with at least 85% of the amount received the previous fiscal year **and** there are enough funds to provide non-Priority and non-Focus schools with an adequate amount to implement meaningful interventions.

The CCRPI will provide a broad picture of schools' achievement across subject areas, gaps within schools, gaps between school and state averages, progress, and subgroup Performance Flags as well as school climate and financial efficiency ratings that will provide a wealth of data for supports that can be used to address areas of need for all schools in Georgia, regardless of Reward, Priority or Focus status. Thus, in addition to systematic support and interventions provided to Priority Schools and Focus Schools, Georgia's Georgia School Performance Standards, the Leadership Guide and Georgia School Assessment on Performance Standards (G-SAPS) resources illustrate the GaDOE's commitment to promotion of Response to Intervention, Positive Behavior Interventions and Supports, and the continuous improvement of all schools across the state. The GaDOE believes that all schools should strive for excellence and target areas for improvement that will contribute to growth and success for all students; to this end, the proposed plan includes a research-based intervention designed to identify and define eight core components of successful schools, assessing school performance across these components, and providing specific guidance for implementing strategies to promote these standards within a school. These resources are universally available to all schools in the state and will be enhanced by the CCRPI.

The Georgia School Performance Standards, serve as a tool for all schools in the state. This document was

field-tested during the 2004- 2005 school year, and revised for the 2005-2006 school year using baseline data. An external validation study of the Georgia School Performance Standards, was conducted by the Georgia Partnership for Excellence in Education. This external validation included responses from and critiques by a national panel of experts in school improvement. Based on input from the external validation, further refinements were made to the Georgia School Performance Standards, including clarification of language and the development of linguistic rubrics to guide the standards application process. The final core strands identified in Georgia School Performance Standards, are listed in the table below.

Georgia School Performance Standards – Core Component Strands Identified for Promoting Success in All	
Strand	**Descriptor**
Curriculum	A system for aligning, facilitating and monitoring consensus-driven content, performance standards, assessments, and resources to maximize student learning.
Assessment	Collecting and analyzing student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions.
Instruction	Designing and implementing teaching-learning-assessment tasks and activities to ensure that all students increase their learning and achieve proficiency on curriculum standards.
Planning and Organization	The processes, procedures, structures, and products that focus the operations of a school on ensuring the attainment of standards and high levels of learning for all students.
Family, & Community Engagement	Engaging families and community members as active participants to help the school achieve its continuous improvement goals
Professional Learning	The means by which teachers, administrators and other staff acquire, enhance and refine the knowledge, skills, practices and dispositions necessary to create and support high levels of learning for all students
Leadership	The practice through which individuals and groups engage others to foster the success of all students through the development, communication, implementation, and evaluation of a shared vision of learning that leads to school improvement
School Culture	The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational effectiveness.

GaDOE supports the quality implementation of the GSE as the most effective way to address equity for students in Georgia. The expectation for all schools will be the full implementation of the GSE and support will be provided from all divisions of the department. Seventy percent, approximately 1,530 schools are designated as Title I with many more being eligible. With this large percentage of Title I schools, the rollout of the Common Core and the implementation of the Georgia School Standards are integral components of the support provided to all schools in the state.

Each year, training is offered to all districts and describes expectations in the Georgia School Standards. Strategies for implementing the standards are shared and district level participants work collaboratively to plan for follow-up and support to all schools in the district. GaDOE staff work closely with professional organizations so that the work with these groups are based on the Georgia

School Standards. RESAs base their school improvement efforts on the standards as well and provide on-going professional learning to all schools within their region.

Georgia has 16 regional Title I specialists that work with a group of LEAs in his/her region. This Title I area specialist is responsible for working with the Title I director at the district level and ensuring that all schools identified as Title I are being provided with appropriate, comparable services and resources. The Title I area specialist reviews school improvement plans, ensures that the Title I budgets are aligned with the plan.

Through their technical assistance and webinars, they provide all of their districts with best practices and current information regarding implementation of effective Title I programs. In addition to regional sessions and webinars, the Title office sponsors an annual conference that focuses on best practices for Title I programs. Title I directors, curriculum directors, principals, and teachers attend this conference.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Continue to implement Georgia's statewide system of support	Ongoing	School and District Effectiveness	Meeting agenda Webinars Conference presentations	School Effectiveness Specialists RESA School Effectiveness Specialists CIA Division Colleges and Universities District Curriculum Directors District Title I Directors	
Meet with RESA Directors to finalize plan for serving all schools	May 2015	School and District Effectiveness	Final Plan	RESA Directors School Effectiveness Specialists	
Instructional Leadership Academy	October 2015	School and District Effectiveness	Agenda Academy Notebook	School/District Specialists RESA School Effectiveness Specialists Race to the Top Team Instructional Technology Team	
Plan professional learning for the year	July 2015	School and District Effectiveness			
RESA services may include activities such as: Leadership training, Common Core implementation, data drilling and analysis, developing SMART goals, implementing and monitoring the plan, evaluation of results, content specific training	2015-2016	RESAs Curriculum specialists at RESA	Agendas, materials	CIA Division School and District Effectiveness Teacher and Leader Effectiveness	Coordination of multiple groups
ELA and mathematics mentors work throughout the state	Ongoing	CIA	Frameworks	Georgia content mentors Georgiastandards.org	

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Professional learning for all school/district improvement specialists	Monthly	School and District Effectiveness	Agenda, materials	CIA, Instructional Technology RESAs, Teacher and Leader Effectiveness	
Regional School Improvement Meetings	Monthly	School and District Effectiveness	Agenda, work products	School Effectiveness Specialists RESA School Effectiveness Specialists CIA Division Colleges and Universities	
Instructional Leadership Academy	October 2015	School and District Effectiveness	Agenda Academy Notebook	School/District Specialists RESA School Effectiveness Specialists Instructional Technology Team	

*These resources are made available to all schools in Georgia. (Appendix E, Resources)

The GaDOE will also facilitate collaboration with other educational agencies such as Regional Education Service Agencies (RESA), colleges and universities, and regional labs to provide a statewide system of support for all schools.

School and district staff will benefit from the range of school performance data included in the CCRPI. This information will be useful when making spending decisions for districts' Title I allotments that will aim resources at demonstrated areas of need.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Prepare for Common Core	January 2012-June 2012	CIA	GaDOE Website	Georgiastandars.org Georgia Public Broadcasting	
Continue to implement Georgia's statewide system of support	Ongoing	School Improvement	Meeting agenda Webinars Conference presentations	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities District Curriculum Directors District Title I Directors	
Meet with RESA Directors to finalize plan for serving all schools	May 2012	School Improvement	Final Plan	RESA Directors School Improvement Specialists	
Summer Leadership Academy	June 2012	School Improvement	Agenda Academy Notebook	School/District Specialists RESA School Improvement Specialists Race to the Top Team Instructional Technology Team	

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Plan professional learning for the year	June 2012	School Improvement			
RESA services may include activities such as: Leadership training, Common Core implementation, data drilling and analysis, developing SMART goals, implementing and monitoring the plan, evaluation of results, content specific training	June 2012 – June 2013	RESAs Curriculum specialists at RESA	Agendas, materials	CIA Division School Improvement Division Teacher and Leader Effectiveness	Coordination of multiple groups
ELA and mathematics mentors work throughout the state	Ongoing	CIA	Frameworks	Georgia content mentors Georgiastandards.org	
Professional learning for all school/district improvement specialists	Monthly	School Improvement	Agenda, materials	CIA, Instructional Technology RESAs, Teacher and Leader Effectiveness	
Regional School Improvement Meetings	Quarterly	School Improvement	Agenda, work products	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities	
Collaborative School Improvement Conference to highlight best practices from around the state	December 2012 March 2013	School Improvement	Agenda	School Improvement Specialists RESA School Improvement Specialists CIA Division Colleges and Universities Parents School presenting	
Summer Leadership Academy	June 2013	School Improvement	Agenda Academy Notebook	School/District Specialists RESA School Improvement Specialists Race to the Top Team Instructional Technology Team	

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Continue to implement Georgia's statewide system of support	Ongoing	School and District Effectiveness	Meeting agenda Webinars Conference presentations	School Effectiveness Specialists RESA School Effectiveness Specialists CIA Division Colleges and Universities District Curriculum Directors District Title I Directors	
Meet with RESA Directors to finalize plan for serving all schools	May 2015	School and District Effectiveness	Final Plan	RESA Directors School Effectiveness Specialists	
Instructional Leadership Academy	October 2015	School and District Effectiveness	Agenda Academy Notebook	School/District Specialists RESA School Effectiveness Specialists Race to the Top Team Instructional Technology Team	
Plan professional learning for the year	July 2015	School and District Effectiveness			

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

2. G Describe the SEA's process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:

i. **timely and comprehensive monitoring of, and technical assistance for, LEA**
ii. **implementation of interventions in Priority and Focus Schools;**
- **holding LEAs accountable for improving school and student performance, particularly for turning around their Priority Schools; and**
- **ensuring sufficient support for implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under the SEA's differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).**

iii. **Explain how this process is likely to succeed in improving SEA, LEA, and school capacity**.

All Georgia School LEAs have the Georgia District Performance Standards as a guide to the body of research on effective districts. These standards serve as the framework in which districts can base their improvement initiatives. The District Performance Standards serve as a tool for all districts in the state. This document is being field-tested during the 2014-2015 school year and will be revised at the end of the 2014-2015 school year.

A district identified as a Priority District, based upon the number of Priortiy and Focus Schools, will receive the support of the Division of School and District Effectiveness within the GaDOE. This support will be through assignment of a district effectiveness specialist who will work with the district on a regular basis and will bring in other staff to support identified areas for growth.

Although each school designated as Priority Schools has unique factors contributing to the status of the school, the GaDOE has identified a comprehensive process of school improvement that is based on a large body of research as well as documented results within the state. One component that will be increased is the GaDOE's role in the selection of leaders and teachers at the school and district level. Georgia is based on local control at the district level, however, involvement in the development of competencies, interview protocols, and participation in the selection of leaders are options that will be implemented in the new three- year Memorandum of Agreement between the district and the GaDOE.

Specific professional learning for these leaders is also critical and the School and District Effectiveness staff provides job-embedded leadership support through working with the building and district leaders on a weekly basis. Participation in Instructional Leadership Academies, webinars, regional PL training, math and ELA consortium meetings are a few examples of the professional learning available to develop instructional leaders at the school and district level.

To strengthen the school improvement process at both the school and district levels, The Division of School and District Effectiveness provides the Instructional Leadership Academy, a two-day intensive professional learning opportunity. This yearly event in October is mandatory for Priority and Focus Schools and open for all other schools to attend. District personnel who support identified schools in curriculum, instruction, and assessment are also required to attend with the school leadership.

During this Academy an emphasis is placed on helping schools and districts develop and monitor system. Follow up support is provided by the GADOE/RESA staff member working in the school or district. Districts and schools are required to use the Indistar© system in creating and monitoring improvement plans. The schools identify standards from the Georgia School Performance Standards that are rated either not evident or emerging based on an Assessment of the Georgia School Performance Standards or a needs assessment. Tasks are created to increase the ability to meet the standard. Monitoring of the task and the plan for improvement is completed on a 45-60 day basis and is formalized based on observations, artifacts, and evidence.

The Georgia School Performance Standards and the Georgia District Performance Standards define the expectations for all districts, schools, and classrooms. Implementation of these standards and the partnership of the SEA, RESA, and LEA establishes a process that supports a comprehensive focus on data analysis, implementation of improvement initiatives, and evaluation of effectiveness resulting in improved teaching and learning. All efforts include attention to effective instruction to students with disabilities, use of UDL, English language learners, and RTI best practices.

As noted in Principle 1, opportunities for all Georgia students to experience engaging, relevant, and challenging curriculum exist. Support provided by the Divison of School and District Effectiveness will include developing awareness of the concept of opportunity gaps to internal School and District Effectiveness Staff and the schools and districts with which we work. Sessions will train staff to focus on areas and strategies to address reducing opportunity gaps which will assist students in reaching intended learning outcomes.

The GaDOE will provide District Effectiveness Specialists to build capacity at the district level to support the school improvement process in all schools. All schools within a district will be involved in school improvement efforts through the work of the district, the RESA, or the state. The District Effectiveness Specialist will use Georgia's district standards to guide the work with districts. The Georgia District Performance Standards reflect district practices that have been proven effective in improving schools. These standards will establish clear expectations for district level personnel as they systemically support

continuous improvement in all schools.

In order to build the capacity of districts to address the needs of all schools and turn around the lowest performing schools, District Effectiveness Specialists will initiate actions and support implementation of the following non-negotiable strategies at the district level.

Non Negotiable Actions and Interventions for Priority and Focus Districts and Alignment to US ED Turnaround Principles	
Strand and Language of the Standard	**Turnaround Principles**
Planning, Organizing, and Monitoring Standard 1 Uses a collaborative, data-driven planning process at the district and school levels for improving student learning	**Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data **Extended Learning Time**. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Planning, Organizing, and Monitoring Standard 2 Uses protocols and processes for problem solving, decision making, and removing barriers	**Extended Learning Time**. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Planning, Organizing, and Monitoring Standard 3 Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Use of Data**. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data **Extended Learning Time**. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Allocation and Management of Resources Standard 2 Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching	**Extended Learning Time**. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Learning and Teaching 1 Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards
Learning and Teaching 5 Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed	**Strong Instruction**. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards **Effective Teachers**. Ensuring that teachers are effective and able to improve instruction by reviewing all staff and retaining those determined to be effective, carefully selecting new teachers including transfers, and providing job-embedded professional development informed by teacher evaluation
Learning and Teaching 6	**Use of Data**. Using data to inform instruction and for

Non Negotiable Actions and Interventions for Priority and Focus Districts and Alignment to US ED Turnaround Principles	
Strand and Language of the Standard	**Turnaround Principles**
Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning	continuous improvement, including providing time for collaboration on the use of data **Extended Learning Time**. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration
Leader, Teacher, and Staff Effectiveness Standard 1 Develops and implements processes that recruit, hire, and retain highly effective leaders, teachers, and other staff	**Leadership**. Providing strong leadership by reviewing the performance of the current principal, replacing the current principal or ensuring the principal is a change leader, and providing the principal with operational flexibility **Effective Teachers**. Ensuring that teachers are effective and able to improve instruction by reviewing all staff and retaining those determined to be effective, carefully selecting new teachers including transfers, and providing job-embedded professional development informed by teacher evaluation

The Office of Special Education Programs (OSEP) required each SEA to develop a State Performance Plan (SPP) and submit an Annual Performance Report (APR) outlining annual data and progress. As a new reporting obligation, the SEA must develop a State Systemic Improvement Plan (SSIP) and report this information in Indicator 17 of the SPP. The initial submission of the SSIP was in February 2015. OSEP has outlined three phases of development for the plan which include: Phase 1- the collection and analysis of data, identification of a focus area and theory of action; Phase 2- SEA infrastructure development to improve results and identify supports for LEAs and Phase 3 -which includes the results of the States ongoing evaluation of improvement strategies. Systemic improvement relies on the utilization of the principles of implementation science: (1) usable interventions, (2) implementation drivers, (3) implementation teams, (4) implementation stages and (5) improvement cycle.

The SEA will align the work of the SSIP with the continued rollout of District Effectiveness in which both the Divisions of Special Education and School and District Effectiveness are actively providing resources to improve outcomes for students with disabilities and other at-risk subgroups. The process outlined for District Effectiveness has the potential to be the change agent resulting in systemic change for all students.

Districts will be held accountable for cumulative student achievement for the district in addition to achievement at each school. Districts will be identified as needing support due to Performance Flag issues at a local school or due to district wide subgroup needs. Leveled interventions through the collaborative efforts of the RESAs and the GaDOE will include:

1. Within three months of the identification of the Priority and Focus Schools, districts are required to complete a self-assessment based upon the District Standards to identify areas of need.
    - The results of the self-assessment will be submitted to GaDOE through the Indistar platform and reviewed by a regional team comprised of GaDOE/RESA/GLRS staff with the greatest expertise in the identified area of

need (e.g. SWD to review issues dealing with SWD subgroup, Title III staff for EL issues).

- The LEA will be supported by the GaDOE/RESA in the development of the short-term action plan (Indistar tasks) aligned to the identified needs
- District Effectiveness Specialists/RESA will work closely with the LEA to implement and monitor the short-term action plan (Indistar tasks).

2. GaDOE will provide a District Review on the Georgia District Performance Standards if after two years a significant number of schools have not exited Priority or Focus status. The district review is a comprehensive analysis of the district's policies and procedures and student achievement. The results of the review will be shared with the superintendent, designated central office staff, and the school board chair. The Georgia District Performance standards, and protocols used for this review are included.
3. GaDOE/RESA staff will meet with the superintendent, school board chair, designated and central office staff, to review data, progress made to date, and next steps. This may result in an amended Memorandum of Agreement.
   - The Memorandum of Agreement will include:
     - Expectations regarding the implementation of a plan to address issues identified in the District Review,
     - GaDOE staff to assist in talent management decisions.

Options to be considered based on the district needs may be selected from the following:

- Short-Term Action Plans (i.e., Indistar tasks) that are monitored by the Division of School and District Effectiveness
- Withholding of funds.
- Other identified actions that have potential to improve student achievement in the district.

Districts will have an additional year to implement the short-term action plan (Indistar tasks) identified through the district review. The GaDOE is committed to providing effective supports to districts while at the same time, holding districts accountable for subgroup performance. As a district gains capacity to provide support to schools, the GaDOE will taper the provided support. However, if a district demonstrates an inability to support schools, the GaDOE will accelerate interventions and monitoring.

Plans will be submitted to District Effectiveness and reviewed by a team comprised of staff knowledgeable about best practices in the primary areas of concern.

Georgia's School Standards have served as model for district standards development. The District Standards are being aligned to Leader and Teacher Keys Effectiveness Evaluation Systems. These district standards describe practices of what an effective district should be doing to support improved student achievement.

Revised District Strands and Standards

<u>Vision and Mission</u>: Purpose and direction for continuous improvement with a commitment to high expectations for learning and teaching

VM 1: Creates and communicates a collaboratively-developed district vision, mission, and core beliefs that focus on preparing all students for college and career readiness

VM 2: Fosters, within the district and broader community, a culture of trust, collaboration, and joint responsibility for improving learning and teaching

Governance: Policies and procedures that support a shared vision by all stakeholders and promote high expectations for learning and teaching in all schools

G 1: Builds support for district and school goals and initiatives by engaging stakeholders, including school board members, to improve learning and teaching

G 2: Uses an established process to align policies, procedures, and practices with laws and regulations

G 3: Communicates district policies and procedures in a timely manner to relevant audiences

G 4: Grants defined flexibility, based on results, to school leaders to address individual school needs to improve learning and teaching

Planning, Organizing, and Monitoring: The data-driven processes, procedures, structures, and products that focus the operations of the district to ensure higher levels of student learning and staff effectiveness

POM 1: Uses a collaborative, data-driven planning process at the district and school levels for improving student learning

POM 2: Uses protocols and processes for problem solving, decision-making, and removing barriers

POM 3: Uses processes to monitor and provide timely guidance, support, and feedback to individual schools as they implement improvement plans and initiatives

Allocation and Management of Resources: The allotment and administration of resources to attain district and school goals for student learning

AMR 1: Administers a clearly defined, collaborative, data-driven budget process that ensures the equitable, efficient, and transparent distribution of resources to support learning and teaching

AMR 2: Allocates and monitors the use of time, materials, equipment, and fiscal resources to support learning and teaching

AMR 3: Develops and implements processes to maintain facilities and equipment to ensure an environment, which is safe and conducive to learning

AMR 4: Provides, coordinates, and monitors student support systems and services

Learning and Teaching: District processes for implementing, supporting, and monitoring curriculum, instruction, and assessment systems and their impact on student learning

LT 1: Engages and supports all schools in systematic processes for curriculum design to align instruction and assessments with the required standards

LT 2: Develops and communicates common expectations for implementing curriculum, instruction, and assessment practices across all schools

LT 3: Guides, supports, and evaluates the implementation of curriculum, instruction, and assessments

LT 4: Ensures that professional learning is relevant and addresses adult and student needs

LT 5: Assesses the impact of professional learning on staff practices and student learning and makes adjustments as needed

LT 6: Guides and supports schools in the selection and implementation of effective strategies, programs, and interventions to improve student learning

Leader, Teacher, and Staff Effectiveness: The performance management system that maximizes the effectiveness of district leaders, teachers, and other staff to ensure optimal learning for all students

LTSE 1: Develops and implements processes that recruit, hire, and retain highly effective teachers, leaders, and staff

LTSE 2: Establishes and implements processes that increase the effectiveness of teachers, leaders, and staff

LTSE 3: Guides and monitors the use of a state-approved evaluation system to ensure fidelity of implementation and to evaluate accurately the effectiveness of district and school leaders, teachers, and staff

LTSE 4: Defines the roles, responsibilities, skill sets, and expectations of leaders at all levels of the district to improve student learning and staff performance

LTSE 5: Organizes and provides personnel, expertise, and services to achieve district and individual school goals

Family and Community Engagement: Processes for engaging families and community members active participants to help schools improve learning and teaching

FCE 1: Establishes and communicates district-wide expectations for schools to engage families and the community to support learning and teaching

FCE 2: Establishes structures which promote clear and open communication between schools and stakeholders

FCE 3: Ensures that families and community members have feedback and problem-solving opportunities throughout the district

The Expectations for the District Effectiveness Specialists are included below.

District Effectiveness Specialist Expectations	
District Strand	**Actions**
Vision and Mission	Partners with district leadership to ensure that: • the district vision, mission, and core beliefs are collaboratively developed and communicated • processes and procedures are used to support the district's vision and mission • there is a culture of trust, collaboration, and responsibility for the improving of learning and teaching
Governance	Provides assistance to the district to identify: • the roles of stakeholders as leaders in advancing district and school goals for teaching and learning improvement • a process to align policy, procedures, and practices with laws and regulations • processes and procedures to communicate policies and procedures in a timely manner • a defined policy for flexibility which supports learning and teaching
Planning, Organizing, and Monitoring	Collaborates with the district and schools to provide assistance with: • planning, organizing, and monitoring a process to create collaborative, data-driven, and aligned comprehensive plans at the district and school level • implementing and monitoring the school improvement process • building school level staff capacity in the school improvement plan process • implementing protocols for problem-solving, decision-making and

District Effectiveness Specialist Expectations	
District Strand	**Actions**
	removing barriers
Allocation and Management of Resources	Supports the district personnel to ensure: • there is a budget process which supports learning and teaching and is driven by the needs of the schools and district • there is a schedule for facilities and equipment maintenance • the district provides an array of support services to meet the various needs of its students
Learning and Teaching	Assists the district to ensure that: • the curriculum system is designed to align instruction and assessment to the required standards • there is a periodic evaluation of the implementation of curriculum, instruction and assessment • professional learning is relevant and addresses adult and student needs • there is a process for the monitoring and evaluation on the impact of professional learning on staff practices and student learning • the district provides guidance and support to schools in the selection and implementation of strategies, programs, and interventions
Leader, Teacher, and Staff Effectiveness	Provides the district with support to ensure that: • there is a process for the recruitment, hiring, and retention of highly effective staff • the district has a process to increase the effectiveness of teacher, leaders, and staff • the district utilizes a state- approved evaluation system • there are clearly defined roles, responsibilities, and expectations for all staff
Family and Community Engagement	Assists the district to ensure that: • there are district-wide expectations for family and community engagement

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
☐ If the SEA has not already developed any guidelines consistent with Principle 3, provide: i. the SEA's plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☒ If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide: i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA's plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 14).	☐ If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide: i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

The GaDOE has developed the Teacher Keys Effectiveness System and the Leader Keys Effectiveness System guidelines over the last eighteen months with support from Race to the Top (RT3) resources. The Teacher Keys Effectiveness System and the Leader Keys Effectiveness System were piloted January through May 2012 and will be fully implemented by the Race to the Top school districts by the end of the 2012-2013 school year. In addition, the systems will be piloted in twenty-one additional districts and twenty additional schools (SIG and Priority) in 2012-2013. All districts, including all Title I and non-Title I schools, will be scheduled to be part of the rollout by 2014-2015. The statewide implementation of a Teacher Keys Effectiveness System and a Leader Keys Effectiveness System is supported by Georgia's RT3 signed assurances, the State School Superintendent, and the Governor's Office.

Governor Nathan Deal is fully committed to the statewide implementation of an effective teacher and leader evaluation system to optimize student achievement and guarantee that Georgia's students are college and career ready (Attachment 11). The Georgia General Assembly shares Governor Deal's commitment to better evaluate effective teaching. House Bill 257 was introduced and places an increased emphasis on teacher performance rather than years of experience.

The Georgia Department of Education through Georgia State Board of Education policy changes can ensure that Teacher and Leader Keys are used as the statewide evaluation system. The State Board of Education has played an active role in the development and refinement of the Teacher Keys Effectiveness System and the Leader Keys Effectiveness System. This includes multiple updates and discussion opportunities.

Because Georgia is a "right to work" state, there are different considerations than in those states that have collective bargaining. Under state law, the Georgia State Board of Education ("Board") has broad authority to promulgate rules, regulations, and policies that have the "full force and effect of law." O.C.G.A. § 20-2-240 provides:

> The State Board of Education shall adopt and prescribe all rules, regulations, and policies required by this article and such other rules, regulations, and policies as may be reasonably necessary or advisable for proper implementation, enforcement, and carrying out of this article and other public school laws and for assuring a more economical and efficient operation of the public schools of this state or any phase of public elementary and secondary education in this state. The state board shall establish and enforce standards for operation of all public elementary and secondary schools and local units of administration in this state so as to assure, to the greatest extent possible, equal and quality educational programs, curricula, offerings, opportunities, and facilities for all of Georgia's children and youth and for economy and efficiency in administration and operation of public schools and local school systems throughout the state. The state board shall have the power to perform all duties and to exercise all responsibilities vested in it by provisions of law for the improvement of public elementary and secondary education in this state, including actions designed to improve teacher and school effectiveness through research and demonstration projects. … All rules, regulations, policies, and standards adopted or prescribed by the state board in carrying out this article and other school laws shall, if not in conflict therewith, have the full force and effect of law. (Emphasis added)

The Georgia Attorney General's Office has certified that Georgia does not have any legal, statutory, or regulatory barriers at the state level to linking data on student achievement or student growth, as defined in Georgia's Race to the Top application, to teachers and principals for the purpose of teacher or leader evaluation.

The Georgia Department of Education and the Office of Governor Nathan Deal collaborated to draft, and work with legislators to introduce legislation during the 2013 session of the Georgia Legislature to require implementation of the Teacher Keys Effectiveness System and the Leader Keys Effectiveness System statewide in 2014-2015.

Attached below is Georgia's high-quality plan that describes how Georgia will ensure implementation of teacher and principal evaluation and support systems in all LEAs, including the technical assistance that will be provided to all LEAs. This plan has been vetted with the State Board of Education via monthly updates and is available for members' review and comments. Additional information is provided on page 124 and beyond in the RT3 *Great Teachers and Leaders Overview*.

Prior to the 2011-2012 development of the Teacher Keys Effectiveness System and the Leader Keys Effectiveness System, teachers and principals served as co-collaborators in the pilot, study and implementation of CLASS Keys^{SM} and Leader Keys^{SM}. In the initial 2008-2009 field study of Class Keys^{SM}, there were 55 systems, 876 teachers, and 278 administrators providing feedback to refine the system. The Leader Keys field study of 2009-2010 involved 35 systems, and 500 school leaders. These co-collaborators participated in interviews, surveys, and focus groups and served on working committees from 2007 through 2010. Their real-world experiences provided the impetus for the restructuring of these instruments into more concise and streamlined components of a comprehensive, aligned evaluation system for teachers and leaders – Teacher Assessment on Performance Standards and Leader Assessment on Performance Standards.

Further input from teachers and leaders was sought during the year 2010-2011, when committees were formed in the areas of Evaluation, Student Achievement/Growth, and Other Measures. A teacher advisory group, as well as teacher organizations such as the Professional Association of Georgia Educators (PAGE), the Georgia Association of Educators (GAE), the Georgia Association of Educational Leaders (GAEL), human resource representatives from school districts, and partners from institutions of higher education, provided input through meetings and webinars that were held at the state level. Race to the Top provided an onsite Teacher Leader Advisor as an integral part of this process. In addition, the expertise of a Technical Advisory Committee is being utilized to provide external reviews of the TKES and LKES, especially in the areas of value added/growth measures in tested subjects and the use of student learning objectives in non-tested grades and subjects. Technical assistance is also being provided by the Reform Support Network in the areas of student learning objectives, rubric development, surveys, and implementation procedures. The twenty-six districts in Race to the Top, which educate 40% of Georgia's students, provided ongoing feedback when the restructured effectiveness systems (TKES and LKES) were piloted January through May, 2012. This input from key stakeholders will ensured that the Georgia Department of Education successfully developed and implemented guidelines by the end of the 2011-2012 school year for the teacher and principal effectiveness systems. (Attachment 10, Teacher Keys/Leader Keys)

See Chart Below.

Teacher and Leader Keys Implementation Plan

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
January-May 2012 Pilot Teacher and Leader Keys Effectiveness System with 10% of teachers in 26 Race to the Top districts	Teacher and Leader Effectiveness Division in School Improvement Department	Pilot data collected from observations using Teacher and Leader Assessments on Performance Standards, student and staff survey data, student learning objective data, process data collected by field team and external evaluators	18 evaluation specialists in the field TLE central office staff at GaDOE TKES and LKES manuals Orientation video and ten standard videos	Compressed timeline of pilot
February 7, 2012 Open electronic platform for Teacher Assessment on Performance Standards data collection from observations and documentation	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Working electronic platform; observation and documentation data collected in the platform	State data system as a basis for the TKES electronic platform	
January-May 2012 Expand and strengthen guidance, exemplars, and supporting assessments for student learning objectives	Teacher and Leader Effectiveness Division in School Improvement Department	Completed revised SLO development plan, print materials (guidance, exemplars, table of specifications for assessments, etc.),	James H. Stronge consultant group US Ed technical assistance providers – Reform Support Network TLE central office staff at GaDOE and field specialists Videos illustrating each of the ten standards SLO guidance materials	Aggressive timeline for development of assessment resources to be available to districts Identification of additional subject area expertise for consultation on assessments Development of district level valid, reliable assessments
January-June 2012 Modeling of state student growth percentile data at the teacher level in preparation for	Assessment Division in Curriculum, Instruction, and Assessment Department Office of Technology	Completed SGP data runs for two previous school years (2009-2010 and 2010-2011)	External consultant on Student Growth Percentile model development and customization RT3 Educator	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
calculation of student growth percentile measures to be included in determining teacher and leader effectiveness measures	Services		Effectiveness Technical Advisory Committee	
February-March 2012 Administration of four levels of student surveys on teacher classroom practice Administration of teachers surveys on leader practice and school climate	Teacher and Leader Effectiveness Division in School Improvement Department	Completed student and teacher/staff surveys Survey data analysis and reports at the teacher, school, district, and state level for each of the four levels	University of Georgia, Survey Research Center	
February-June 2012 Development of Teacher and Leader Keys Effectiveness System business rules for implementation and effectiveness determinations during 2012-2013	Teacher and Leader Effectiveness Division in School Improvement Department	Completed business rules for calculations of effectiveness measures from pilot data and during the first full implementation year 2012-2013	Collaborative work team across GaDOE divisions RT3 district representatives in advisory sessions GaDOE legal department Experienced legal technical assistance provider for district human resources perspective	
April 1, 2012 Develop spreadsheet and database solution for data entry/collection on each district's ten piloted student learning objectives Begin investigation of possible external performance management platforms	Teacher and Leader Effectiveness Division in School Improvement Department	Spreadsheet and database software Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in spreadsheet and database solution	Spreadsheet and database software External consultants for data analysis TLE evaluation specialists and SLO specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
May-August 2012 Data analysis and determination of Teacher and Leader Effectiveness Measures based on multiple component measures from the Teacher and Leader Keys Effectiveness Systems	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in the pilot Leader Effectiveness Measures for each principal involved in the pilot	RT3 Educator Effectiveness Technical Advisory Committee Graduate interns or external consultants TLE staff	Aggressive timeline
May 1-August 31, 2012 Analyze Teacher and Leader Keys pilot data from each component (as outlined in the TKES and LKES Pilot Evaluation Plan)	Teacher and Leader Effectiveness Division in School Improvement Department Assessment Division in Curriculum, Instruction, and Assessment Department	Completed data and process analyses Completed Teacher and Leader Keys Pilot Evaluation Report Completed internal validation study of TKES and LKES pilots	James H. Stronge and consultant group RT3 Educator Effectiveness Technical Advisory Committee Focus group participants TLE staff and external evaluation consultants	Aggressive timeline
May 1-June 30, 2012 Revise and strengthen training materials and print resources Develop trainer and evaluator credentialing protocols and modules	Teacher and Leader Effectiveness Division in School Improvement Department	Completed: - revised training plan -print materials (handbook, research resource, etc.) -trainer and evaluator certification protocol and materials	James H. Stronge and consultant group Reform Support Network technical assistance providers TLE central office staff at GaDOE and all field team members	Aggressive timeline
August 1, 2012 2012-2013 Student Learning Objectives submitted to GaDOE for review and approval	Teacher and Leader Effectiveness Division in School Improvement Department	Student learning objectives from each of the 26 RT3 districts for each of the specified state course numbers (approximately 60 per district)	RT3 district collaborative work groups and content specialists SLO guidance materials Assessment database for district sharing	Aggressive timeline for development of strong, appropriate assessments

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			and collaboration TLE central office staff at GaDOE and all field team members	
July 16-20, 2012 Train trainers for Teacher Keys 2012-2013 full implementation year (GaDOE and RT3 districts)	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district support trainers	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	Aggressive timeline
July 16-20, 2012 and ongoing Train RT3 district representatives on full GaDOE electronic platform for TKES	Teacher and Leader Effectiveness Division in School Improvement Department TrueNorthLogic staff	Completed provisioning process at RT3 district level Completed roster verification process at RT3 district level Successful collection of observation, documentation, survey, and SLO data TrueNorthLogic electronic platform	TLE central office staff at GaDOE 20 GaDOE evaluation specialists State data system to upload information into the TKES/LKES electronic platform TrueNorthLogic system and staff	
July 31-August 24, 2012 and ongoing GaDOE trainers provide training and certify evaluators in RT3 districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district certified evaluators	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
September 1, 2012 SLOs returned to districts by GaDOE with guidance for revision if needed or approval indicated	Teacher and Leader Effectiveness Division in School Improvement Department	Reviewed and approved student learning objectives in approximately 60 courses for each RT3 district	TLE central office staff at GaDOE 20 GaDOE evaluation specialists and 4 GaDOE SLO development specialists SLO guidance materials	Aggressive timeline for completion

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			Assessment database and warehouse for district sharing and collaboration	
August 22-24, 2012 and September 5-7, 2012 Train evaluators in SIG and Priority and Relocation Bonus Grant schools that are not located in RT3 districts for Teacher Keys 2012-2013 implementation	Teacher and Leader Effectiveness Division in School Improvement Department	At least one credentialed district evaluator to provide support to the identified school in addition to the GaDOE field specialist Credentialed evaluators in each SIG/Priority/ Relocation Bonus Grant school	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
August 27-31, 2012 Train trainers in twenty-one **new** districts for Teacher Keys 2012-2013 pilot year	Teacher and Leader Effectiveness Division in School Improvement Department	At least one support trainer in each **new** district to work with the GaDOE evaluation specialist	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
August 27-31, 2012 Train **new** district representatives on full GaDOE electronic platform for TKES pilot 2012-2013	Teacher and Leader Effectiveness Division in School Improvement Department TrueNorthLogic staff	Completed provisioning process at **new** district level Completed roster verification process at **new** district level Successful collection of observation, documentation, survey, and SLO data TrueNorthLogic electronic platform	TLE central office staff at GaDOE 20 GaDOE evaluation specialists State data system to upload information into the TKES/LKES electronic platform TrueNorthLogic staff	
August- September 2012 20th day of school, or 20th school day following SLO approval by GaDOE, RT3 district teacher	RT3 district staff Trained leadership personnel and SLO developers in RT3 districts	Uploaded documents in GaDOE electronic platform for TKES	TLE central office staff at GaDOE 20 GaDOE evaluation specialists and 4 GaDOE SLO development support specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
SLO instructional strategy planning forms due to evaluators				
August 2012 RT3 Teacher orientation for TKES using revised materials and procedures	Teacher and Leader Effectiveness Division in School Improvement Department Trained leadership personnel in RT3 districts RT3 district staff	Electronic signatures indicating completion of orientation in GaDOE electronic platform for TKES	TLE central office staff at GaDOE 20 GaDOE evaluation specialists Trained leadership personnel in RT3 districts Electronic resources and materials in GaDOE platform	
August 2012 GaDOE trainers provide training and develop coaching capacity for all School Improvement Specialists (GaDOE SI, GaDOE SIG, and RESA) and District Effectiveness Specialists to support implementation of TKES in Focus, Priority, and SIG schools and districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RESA SIS and District Effectiveness Specialists effectively support assigned schools and districts in implementation.	TLE central office staff at GaDOE 20 GaDOE evaluation specialists GaDOE TKES TrueNorthLogic electronic platform Electronic resources and materials in GaDOE platform	
August 31, 2012 Teacher Self-Assessment (TAPS) completed in RT3 districts	RT3 district staff	Electronic signatures indicating completion of self-assessment in GaDOE electronic platform for TKES School and district level self-assessment data to inform professional learning planning	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
September 2012 GaDOE trainers provide training and evaluator credentialing	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and **new** district support evaluators/trainers	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
in **new** pilot districts and in SIG/Priority/ Relocation Bonus Grant schools	Trained district support personnel			
September 2012 Teacher orientation for TKES using revised materials and procedures in **new** pilot districts and in SIG/ Priority/Relocation Bonus Grant schools	Teacher and Leader Effectiveness Division in School Improvement Department **New** pilot district staff and district staff in SIG/ Priority/Relocation districts	Electronic signatures indicating completion of orientation in GaDOE electronic platform for TKES	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
September 26-28, 2012 Train trainers for Leader Keys 2012-2013 full implementation year (GaDOE and RT3 districts, SIG, Priority, and Relocation Bonus) and new pilot districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district support trainers	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
September 26-28, 2012 and on-going Train RT3 and pilot district representatives, as well as SIG/Priority/ Relocation Bonus Schools on full GaDOE electronic platform for LKES	Teacher and Leader Effectiveness Division in School Improvement Department TrueNorthLogic staff	Completed provisioning process at RT3 district level Completed roster verification process at RT3 district level Successful collection of observation, documentation, survey, and SLO data TrueNorthLogic electronic platform	TLE central office staff at GaDOE 20 GaDOE evaluation specialists State data system to upload information into the TKES/LKES electronic platform TrueNorthLogic system and staff	
September 30, 2012 Teacher Self-Assessment (TAPS) completed in **new** pilot districts and in SIG/Priority/ Relocation Bonus	**New** pilot district staff and staff in SIG/Priority/ Relocation Bonus Grant districts	Electronic signatures indicating completion of self-assessment in GaDOE electronic platform for TKES School and district level self-assessment data to	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
Grant schools		inform professional learning planning		
Principal orientation for LKES using revised materials and procedures	Teacher and Leader Effectiveness Division in School Improvement Department RT3 and pilot district staff and district staff in SIG/ Priority/Relocation districts	Electronic signatures indicating completion of orientation in GaDOE electronic platform for LKES	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
October 31, 2012 Leader goals completed with principals and evaluator agreement	RT3 and new pilot district staff and staff in SIG/Priority/ Relocation Bonus Grant districts	Electronic signatures indicating completion of self-assessment in GaDOE electronic platform for LKES School and district level self-assessment data to inform professional learning planning Leader goals evident in electronic platform	TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
September - October 2012 20th day of school, or 20th school day following SLO approval by GaDOE, pilot/SIG/Priority/ Relocation Bonus Grant district teacher SLO instructional strategy planning forms due to evaluators	Pilot/SIG/Priority/ Relocation district staff Trained leadership personnel and SLO developers in pilot districts, and SIG/Priority/ Relocation Bonus schools	Uploaded documents in GaDOE electronic platform for TKES	TLE central office staff at GaDOE 20 GaDOE evaluation specialists and 4 GaDOE SLO development support specialists	
August 2012-April 2013 Teacher Familiarization Activities with ten TKES performance standards in all districts	RT3 and **new** district staff RT3 and **new** school principals SIG/Priority/ Relocation Bonus Grant school principals	Analysis of teacher survey responses and formative observation ratings indicating understanding of the performance standards	TLE central office staff at GaDOE 20 GaDOE evaluation specialists Professional learning materials contained within the	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
	and district staff		TrueNorthLogic platform	
September 2012-April 2013 Formative TAPS and LAPS observations and documentation collection	RT3 and **new** school principals and teachers RT3 and **new** district staff SIG/Priority/ Relocation Bonus Grant school principals and district staff	Data collected from observations using Teacher and Leader Assessments on Performance Standards Data collected by field team and external evaluators Analysis of formative observation ratings indicating understanding of the performance standards	20 evaluation specialists in the field TLE central office staff at GaDOE TKES and LKES manuals and support materials Orientation video and ten standard videos State data system to provide information for the TKES/LKES electronic platform GaDOE TrueNorthLogic electronic platform for TKES/LKES	
Nov. 1-Dec. 15, 2012 Survey window for courses taught only in first semester	Teacher and Leader Effectiveness Division in School Improvement Department TrueNorthLogic staff	Completed student surveys Survey data analysis and reports at the teacher, school, district, and state level for each appropriate level	GaDOE TrueNorthLogic electronic platform for TKES/LKES	
Nov. 1, 2012 - May 30, 2013 Survey window for courses taught all year or during second semester (Jan. 1-May 30)	Teacher and Leader Effectiveness Division in School Improvement Department TrueNorthLogic staff	Completed student and teacher/staff surveys Survey data analysis and reports at the teacher, school, district, and state level for each appropriate level	GaDOE TrueNorthLogic electronic platform for TKES/LKES	
April 1, 2013 SLO post-assessments completed	Teacher and Leader Effectiveness Division in School Improvement Department RT3 and **new pilot** district principals and	Student performance data uploaded in GaDOE TrueNorthLogic electronic platform Student work documentation	GaDOE TrueNorthLogic TKES/LKES electronic platform	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
	teachers SIG/Priority/ Relocation Bonus Grant school principals and teachers	Analysis of growth to target for each teacher in electronic platform		
April 15, 2013 SLO class data and performance report due from teacher to evaluator	Teacher and Leader Effectiveness Division in School Improvement Department RT3 and **new pilot** district principals and teachers SIG/Priority/ Relocation Bonus Grant school principals and teachers	Student performance data uploaded in GaDOE TrueNorthLogic electronic platform Student work documentation Analysis of growth to target for each teacher in electronic platform	GaDOE TrueNorthLogic TKES/LKES electronic platform 20 GaDOE evaluation specialists	
May 1, 2013 (or date specified in Georgia Code) TAPS and LAPS summative evaluations due completed	RT3 and **new pilot** school principals and teachers RT3 and **new pilot** district staff SIG/Priority/ Relocation Bonus Grant district staff, school principals, and teachers	Data collected from observations using Teacher and Leader Assessments on Performance Standards Completion and electronic signatures on summative annual evaluations for all teacher and leaders in the RT3 and **new** pilot districts, SIG/Priority/ Relocation Bonus Grant schools	GaDOE TrueNorthLogic TKES/LKES electronic platform TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
May-August 2013 GaDOE calculates TEM/LEM using all components of TKES and LKES	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in the RT3 and **new** pilot districts, SIG/Priority/ Relocation Bonus Grant schools Leader Effectiveness Measures for each principal involved in the RT3 and **new** pilot districts, SIG/Priority/	RT3 Educator Effectiveness Technical Advisory Committee Graduate interns or external consultants GaDOE TrueNorthLogic electronic platform for TKES and LKES	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
		Relocation Bonus Grant schools		
Summer 2013 Validation and reliability studies completed for TKES and LKES	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Final report on validity and reliability of the Teacher Keys and Leader Keys Effectiveness Systems	RT3 Educator Effectiveness Technical Advisory Committee Graduate interns or external consultants External evaluator(s)	
July 2012-September 2014 Identify, develop, and expand professional learning materials for each TKES/LKES performance standard and upload in GaDOE TrueNorthLogic electronic platform	Teacher and Leader Effectiveness Division in School Improvement Department	Professional learning modules, resources, videos, etc. loaded in the GaDOE TrueNorthLogic electronic platform Teacher and principal utilization data for professional learning materials in the electronic platform	All GaDOE central office and field staff members GaDOE existing professional learning resources External consultants and providers GaDOE TrueNorthLogic electronic platform for TKES/LKES	
October 2012-June 2014 Expand and strengthen guidance, exemplars, and supporting assessments for student learning objectives	Teacher and Leader Effectiveness Division in School Improvement Department	Continuously updated SLO development plan, print materials (guidance, exemplars, table of specifications for assessments, etc.), database of shared, reviewed assessments	US Ed technical assistance providers – Reform Support Network Collaborating state partners TLE central office staff at GaDOE and field specialists SLO guidance materials	Aggressive timeline for development of assessment resources to be available to districts Identification of additional subject area expertise for consultation on assessments Development of district level valid, reliable assessments
School Year 2013-2014 60 Addition Districts included in the implementation of Teacher and Leader Keys Effectiveness Systems	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in the existing and **new** districts Leader Effectiveness Measures for each	GaDOE TrueNorthLogic TKES/LKES electronic platform TLE central office staff at GaDOE	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
		principal involved in the existing and **new** districts	20 GaDOE evaluation specialists	
School Year 2014-2015 Full statewide implementation of Teacher and Leader Keys Effectiveness Systems statewide	Teacher and Leader Effectiveness Division in School Improvement Department Race to the Top Implementation staff	Teacher Effectiveness Measures for each teacher involved in **all** districts Leader Effectiveness Measures for each principal involved in **all** districts	GaDOE TrueNorthLogic TKES/LKES electronic platform TLE central office staff at GaDOE 20 GaDOE evaluation specialists	
School Year 2015-2016 Statewide implementation of Teacher and Leader Keys Effectiveness Systems excluding the use of student growth data for high stakes personnel decisions.	Teacher and Leader Effectiveness Division in School Improvement Department	Teacher Effectiveness Measures for each teacher involved in **all** districts Leader Effectiveness Measures for each principal involved in **all** districts	GaDOE TrueNorthLogic TKES/LKES electronic platform TLE central office staff at GaDOE 7 GaDOE evaluation specialists	
School Year 2016-2017 Full statewide implementation	Teacher and Leader Effectiveness Division in School Improvement Department	Teacher Effectiveness Measures for each teacher involved in **all** districts Leader Effectiveness Measures for each principal involved in **all** districts	GaDOE TrueNorthLogic TKES/LKES electronic platform TLE central office staff at GaDOE 7 GaDOE evaluation specialists	

3.A.ii For any teacher and principal evaluation and support systems for which the SEA has developed and adopted guidelines, consistent with Principle 3, are they systems that:

a. Will be used for continual improvement of instruction?
b. Meaningfully differentiate performance using at least three performance levels?
c. Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys)?
(i) Does the SEA have a process for ensuring that all measures that are included in

determining performance levels are valid measures, meaning measures that are clearly related to increasing student academic achievement and school performance, and are implemented in a consistent and high-quality manner across schools within an LEA?

(ii) For grades and subjects in which assessments are required under ESEA section 1111(b)(3), does the SEA define a statewide approach for measuring student growth on these assessments?

(iii) For grades and subjects in which assessments are not required under ESEA section 1111(b)(3), does the SEA either specify the measures of student growth that LEAs must use or select from or plan to provide guidance to LEAs on what measures of student growth are appropriate, and establish a system for ensuring that LEAs will use valid measures?

d. Evaluate teachers and principals on a regular basis?

e. Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development?

f. Will be used to inform personnel decisions?

Partnership with Georgia's Race to the Top school districts in the development and piloting of the Teacher Keys Effectiveness System (TKES) and the Leader Keys Effectiveness System (LKES) resulted in more rigorous, qualitatively and quantitatively-based evaluation systems that will eventually be used as a basis for all talent and management decisions. The Teacher Keys Effectiveness System utilizes measures of student achievement and growth, including student learning objectives for non-tested grades and subjects, surveys of teacher professional practices, and rubric-based observations of teacher practice and process to generate a Teacher Effectiveness Measure (TEM). The Teacher Keys Effectiveness System provides a focus on all students, including LEP and SWD. The Leader Keys Effectiveness System utilizes measures of student achievement and growth in tested and non-tested grades and subjects, a rubric-based assessment of leader practice and process, and other measures of governance and leadership, such as climate surveys and retention of effective teachers, to produce a Leader Effectiveness Measure (LEM). Both measures will be designed to assess the positive impact a teacher or school principal or assistant principal has on student learning and growth. Both the TEM and the LEM will support effectiveness using multiple valid measures and data sources to determine performance levels of all students, evaluate teachers and principals on a regular basis, provide timely and useful feedback to guide classroom/school performance and professional learning, and inform personnel decisions. These measures will be used to evaluate teachers, building principals, ad assistant principals on an annual basis. When implemented statewide in 2014-2015, the TEM and LEM scores will become part of the School Climate Star Rating on the CCRPI.

The shift in Georgia's teacher and leader evaluation processes began in 2008 when CLASS Keys^{SM} and Leader Keys^{SM}, the original qualitative rubric-based observation instruments, were developed and piloted by districts in Georgia. Race to the Top provided the momentum and sense of urgency needed to prompt reviewing and restructuring the observation instruments, while adding the components of student achievement/growth and other measures to form a comprehensive, aligned evaluation system.

Feedback from teachers and principals, as well as other stakeholders, has been crucial to every stage of this process.

Prior to the 2011-2012 development of the Teacher Keys Effectiveness System and the Leader Keys Effectiveness System, teachers and principals served as co-collaborators in the pilot, study and implementation of CLASS Keys^{SM} and Leader Keys^{SM}. In the initial 2008-2009 field study of Class Keys^{SM}, there were 55 systems, 876 teachers, and 278 administrators providing feedback to refine the system. The Leader Keys field study of 2009-2010 involved 35 systems, and 500 school leaders. These co-collaborators participated in interviews, surveys, and focus groups and served on working committees from 2007 through 2010. Their real-world experiences provided the impetus for the restructuring of these instruments into more concise and streamlined components of a comprehensive, aligned evaluation system for teachers and leaders – Teacher Assessment on Performance Standards and Leader Assessment on Performance Standards.

Further input from teachers and leaders was sought during the year 2010-2011, when committees were formed in the areas of Evaluation, Student Achievement/Growth, and Other Measures. A teacher advisory group, as well as teacher organizations such as the Professional Association of Georgia Educators (PAGE), the Georgia Association of Educators (GAE), the Georgia Association of Educational Leaders (GAEL), human resource representatives from school districts, and partners from institutions of higher education, provided input through meetings and webinars that were held at the state level. Race to the Top provided an onsite Teacher Leader Advisor as an integral part of this process. In addition, the expertise of a Technical Advisory Committee is being utilized to provide external reviews of the systems, especially in the areas of value added/growth measures in tested subjects and the use of student learning objectives in non-tested grades and subjects. Technical assistance is also being provided by the Reform Support Network in the areas of student learning objectives, rubric development, surveys, and implementation procedures. The twenty-six districts in Race to the Top, which educate 40% of Georgia's students, have provided ongoing feedback when the restructured evaluation systems (TKES and LKES) were piloted January through May, 2012. This input from key stakeholders ensured that the Georgia Department of Education successfully developed and implemented guidelines by the end of the 2011-2012 school year for the teacher and principal effectiveness systems. (Attachment 10, Teacher Keys/Leader Keys)

Process and performance data generated from the evaluation of the pilot January through May, 2012, as well as survey and focus group feedback data, were used to revise components of the Teacher Keys Effectiveness System and the Leader Keys Effectiveness System, including revising and restructuring the surveys for both systems. Full, external validity and reliability studies will be completed by an independent evaluator during the summer of 2013.

The Georgia Department of Education's Theory of Action for the Teacher and Leader Keys Effectiveness Systems states the following.

If educators have specific performance standards for effective teaching, and

If educators are provided professional learning support to develop classroom behaviors that meet the performance standards, then

The professional capacity of teachers to positively impact student learning will increase.

Also then, teachers will hold higher expectations for student learning, and

Students will learn more and achieve at higher levels.

If educators have specific performance standards for effective teaching, and

If educators are provided professional learning support to develop classroom behaviors that meet the performance standards, then

The professional capacity of teachers to positively impact student learning will increase.

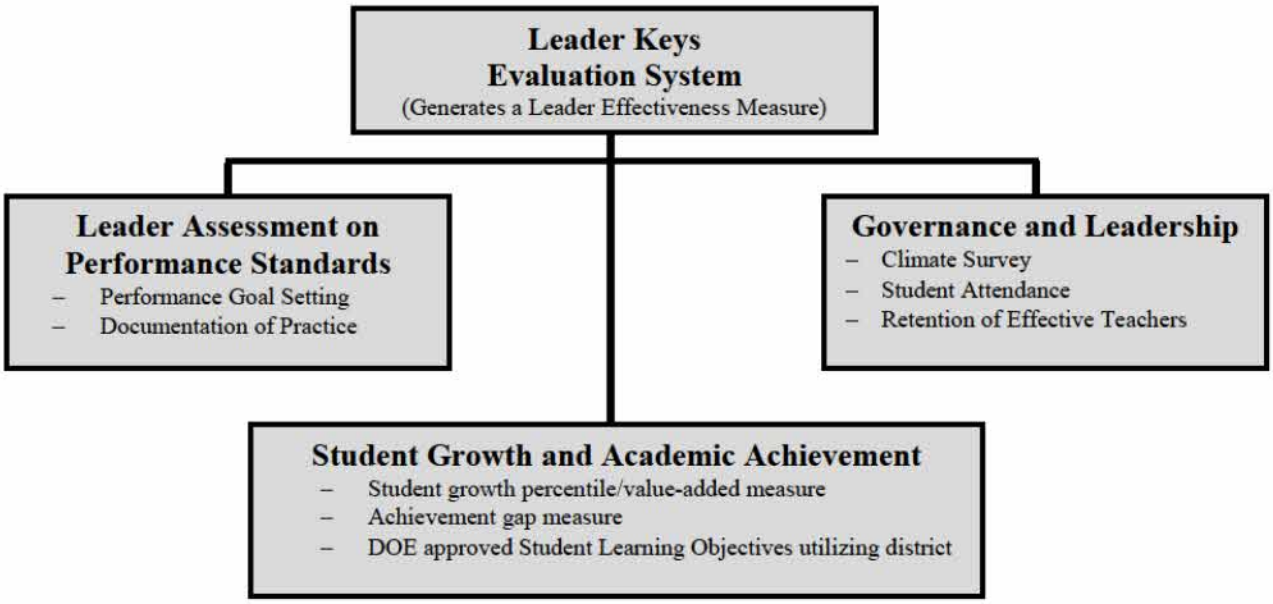
Also then, teachers will hold higher expectations for students learning, and

Students will learn more and achieve at higher levels.

Data generated from the evaluation and support system will be used to improve student achievement including validation of the survey of instructional practice.

The primary purposes of the Leader Keys Evaluation System are to:

- Optimize student learning and growth.
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools.
- Provide a basis for leadership improvement through productive leader performance appraisal and professional growth.
- Implement a performance evaluation system that promotes collaboration between the leader and evaluator and promotes self-growth, leadership effectiveness, and improvement of overall job performance.



The data collected from the multiple components of both the Teacher Keys and Leader Keys Evaluation Systems will provide a 360 degree view of teacher and leader effectiveness in positively impacting student learning, growth, and achievement.

TAPS and LAPS: The data collected within the Teacher and Leader Assessment on Performance Standards will provide information regarding the day to day practices that teachers and principals demonstrate in the schools. The Teacher Assessment on Performance Standards (TAPS) measures teacher proficiency in professional knowledge, instructional planning, instructional strategies, differentiated instruction, assessment strategies, assessment uses, positive learning environment, academically challenging environment, professionalism, and communication. The Leader Assessment on Performance Standards (LAPS) measures principal proficiency in instructional leadership, school climate, planning and assessment, organizational management, human resources management, teacher/staff evaluation, professionalism, communication and community relations.

During the formative observation process of TAPS, teachers who are rated as *Developing/Needs Improvement* or as *Ineffective* on any one or more performance standards must be placed on a Professional Growth Plan and provided with professional learning support for improvement. If the teacher does not demonstrate appropriate growth and improved performance in subsequent formative observations, the Professional Growth Plan may be transitioned into a Professional Development Plan. Unsatisfactory performance on a Professional Growth Plan (PGP) or on a Professional Development Plan (PDP) may lead to non-renewal or termination.

Teachers who receive a summative rating of *Developing/Needs Improvement* or of *Ineffective* on any of the ten standards or overall must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below *Proficient*. Unsatisfactory performance on a Professional Development Plan may lead to non-renewal or termination.

Student growth percentiles: SGPs are a normative quantification of growth. They describe a student's growth relative to his or her academic peers – other students with the same prior achievement. Each student obtains a growth percentile, which describes his or her "rank" on current achievement relative to other students with similar prior achievement. Students also receive a growth projection, which describes the type of growth needed to reach proficiency in subsequent years. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth. Georgia will use these annual calculations of student growth based on state assessment data (4th-8th grade Criterion Referenced Competency Tests and high school End of Course Tests) as indicators of teacher effectiveness in positively impacting student growth. The tested subjects are reading, language arts, math, science, and social studies, as tested in grades 4-8 by the CRCT, and the subjects tested by the high school End of Course Tests (Biology, Physical Science, 9th Grade Literature/Composition, 11th Grade Literature/Composition, US History, Economics/Business/Free Enterprise, Math I, Math II, GPS Algebra, and GPS Geometry).

Student learning objectives: Student Learning Objectives (SLOs) will be used to assess student growth in non-tested subjects (all subjects not listed above) and will contribute performance data to the calculation of the effectiveness measure for teachers of those subjects. After all SLOs are phased in, teachers will be evaluated using one district-determined SLO for each non-tested

subject/course that they teach. Teachers who teach both tested and non-tested subjects will be evaluated by district-determined SLOs for their non-tested subjects and by the student growth percentile measure for their tested subjects. Just as with the student growth percentiles, Georgia will use the annual calculations of student growth based on student learning objectives as indicators of teacher effectiveness in positively impacting student growth.

Student Learning Objectives Rubric, below

Setting Student Learning Objectives

	1	2-	3
	All Required for Pilot	Increases Integrity of SLO Process	
Specific	☐ Focused on content standards	☐ SLO was developed by content experts and practitioners	☐ Selected standard(s) is an important and overarching concept
Measureable	☐ An appropriate instrument/measure is selected to assess SLO ☐ Pre-assessment /post- assessment are utilized by multiple teachers/schools	☐ Is based on district baseline or trend data ☐ Instrument(s) is used to measure student growth from beginning of instructional period to end of instructional period ☐ Instrument(s) measures what it is intended to measure	☐ Utilizes externally developed, reliable and valid assessments or ☐ Locally developed assessments have been approved by content experts/practitioners
Appropriate	☐ SLO is within teachers' control to effect change and is a worthwhile focus for the pilot period	☐ Expected growth is rigorous, yet attainable during instructional period	☐ Paper/pencil or performance based assessments are used as appropriate for the characteristics of the non- tested subject
Realistic	☐ SLO is feasible for teacher ☐ Teachers are able to align their work directly to the district SLO	☐ Results of pre-assessments can be used to drive instruction and not for the sole purpose of SLO data.	
Time Bound	☐ SLO states the instructional period	☐ Standardized time frames for administration of pre and post- assessment have been determined and will be observed.	
Designed to be evaluated with Evaluation Rubric	☐ Designed so that, at the teacher level, data can be evaluated based on the SLO Evaluation Rubric (p. 30 of TKES Evaluation Manual)	☐ Results of pre-assessments drive instruction in individual classrooms	
Applicable for grade levels, schools, district	☐ Can be utilized by multiple teachers who teach this subject at this grade level across the school and/or the district.	☐ Is routinely used by schools across the district	
District approved	☐ District approves/recommends this SLO for teachers at the designated grade level(s) and in these subject area(s)	☐ District establishes a set of SLOs and provides guidance/requirements for their usage	☐ Rigor of SLO is comparable to the rigor of "tested" subjects
GaDOE Determination	☐ Total Required Elements (10/10) = Proceed		
	☐ Suggested Revision(s)		
	☐ Required Revision(s)		

Student and staff surveys: The teacher effectiveness measures will include data from student surveys, and the principal/leader effectiveness measures will include data from staff surveys. The survey responses will provide important perception data that will be considered alongside the observation data from TAPS/LAPS and the student growth data from student growth percentiles and student learning objectives. Special attention will be given data regarding Students with Disabilities, Universal Design for Learning (USL), English Learners, and Response to Intervention. This additional perspective will round out the measures of teacher and leader effectiveness.

The actual calculations that will be used to account for the data from each of the components of the Teacher Keys and Leader Keys Evaluation Systems are still in development, under the guidance and advice of a technical advisory committee composed of nationally recognized experts in the field. The components will be weighted so that the greatest weight, or impact, on the Teacher Effectiveness Measure (TEM) is carried by the measures of student growth from either the student growth percentiles or the student learning objectives (or both). The TEM will provide an indicator of teacher effectiveness in positively impacting student learning, growth, and academic achievement. Teachers who achieve appropriate TEM scores will be considered effective in improving student achievement. Teachers who do not will be provided with appropriate opportunities for professional development and improvement.

	Teachers of Tested Grades and Courses Subjects	Teachers of Non-Tested Grades and Courses
TAPS	50%	50%
Surveys	N/A	N/A
SLOs	NA	50%
SGP	50%	NA
	Please note: Student perception data is used to inform TAPS ratings not as a stand alone component	

Similar measures will be implemented within the Leader Keys Evaluation System for building principals. However, these measures will be calculated at the school level rather than at the classroom level. As in the TKES, the components will be weighted so that the greatest weight, or impact, on the Leader Effectiveness Measure (LEM) is carried by the measures of student growth from either the student growth percentiles or the student learning objectives (or both). The LEM will provide an indicator of principal effectiveness in positively impacting student learning, growth, and academic achievement within the school building as a whole. Principals who achieve appropriate LEM scores will be considered effective in improving student achievement. Principals who do not will be provided with appropriate opportunities for professional development and improvement.

With regard to additional professional learning support, the GaDOE will provide District Effectiveness Specialists to build capacity at the district level in school and district improvement best practices. The focus on district level work will be to analyze data at the district level, by examining student level data reported through the disaggregated flag system of the CCRPI to

identify trends and areas of concern. The District Effectiveness Specialist will assist the district in identifying district level barriers and supports that either serve as an obstacle or an enabler for school effectiveness.

The partnership formed by the school, LEA, RESA and SEA provide the support for a comprehensive focus on data analysis, implementation of improvement initiatives, and evaluation of effectiveness. In addition, the GaDOE will work with the RESAs to develop professional learning opportunities that will build capacity for school improvement at the district level. The needs of districts may vary from one RESA to another and the GaDOE staff will partner with each RESA on critical needs. RESAs also have Common Core Resource Specialists that will assist specific schools and districts based on the needs identified in the CCRPI.

The reports from the GAPSS reviews are currently shared with district level staff. The District Effectiveness Specialists will work with a LEA in looking at GAPSS reviews across districts as another data source for LEA issues.

How will the teacher and principal evaluation and support systems be implemented statewide at the State, LEA and school levels?

In regard to the state timeline on the implementation of the Teacher Keys and Leader Keys 26 pilot districts are participating in Race to the Top for the 2011-2012 school year. In addition, seven universities are partnering in the pilot. Up to 60 school districts per year will implement the new Teacher Keys and Leader Keys Evaluation System starting in the 2012-2013 school year. All districts will implement are scheduled to be part of the rollout by 2014-2015. These evaluation systems are scheduled to be used statewide and produce the Teacher and Leader Effectiveness Measures that will be included in College and Career Ready Performance Index.

At the conclusion of the Teacher and Leader Keys Evaluation Systems pilot in May 2012, extensive data analysis and evaluation will be done by the GaDOE and by the external experts on teacher and principal evaluation regarding the validity of the component measures in the systems as well as the process and implementation during the pilot. The full, independent reliability and validation studies for both systems will be conducted during the summer of 2013 following the first full implementation year.

Teacher Keys and Leader Keys Evaluation Systems Timelines, July of 2012 - Summer of 2013

Teacher Keys Full Implementation Year	Leader Keys Full Implementation Year
July 1 SLOs submitted to GaDOE for review	July 1 SLOs submitted to GaDOE for review
Aug. 1 SLOs returned to districts by GaDOE	Aug. 1 SLOs returned to districts by GaDOE
20th day of school Teacher SLO instructional strategy forms due to evaluators	20th day of school Teacher SLO strategy forms due to evaluators
August Teacher orientation for TKES	August Principal orientation for LKES
August 31 Teacher Self-Assessment (TAPS) completed	August 31 Principal Self-Assessment (LAPS) completed
August-April Teacher Familiarization Activities with ten TKES performance standards	August-April Principal Familiarization Activities with eight LKES performance standards
September-April Formative TAPS	September-April Formative LAPS
observations and documentation collection	conferences and documentation collection
Nov. 15-Dec. 15 Survey window for courses taught only in first semester	

Feb. 15-March 30 Survey window for courses taught all year	Feb. 15-March 30 Survey window for school staff to respond to principal surveys
April 1-15 Survey window for courses taught only in second semester	
April 1 SLO post-assessments completed	April 1 SLO post-assessments completed
April 15 SLO class data and performance report due from teacher to evaluator	April 15 SLO class data and performance report due from teacher to evaluator
May 1 (or date specified in Georgia Code) TAPS summative evaluation due completed	May 1 (or date specified in Georgia Code) LAPS summative evaluation due completed
May-August GaDOE calculates TEM using all components of TKES	May-August GaDOE calculates LEM using all components of LKES
Summer 2013 Validation and reliability studies completed for TKES	Summer 2013 Validation and reliability studies completed for LKES

Student Growth Measure

Georgia is implementing the Student Growth Percentile (SGP) model as its growth model for instructional improvement, accountability, and educator effectiveness. Implementing a student growth model will enable Georgia to answer critical questions such as:

- Did this student make a years' worth of progress for a year's worth of instruction?
- Is this student on track to meet standards?
- Did this student grow more or less than academically-similar students?

Implementation of a growth model will support the improvement of teaching and learning, enhance accountability, and work in conjunction with other indicators to provide a measure of educator effectiveness. The model will provide a wealth of diagnostic information on student, classroom, school, district, and state performance on Criterion Reference Competency Tests and End of Course Tests and, on Georgia's assessments. The model will also contribute to the educator evaluation system's ability to accurately and fairly capture effects on student learning throughout the course of an academic year. This provides Georgia with a comprehensive indicator system that can be used at multiple levels and can be communicated to parents and stakeholders.

Through a collaborative effort between the GaDOE and RT3 districts, the following desired growth model outcomes were established:

- Educators will have a clear understanding of the growth needed for students to become proficient.
- Educators, holding high expectations for all students, will have a deeper understanding of the impact of their teaching on the extent of student learning in classrooms, programs, schools, and districts.
- Educators will be provided with reliable data with respect to the academic growth of students.
- Students and their parents will have a clearer understanding of growth needed to reach proficiency and beyond.
- The community will have a clearer understanding of the extent of learning in schools.

SGPs are a normative quantification of growth. They describe a student's growth relative to his or her academic peers – other students with the same prior achievement. Each student obtains a growth percentile, which describes his or her "rank" on current achievement relative to other students with similar prior achievement. Students also receive a growth projection, which describes the type of

growth needed to reach proficiency in subsequent years. A growth percentile can range from 1 to 99. Lower percentiles indicate lower academic growth and higher percentiles indicate higher academic growth.

Student Growth Percentiles will be piloted as a component of the teacher evaluation system in the 26 Race to the Top districts in 2012 and implemented as measures in the Teacher Keys and Leader Keys Evaluation Systems in those districts 2012-2013. Up to sixty additional districts will be supported by the GaDOE in implementing the Teacher Keys and Leader Keys Evaluation Systems, including the Student Growth Percentile measures, each year for the next three years (2012-2013, 2013-2014, and 2014-2015). The evaluation systems, and student growth percentile measures as a component of those systems, will be implemented statewide over the next few years.

Ensuring implementation of teacher and principal evaluation and support systems in all LEAs, including the technical assistance that will be provided to all LEAs.

For the 2011-2012 pilot, principals, assistant principals, and other school administrators who are responsible for evaluating teachers will be trained by partnering Georgia Department of Education specialists and school district staff. Central office personnel who are responsible for evaluating principals will be trained by Georgia Department of Education specialists. District personnel will provide an orientation to the Leader Assessment on Performance Standards for building principals. Building principals will provide an orientation to the Teacher Assessment on Performance Standards for teachers. In addition, webinars and regional sessions will be scheduled by the Georgia Department of Education to assist with the orientation process for the Teacher Assessment on Performance Standards. Georgia Department of Education specialists will also provide training on the other measures included in the comprehensive evaluation systems during the 2011-2012 pilot.

For the 2012-2013 implementation of the validated Teacher Keys Evaluation System and Leader Keys Evaluation System, all appropriate district and school personnel will be retrained and certified as evaluators. All teachers will be fully oriented to the requirements of the Teacher Keys Evaluation System prior to the first use of that system as their evaluation instrument. Orientation materials and guides are provided by GaDOE and must be used by the district and/or building principal to orient teachers within the first month of the pilot or of the school year, or within the first month of employment if the teacher is employed at some time other than the beginning of a school year. Documentation of the orientation for each teacher must be maintained within the GaDOE electronic platform for TKES.

Teacher familiarization with each of the ten performance standards that are the basis of the evaluation system, utilizing materials provided by GaDOE, may occur at any time during the school year. However, teachers who participate in familiarization activities earlier in the year will have a clearer understanding of the ten performance standards and the expectations for classroom practice and performance. These activities may be repeated at any time as needed for professional learning and growth.

GaDOE currently has a staff of 18 Teacher and Leader Keys evaluation specialists plus two program managers, as well as a director of Teacher and Leader Effectiveness, working in the field and in the central office to provide training, guidance, implementation support materials, implementation coaching, implementation monitoring, professional learning support materials, and communication support to the districts implementing the Teacher and Leader Keys Evaluation Systems. This level of support will continue through at least 2014-2015.

The GaDOE electronic platform for TKES will provide web-based access to the evaluation process guides, templates, and support materials. It will also provide a data warehouse for all observation records, documentation to supplement and support those observations, student survey and growth data, and other relevant information. An electronic record will be maintained of all components of the evaluation system, including orientation, familiarization, self- assessment, TAPS formative and summative documents, student surveys, SLO data and evaluation, student growth percentile data and calculations, and TEM calculations. Electronic signatures and date/time stamps will be maintained for all documents and data submissions that are elements of the evaluation system. Electronic templates for optional Professional Learning Plans, suggested Professional Growth Plans, and mandatory Professional Development Plans will be available to evaluators within this platform. The GaDOE electronic platform will also provide access to links and other resources that support the on-going professional learning needed for continuous improvement of professional practice as measured by the TEM.

Please address concerns regarding the guidelines for teacher and principal evaluation and support systems:

A. Provide further information on how the evaluation systems will promote continual improvement of instruction for teachers of English Learners and students with disabilities

See 3.A.ii.a and 3.B

The two tables below provide detailed information regarding the implementation of the teacher and principal evaluation systems for teachers of English Learners and students with disabilities.

Figure 1. English Language Learners (ELL) Delivery Models with Participation Guidelines

Delivery Models for Teachers of English Language Learner Students	TAPS	Survey	SLO/SGP (if SLO developed for course)
Pull-Out	Y	Y	Y
Push-In	Y	Y	Y
Monitored	N	N	N
Scheduled Class	Y	Y	Y
Cluster Center	Y	Y	Y
Resource Center Laboratory Model	Y	Y	Y
Alternative Models Approved by GaDOE/ Immersion	TBD	TBD	TBD
Alternative Models Approved by GaDOE/ Dual Language	TBD	TBD	TBD

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

Figure 2. Special Education Delivery Models with Participation Guidelines

Delivery Models for Teachers of Special Education Students	TAPS	Survey	SLO/SGP (if SLO developed for course)
Collaborative Co- Teaching	Y	Y	Y
Supportive Instruction	N	N	N
Resource	Y	Y	Y
Self-Contained	Y	Y	Y
Hospital Home-Bound	N	N	N
Home-Based Services	N	N	N - IEP Committee Decision
Collaboration	Y	Y	Y
Consultation	N	N	N
Multiple Services	N	N	N
Residential Setting Programs	TBD	TBD	TBD

Key: Y indicates participation in TKES Component; N indicates non-participation in TKES Component

The Teacher Effectiveness Measure for special education teachers serving students in both tested and non-tested subjects in the resource setting, as determined by the students' IEPs, will be calculated based on the aggregate score of all resource students served by the special education teacher.

The robust electronic platform for TKES will maintain all of the evaluation system measures-including completion of orientation and self-assessment; TAPS formative and summative assessments and documentation; professional development plans; student survey data; electronic signatures and date/time stamps maintained for all documents and data submissions; SLO data and performance calculations; student growth percentile measures; and TEM calculations. The GaDOE TLE Electronic Platform will also provide access to videos, links, and other resources that support the ongoing professional learning needed for continuous improvement of professional practice as measured by the TEM score. These professional learning materials will be directly linked to teacher performance standards and practices that impact student learning and will be able to be assigned by evaluators as needed. Materials will be developed that are appropriate for all teachers who provide direct instruction, as well as for teachers of special populations, including special education students and English Language Learners.

Conducting annual evaluations in a continuous improvement format will allow school leaders to give constructive feedback to teachers in order to inform their ongoing professional development and growth. By doing so, the evaluation process will support the ultimate goal of increased student achievement for all teachers, including teachers of English Language Learners and special education teachers.

A communication tool for all teachers that provides specific information regarding the implementation of student learning objectives for special education teachers and students is included in this document as Appendix A.

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B **Provide the SEA's process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA's adopted guidelines.**

The Georgia Department of Education is committed to ensuring that each LEA implements the Teacher Keys Evaluation System and the Leader Keys Evaluation System with fidelity. Established procedures are in place to provide communications to the districts, deliver training to teachers and administrators, provide coaching throughout the process, and receive feedback from teachers and leaders to refine the implementation process after the pilot ends. An electronic platform will collect data from rubric-based observations, surveys about professional practices and school climate, student learning objectives, and student and school academic growth. (The electronic platform will be embedded in the GaDOE's statewide Longitudinal Data System (LDS). This is another way the Georgia Department of Education will support the districts in implementing effectively the restructured evaluation systems). The School Improvement Department, specifically the division of Teacher and Leader Effectiveness, will be responsible for this project. The system will provide clear, timely, and useful feedback that identifies needs of teachers and leaders and guides professional development.

The Georgia Department of Education through Georgia State Board of Education policy changes can ensure that Teacher and Leader Keys are used as the statewide evaluation system. Because Georgia is not a collective bargaining state, there are not the same considerations as states that are collective bargaining states. All districts including all Title and non-Title schools will be scheduled to be part of the rollout by 2014-2015.

Attached below is a high-quality plan that describes how Georgia will ensure implementation of teacher and principal evaluation and support systems in all LEAs, including the technical assistance that will be provided to all LEAs. Additional information is also provided starting on page 124 in the RT3 *Great Teachers and Leaders Overview*. See Chart in section 3A, pages 99-110.

Race to the Top LEA administrators and teachers will be trained and coached by eighteen Teacher Keys and Leader Keys Evaluation Specialists. These specialists have undergone rigorous training and testing in order to ensure fidelity of implementation in the districts. A percentage of teachers and leaders in the twenty-six LEA's will pilot the evaluation systems from January through May, 2012. The Evaluation Specialists will provide appropriate support to ensure that the teacher and principal evaluation systems are implemented in a manner consistent with Georgia Department of Education guidelines. Validity and reliability studies of the results of the pilot will be conducted during the summer of 2012.

Twenty-six Race to the Top Districts will implement the Teacher Keys Evaluation System (TKES) and the Leader Keys Evaluation System (LKES) as performance management tools in the 2012-2013 school year. The students in the twenty-six LEAs in the Race to the Top pilot represent 40% of the students in Georgia; 46% of Georgia's students in poverty; 53% of Georgia's African American students; 48% of Georgia's Hispanic students; and 68% of Georgia's lowest achieving schools.

Beginning with the 2012-2013 school year, an additional sixty school districts will be offered the opportunity to implement TKES and LKES each year. All LEAs in Georgia will implement the evaluation and support systems no later than the 2014-2015 school year with the support from the Georgia Legislature and the Georgia State Board of Education. Talent management decisions linked to the teacher and leader effectiveness measures produced through TKES and LKES will be available to the Race to the Top districts in 2013-2014. Timelines have been clearly delineated to ensure the capacity of the Georgia Department of Education to provide an effective execution of these systems. When fully implemented, TKES and LKES will be used to guide personnel decisions in all LEAs. High-quality evaluation systems provide meaningful information about the effectiveness of teachers and principals while increasing the quality of instruction and improving student achievement. Timelines, human resources, and fiscal resources are in place to ensure the effective implementation of the Teacher Keys Evaluation System and the Leader Key Evaluation System. The ultimate goal and result of effective application of these high-quality, comprehensive evaluation systems will be the positive impact on the effectiveness of instruction for Georgia's students and a subsequent increase in student achievement in Georgia.

Another support that is being developed for new teachers and leaders, in partnership with the Professional Standards Commission (PSC) through Race to the Top, will be Teacher and Leader Induction. The induction guidelines developed in Georgia in 2011 are currently available for public comment. The work that was begun in the summer with the Induction Task Force will continue with additional sessions in 2012. The LEAs involved in Race to the Top are working with a GaDOE induction specialist to review existing induction programs for teachers and building principals. They are planning improvements, and redesigning or designing where needed, with the expectation that programs grounded in the best practices identified by the Task Force and built into the guidelines will be fully implemented for the 2012-2013 school year. All districts in the state are encouraged to utilize the guidelines for the same purpose and will be provided support in that work.

Implementation of high quality induction programs for new teachers, and for new principals, will provide strong systems of support and positively impact performance on the Teacher and Leader Effectiveness Measures included in Georgia's redesigned teacher and leader evaluation systems. This will help ensure that teachers and principals have appropriate opportunities for professional learning, mentoring, and coaching to support development into successful career teachers. The programs will extend beyond the first year into the second and third "new" year based on individual needs and performance. Ultimately, the greatest impact will be seen in the increase of student learning, growth, and achievement. (See below for timelines and activities from Race to the Top).

Race to the Top (RT3) Great Teachers and Leaders Overview

Teacher and Leader Effectiveness

At the heart of Georgia's RT3 plan is increasing the overall effectiveness of teachers and leaders, recognizing that effective teachers and leaders are critical factors in continually improving student achievement. The State will develop Teacher Effectiveness and Leader Effectiveness Measures (TEMs and LEMs respectively) using multiple measures to accurately reflect a teacher or leader's impact on students. At least 50% of the TEM and LEM scores will come from student progress, and these scores will be used in key talent management decisions in participating LEAs, including targeted professional development, compensation, promotion and career advancement opportunities, and dismissal decisions. TEM and LEM measure will be designed to allow effective performance to serve as a model and inform professional development.

Quantitatively-Based Evaluation System and Performance Pay

Georgia's partnering LEAs will participate in the development of a more rigorous and quantitatively-based evaluation system as a basis for teacher and leader compensation. These LEAs will collaborate with the State to finalize the evaluation system in 2010-11, begin to pilot implement the evaluation system in 2011-12, and will qualify for access to the new performance- based compensation system for their teachers in 2013-14 (LEAs will need two full years of reliable evaluation and effectiveness data on their teachers before they can tie compensation- related decisions to the data). LEAs will pay for the performance-based compensation program out of their portion of RT3 funding, per the MOU they signed with the State.

The State will roll out the new evaluation system (including the value-added model, the research-based evaluation tool, and new quantitative measures, such as surveys) to all participating LEAs by 2011-2012 and then to 120 additional systems (up to 60 additional systems per year) over the remaining two year period of the RT3 grant (2012-2014).

B. Provide additional detail on how student growth will be included as a significant factor in teacher and principal evaluation and support systems, including:

a. Clarifying how Georgia will calculate an overall evaluation score for both teachers and principals (i.e., how the components will be weighted or combined to produce an overall rating). ***See 3.A.iib.***

As teachers engage in the challenging work of enabling and empowering students to learn, the use of multiple measures for teacher performance, and guidelines for ensuring these measures are of high quality, will provide a more accurate picture of the teacher's professional practice and impact on student growth. Districts, administrators and teachers will receive the TEM score reports when the TEM data is finalized. Within the GaDOE TLE Electronic Platform, data reports regarding performance on the components of the TKES will be available and updated in an ongoing manner throughout the school year.

The use of performance standards to rate teacher performance allows for more precision about professional expectations, identifies teachers in need of improvement, and recognizes performance that is of exemplary quality. In the TKES all teachers will receive a TEM score based on the three components of the TKES. If a teacher does not receive a score on all components of the TKES, the remaining components will be evaluated accordingly.

There are many reasons for including student academic progress and achievement information as part of the teacher evaluation process. Despite evidence that the most important school related factor in a student's education is the quality of his or her teacher, teacher evaluation models frequently ignore the results of student learning. Using student academic progress to inform teacher evaluation makes sense because the most direct measure of teacher quality appears to be student achievement.

Based on this compelling information, the following rules and requirements have been established for the TEM score calculation.

1. Teachers of tested courses will be measured by the Georgia Criterion- Referenced Competency Tests (CRCT) in grades 4-8 reading, English/language arts, math, science and social studies and End of Course Tests, (EOCTs) in Biology, Physical Science, 9th-

Grade Literature/Composition, American Literature/Composition, US History, Economics/Business/Free Enterprise, Mathematics I, Mathematic II, GPS Algebra, and GPS Geometry. Teachers of non-tested courses will be measured through student attainment of growth expectations outlined by the GaDOE/District-determined SLO for that course. Teachers will receive a TEM score based on documentation and data from the three components of the TKES as indicated by Figures 3 and 4 on pages 127-128 of this document. The TEM score will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.

2. Teachers of multiple non-tested subjects will be measured using the 53 GaDOE/District-determined SLOs for the 2013-2014 school year. If school districts choose to implement additional SLOs, the results of additional district chosen SLOs will not be factored into the TEM's score calculation. Teachers will receive a TEM score based on documentation and data from the three components of the TKES as indicated by Figures 3 and 4 on page 127-128 of this document. The TEM score will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.
3. Teachers of both tested and non-tested subjects will be measured using the results of the SGP and GaDOE/District-determined SLOs. GaDOE will continue to work on decision tables for teachers who have student growth measures from both SLOs and SGP so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGP measures. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts. The TEM score will be reported as a rating of

Teachers who receive a Teacher Effectiveness Measure (TEM) of *Needs Development* or of *Ineffective* must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below *Proficient*. In Figures 3 and 4, matrices for calculating the TKES overall TEM score are presented.

Figure 3. Teacher Effectiveness (TEM) Matrix for SLO Courses

Final TEM Matrix

Overall Student Growth Rating					
	IV	Needs Development	Proficient	Exemplary	Exemplary
	III	Needs Development	Proficient	Proficient	Exemplary
	II	Ineffective	Needs Development	Needs Development	Proficient
	I	Ineffective	Ineffective	Needs Development	Needs Development
		I	II	III	IV
		Overall TAPs Rating			

Figure 4: Teacher Effective Measure (TEM) Matrix for SGP Courses

GaDOE will continue to analyze the 2012 pilot data using the draft matrices and make revisions, adjustments, or additions to them as necessary throughout the 2012-2013 implementation year.

GaDOE will continue to work on decision tables for teachers who have student growth measures from both Student Learning Objectives and Student Growth Percentiles so that an appropriate balance is determined between the growth measures, taking into account the number of courses taught with SLOs and the number of courses for which the teacher has SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes.

Where more information is required for a decision, evaluators will review all information regarding a teacher's performance within the context of the classroom, taking into account prior performance by both the teacher and the group of students and any unusual circumstances that should be considered. In determining the appropriate TEM rating, the evaluator will determine if either measure should be considered an aberration given the extenuating circumstances or if the measure reflects a consistent performance trend. Teachers who receive a Teacher Effective Measure (TEM) of Needs Development or of Ineffective must be placed on a formal Professional Development Plan that includes specific guidelines and timelines for improvement in the area(s) rated below Proficient.

Figure 4 Final LEM Matrix

Final LEM Matrix

Student Growth	Gap	LAPS			
		I	II	III	IV
IV	IV	ND	P	E	E
	III	ND	P	E	E
	II	ND	P	P	E
	I	ND	ND	P	P
		I	II	III	IV
III	IV	ND	P	P	E
	III	ND	P	P	P
	II	ND	ND	P	P
	I	ND	ND	P	P
		I	II	III	IV
II	IV	ND	ND	P	P
	III	ND	ND	ND	P
	II	ND	ND	ND	ND
	I	I	ND	ND	ND
		I	II	III	IV
I	IV	I	ND	ND	ND
	III	I	ND	ND	ND
	II	I	I	ND	ND
	I	I	I	I	ND

Key:
I (red) = Ineffective
ND (yellow) = Needs Development
P (green) = Proficient
E (blue) = Exemplary

For principals and assistant principals, percentages and weighting of the multiple components of the Leader Keys Effectiveness System (LKES) are as follows: Leader Assessment on Performance Standards (LAPS) 30%, combined schools growth measures from student learning objectives (SLOs) and student growth percentiles (SGPs) 50%, and school level Achievement Gap Reduction 20%. This information will be used to calculate the LEM score. The LEM score will be reported as a rating of *Exemplary, Proficient, Needs Development, or Ineffective*.

Work will continue on decision tables for leaders, who will have Student Growth and Academic Achievement measures from both Student Learning Objectives (SLO) and Student Growth Percentiles (SGP). Further analysis of data will occur for leaders who have student growth measures from multiple courses with Student Growth Percentile measures, or from both Student Learning Objectives and Student Growth Percentiles, so that an appropriate balance is determined between the growth measures,

taking into account the number of courses taught with SLOs and the number of courses for which the teachers have SGPs. GaDOE staff is currently engaged in analyzing possible scenarios and developing detailed processes with technical assistance from external experts.

In calculating a Leader Effectiveness Measure (LEM) in Student Growth and Academic Achievement for leaders, only measures of SLO and measures of SGP that include a minimum of 15 students will be included. If an entire school has fewer than 15 students in a grade level's or course's calculations for SGP or SLO, those growth measures will not be used in the LEM calculations.

Where more information is required for a decision, evaluators will review all information regarding a leader's performance within the context of the school and any unusual circumstances that should be considered. In determining the appropriate LEM rating, the evaluator will conclude if either measure should be considered an aberration given the extenuating circumstances or if the measure reflects a consistent performance trend. Leaders who receive a Leader Effectiveness Measure (LEM) score of Needs Development or of Ineffective at the summative assessment must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below Proficient.

Providing additional information on the training for and development of student learning objectives (SLOs) as well as their use as measures of student growth for teachers of non-tested grades and subjects. ***See 3.A.i Option B.i and 3.A.iic(iii).***

For additional information regarding the use of SLOs as measures of student growth, see Section B.a. in this response.

Learning expectations describe how students will grow in their learning of the selected content over the instructional interval, as measured by the pre-assessment(s) and post- assessment(s). The expected growth for students must reflect the learning that would occur over the entire duration of the course. Expectations must be rigorous and attainable. Expected growth is the amount students are expected to grow over the course of the instructional period.

Districts must follow an SLO development process as set forth in the GaDOE training materials for TKES or as approved by GaDOE, and districts must submit each SLO for GaDOE approval before local teachers begin implementation of their SLO plans. Districts will submit SLOs on the District SLO Form for the GaDOE approval before, but no later than August 1. A separate form should be used for each SLO. GaDOE will review, request revisions as necessary, and approve SLOs as quickly as possible with a target date of no later than September 1.

Districts may set their own pre-assessment and post-assessment windows, making sure that all data will be submitted through state data collections no later than June 15. Students must be enrolled in a course for 65% of the instructional period, and have both a pre- and post-assessment score, in order for the student's data to be included in the SLO measures. The district should ensure that students who enroll after the pre- assessment window, but who will be enrolled for 65% of the instructional period, have the opportunity to take the pre-assessment. Pre- and post-assessments must be administered to all students enrolled in applicable SLO courses.

Teachers will use their students' pre-assessment scores, along with other diagnostic information, and

complete the Teacher SLO instructional planning form within the GaDOE TLE Electronic Platform. Use of the state developed Teacher SLO instructional planning form is optional; however, districts must collect the SLO data from each teacher within the GaDOE electronic platform. After the SLO pre-assessment is administered and Teacher SLO Forms are completed, teachers will meet with their evaluators to review SLO plans and obtain approval for implementation. Before approving the plan, principals should review and assess the teacher's plan for rigor and appropriateness. The review/approval process shall be completed prior to implementation of the SLO during the pilot/full implementation year.

Individual teachers then create and implement strategies and monitor progress while making adjustments to the teaching and learning strategies as required. SLO results are reported at the student and class/group level. As teachers work with the district- designated SLOs, they should maintain a record of each student's pre-assessment score and post-assessment score, as well as any other data needed to ascertain attainment of the SLO for the summative evaluation. In addition, the record of pre-assessment scores should be turned into the teacher's evaluator within the electronic platform. A mid-year or mid-course review should be conducted during the pilot/full implementation year.

Examples of training agendas, schedules, and materials used in providing professional development sessions for district capacity building teams are attached as Appendices B, C, and D of this document.

d.* Providing further information on Georgia's plan for ensuring the measures used in its teacher and principal evaluation and support systems are valid and reliable. *See 3.A.i, Option B.i; 3.A.ii.c(i); and 3.A.ii.c.(ii).

Internal analysis of the pilot process and performance data was conducted May-June 2012 by GaDOE personnel, Reform Support Network consultants, Georgia's Educator Effectiveness TAC, and several contracted consultants with expertise in statistical analysis. Pilot materials and training for TKES and LKES were revised May-June-July 2012 based on the internal analysis, supported by external consultants, of the pilot data. 2012-2013 will be the first full implementation year for the Teacher and Leader Keys Evaluation Systems.

The pilot evaluation plan has been followed and is in progress. Challenges with collection of data electronically have delayed completion of the analyses, but GaDOE is proceeding to complete the work. The Reform Support Network and the Educator Effectiveness TAC are providing technical assistance with the data analyses, interpretation of the data, and the indicated revisions. Additional personnel currently being added to establish an evaluation unit of the Teacher and Leader Effectiveness Division will facilitate this work.

A full validation and reliability study will be conducted summer 2013 after the first full implementation year. An external provider will be selected early in 2013 for that work. Following the 2012-2013 implementation year, another revision of materials and training will be done.

C. Provide further detail on how evaluation results will guide professional development for teachers and principals, including how the State will ensure that teachers and principals receive training on how to link evaluation results to instructional practices. *See 3.A.i, Option B.i;*

Within the Teacher Keys Evaluation System, the evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including, but not limited to, professionalism, the Georgia Code of Ethics, *Needs Development* or *Ineffective* ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). Principals and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP. Administrators/evaluators shall supervise and provide guidance to the teacher as outlined in the PDP.

Teachers who receive a Teacher Effectiveness Measure (TEM) of *Needs Development* or of *Ineffective* must be placed on a formal Professional Development Plan (PDP) that includes specific guidelines and timelines for improvement in the area(s) rated below *Proficient*.

Teachers beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards.. All components of the PDP must be entered into the electronic TKES Professional Development (PDP) form.

The electronic platform will provide online professional learning resources that link to the performance standards. These resources will allow teacher and leaders to tailor professional learning to specific areas.

D. Provide additional information on how the results of the teacher and leader support and evaluation systems will be used to inform personnel decisions. See 3.A.i, Option B.i and 3.A.ii.f.

The evaluator, with the approval of the principal, may choose to place a teacher on a Professional Development Plan at any time during the school year if there are major issues with any performance standard including, but not limited to, professionalism, the Georgia Code of Ethics, *Needs Development* or *Ineffective* ratings on the formative and/or summative assessments, or the Teacher Effectiveness Measure (TEM). Principals and other evaluators may also provide suggestions and guidance to teachers at any time during the school year without the development of a PDP. Administrators/evaluators shall supervise and provide guidance to the teacher as outlined in the PDP.

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Teachers beginning the school year on a Professional Development Plan (PDP) will be monitored and supported by the building-level administrator/evaluator. The PDP and subsequent expectations and actions will align to the appropriate Teacher Assessment on Performance Standards. All components of the PDP must be entered into the electronic TKES Professional Development (PDP) form.

The Career Ladder Task Force began meeting in November 2011. Including the November session, the Task Force met in five day-long work sessions. Draft recommendations are currently open for public comment until September 1, 2012. (See draft recommendations at http://www.doe.k12.ga.us/School-Improvement/Teacher-and- Leader-Effectiveness/Pages/default.aspx)

The guidance is intended to support districts in recognizing and utilizing teacher leaders without taking them from the classroom and moving them into administrative roles. The career ladder guidance, and district implementation using the guidance, will inform statewide policy development.

The GaDOE will begin collaboration with the GaPSC during September 2012 to accomplish the following scope of work to incorporate the TEM and LEM into certification requirements for Georgia.

- Establish appropriate TEM expectations for new teachers for movement from "Induction Teacher" to "Career Teacher." Start 9/2012 End 12/2013
- Develop induction certification requirements to provide for beginning teachers to work as "Induction Teachers" during their first three years in the classroom. (Note: Beginning in SY 13-14) Start 9/2012 End 12/2013
- State develops a way to measure proficiency in data use before teachers enter the classroom. The State will change certification requirements of Georgia to include a Data Proficiency Assessment (analysis, interpretation, use of data analysis). Start 9/2012 End 12/2013
- Establish appropriate LEM expectations for school leaders recertification.. Start 9/2012 End 12/2013
- Modify recertification requirements for teachers to include required training on use of data to differentiate instruction and boost student learning. Teachers will be required to take and pass a PLU dedicated to standards and assessment data. Start 9/2012 End 12/2013

Please address concerns regarding the implementation of teacher and principal evaluation and support systems:

E. Provide further information on Georgia's plan for monitoring LEA implementation of evaluation systems, including implementation of all measures included in the systems, and providing ongoing feedback and oversight to LEAs as necessary. ***See 3.B.***

GaDOE is developing a systemic, integrated project management process that will provide a consistent structure for stakeholder engagement, internal and external communication and review, and both management and policy level decisions, as well as provide an avenue for focused monitoring of LEA implementation. The structure for this process is in a draft format and has been submitted to US Ed for preliminary review and feedback.

The expanded organization structure for the Teacher and Leader Effective Division that was submitted to US Ed with the RT3 budget amendment approved Tuesday, August 21, provides a staff structure that will support an expanded project evaluation plan for the 2012-2013 school year. Those positions are currently being posted and will be filled within the next two months. Immediate priorities in this area are completing pilot data analysis of all components of TKES and LKES and redeveloping the project evaluation plan for this implementation year. Critical components of the 2012-2013 evaluation plan will include monitoring LEA implementation of evaluation systems, including implementation of all measures included in the systems, and providing ongoing feedback and oversight to LEAs as necessary.

See Appendix E for an overview of the internal technical review and communication plan.

The successful implementation of the first phases of the TLE electronic platform in July and August 2012 has provided the first steps to effective technology support for the Teacher and

Leader Effectiveness Systems, and the current work with the vendor to activate the online professional learning management system will allow GaDOE to move forward with systematic professional learning development and implementation that is aligned to the teacher and leader performance standards and multiple components, available in multiple formats, and sustainable beyond the RT3 grant. In addition, the successful electronic platform facilitates data collection that will allow GaDOE to monitor implementation in an ongoing manner. Specific timelines and protocols for regular audits within the electronic platform will be established and implemented by the Teacher and Leader Effectiveness evaluation unit.

F. Please describe how the implementation plan will result in sustainable statewide evaluation systems, ensure LEA capacity for full implementation of the new systems in the 2014-2015 school year, and provide technical assistance to LEAs to support implementation. ***See 3.A.i, Option B.i and 3B.***

GaDOE has developed an extensive network of training and coaching support for the Race to the Top districts and is expanding that network to include all 181 school districts in the state. Currently, twenty evaluation specialists are conducting training sessions for district trainers, training sessions for district and school level evaluators, and coaching sessions for principals, assistant principals, and other evaluators. In addition, orientation sessions for teachers are being conducted, in some cases by the GaDOE evaluation specialists, but in most cases by district and school personnel with support from GaDOE personnel. The twenty-six Race to the Top districts are engaged in full training for 2012-2013, with twenty-four additional districts piloting and four districts engaged in a study year, planning to pilot 2013-2014. Legislation was passed in 2013 requiring all districts to implement the Teacher Keys Effectiveness System and Leader Keys Effectiveness System in the 2014-2015 school year.

The training and capacity building work taking place in Georgia is extensive and intense. It will continue through the next two years so that all districts will have a baseline capacity for effective implementation of the teacher and leader evaluation systems in 2014-2015.

By August of 2015, an evaluation score will be produced for teachers. Listed below is a timeline detailing evaluation score expectations for districts in differing stages of implementation. These scores will be used to inform professional learning for all teachers in 2015-2016 and to inform high stake personnel decisions for all teachers in 2016-2017.

August 2015:

- RT3 Districts: Calculate a Full TEM score
- All Non RT3 Districts: Calculate a hold-harmless TEM using available growth data

2015-2016: Statewide implementation with all teachers receiving a hold-harmless TEM to inform professional learning.

2016-2017: Statewide implementation with all teachers receiving a TEM to inform professional learning and personnel assignment.

To summarize, in 2015-2016, all teachers and leaders will receive a Teacher/Leader Effectiveness Measure (TEM or LEM) based on data from 2014-2015 that incorporates student growth as a significant factor. Georgia's teachers and leaders participated in statewide implementation during the

2014-2015 school year. The student growth data from 2014-2015 will be combined with the Teacher Assessment on Performance Data (TAPS) and the Leader Assessment on Performance Data (LAPS) from 2015-2016 to form a TEM and LEM that incorporates student growth as a significant factor. The TEM or LEM reported from 2014-2015 data will include 50% growth from the State assessment.

Beginning with ratings generated using 2015-2016 State assessment data, this TEM or LEM will be used to inform high-stakes personnel decisions. Growth generated using the 2015-2016 State assessment data will be combined with the TAPS and LAPS from 2016-2017 to form a TEM and LEM that will be used to inform high-stakes personnel decisions.

The work with student learning objectives (SLOs) has been focused from the outset on developing and building capacity within district and school personnel to understand, develop, and implement rigorous SLOs. Almost forty three-day SLO capacity building training sessions have been held around the state to support districts in this learning while producing fifty-two model SLOs that are published and shared for all districts to access, adapt, and implement. During 2012-2013, the SLO capacity building work will focus on providing one-day training sessions for district and building administrators as well as teachers, across the state. In addition, the GaDOE SLO team will work with districts to develop and implement internal processes and protocols to sustain the work with student learning objectives and embed it as high quality instructional practice with rigorous expectations for student learning and growth.

GaDOE is developing and implementing an electronic platform to support the administration of the teacher and leader evaluation systems, but, more importantly, the electronic platform will provide an avenue for professional learning linked directly to the state's performance standards. All guidance documents, handbooks, implementation procedures, detailed fact sheets, and research syntheses for both systems are already available online and within the electronic platform so that they are easily accessible to educators statewide. Additional print materials are in development to target teachers and parents across the state as a part of the GaDOE's agency-wide communication initiative. These materials will be available to the public through a variety of media including the Internet, video, and print materials.

G. Describe how the State will continue to build support from the field for the teacher and principal evaluation and support systems, including informing the field of changes, results, and impact. ***See 3.A.i, Option B.iii, and 3.B.***

This is an ongoing activity. Additional communications materials will be developed based on need. Initial handbooks and training materials for the 2011-2012 pilot implementation were completed and distributed. FAQs and supplemental training / orientation activities have been developed and are being distributed for use by districts. Additional orientation and familiarization videos for district use are currently being developed. GaDOE is also working to develop a targeted engagement strategy (communication and outreach) for the teacher and leader effectiveness systems. This plan will include public engagement strategies and activities to reach the general public, teachers, and school leaders. This engagement strategy will be incorporated into the new comprehensive GaDOE communications plan.

The assessment team has developed PowerPoints, fact sheets, and other explanatory materials. These have been communicated to districts by both assessment and Teacher/Leader Effectiveness

team members in presentations to districts, RESAs, and educational associations around the state. Also, the information on SGPs is incorporated into the TKES and LKES training materials for 2012-2013 implementation.

All 26 RT3 districts were fully trained on both the teacher and leader evaluation systems October 2011-April 2012. In addition to initial evaluator training, teacher orientation materials and sessions were provided using multiple formats by the GaDOE field staff. Development of inter-rater reliability and ongoing coaching was provided for building principals and district personnel. Support on the development and implementation of student learning objectives was provided by the GaDOE SLO team to all districts as well.

Pilot materials and training for TKES and LKES were revised May-June-July 2012 based on the internal analysis, supported by external consultants, of the pilot data and feedback from the districts and EETAC. Following the 2012-2013 implementation year, another revision of materials and training will be done.

Program and performance evaluation data on "other quantitative measures (surveys and SLOs) were shared with districts May-July 2012 during the revision process. The GaDOE will continue to provide results on the pilot and implementation to districts on a quarterly basis. Webinars will be held on the following dates for school year 2012-2013:
October 19, 2012
January 25, 2013
April 19, 2013
July 12, 2013

Surveys, telephone interviews, and focus groups for TKES and LKES (conducted by an external evaluation contractor) will be conducted in December 2012 and May 2013. This feedback will be used to make adjustments to TKES and LKES as needed. Additionally, the GaDOE will host five regional meetings (twice a school year) to receive additional feedback on the implementation of TKES and LKES. Each meeting will be led by an external facilitator and will provide an opportunity to gather feedback from teachers, school leaders, and district leaders.

Regional Meetings with Districts:
Lumpkin/Dawson (January 8, 2013 and June 7, 2013)
Atlanta (January 11, 2013 and June 6, 2013)
Macon (January 15, 2013 and June 11, 2013)
Tifton (January 16, 2013 and June 12, 2013)
Statesboro (January 17, 2013 and June 13, 2013)

Regional feedback sessions will continue to be held twice annually in the 16 RESA regions during the fall and spring. Online surveys will also continue to be conducted twice annually.

Educator Engagement Matrix

The Teacher and Leader Keys Effectiveness Systems Educator Engagement Matrix draft is in development based on collaborative planning meetings with GaDOE staff, Reform Support Network technical assistance provider Phil Gonring, and RT3 LEA representatives. During February and March 2013 the GaDOE Teacher and Leader Effectiveness Division will continue to work with these partners

to complete the development of the matrix of action items and incorporate all items into the Great Teachers and Leaders project management plan.

- ✓ Action items within the matrix that marked with a check have been completed.
- ⇒ Action items within the matrix that are marked with an arrow are in progress and/or ongoing in nature.
- • Action items within the matrix that are marked with a dot have not been started.

	TEACHERS	PRINCIPALS	SUPERINTENDENTS	BOARDS OF EDUCATION
KNOWLEDGE	✓ GaDOE provides supporting materials and videos for TKES TAPS orientation of teachers ✓ GaDOE provides supporting materials and videos for TKES TAPS familiarization activities ✓ GaDOE TLE website and electronic platform provide extensive information resources for TKES and all components ⇒ GaDOE presents at statewide teacher association meetings and conferences (e.g., CTAE, mathematics) ⇒ GaDOE provides RT3 Monthly Newsletter open to all subscribers and accessed on GaDOE website	✓ GaDOE TLE website and electronic platform provide extensive information resources for TKES/LKES and all components ✓ GaDOE provides supporting materials and video for LKES LAPS orientation of building principals and assistant principals • GaDOE develops principal-to-principal video messages on school and instructional practice before and after TKES/LKES and posts in TLE Electronic Platform • GaDOE collaborates with GAEL to post a link on the GAEL website • GaDOE collaborates with GAEL to publicize the video in the GAEL Friday Flyer ⇒ GaDOE collaborates with LEAs and other partners on the use of state and federal professional learning funds to ensure training on TKES/ LKES is included in the district and school PL focus ⇒ GaDOE provides information overview presentations for new pilot district and school leadership teams ⇒ GaDOE provides RT3 Monthly Newsletter open to all subscribers and accessed on GaDOE website ⇒ RT3 SharePoint site is accessible with links, document archives, and uploaded information to support TKES/LKES implementation	• GaDOE TLE website and electronic platform provide extensive information resources for TKES/LKES and all components • GaDOE provides RT3 Monthly Newsletter open to all subscribers and accessed on GaDOE website • GaDOE provides information overview presentations for new pilot district and school leadership teams • GaDOE collaborates with GAEL Board of Directors to develop lines of communication with all educator associations and groups • GaDOE develops scripted presentations for superintendents in RESA Board of Control meetings • GaDOE collaborates with Georgia School Superintendents Association (GSSA) to plan and present "drive-in" sessions regionally and tied to Bootstrap and GAEL conferences • GaDOE develops supporting materials (documents, tools, videos) that link TKES/LKES to student success, CCRPI, and ESEA waiver • GaDOE develops supporting materials (documents, tools, videos) that link TKES/LKES to professional learning and development instead of punitive consequences • GaDOE develops supporting materials (documents, tools, videos) for a superintendent's TKES/LKES engagement toolkit to involve teachers and principals in leading the reform • GaDOE develops supporting materials (documents, tools, videos) that link SLOs to improved instructional practice ⇒ RT3 SharePoint site is accessible with links, document archives, and uploaded information to support TKES/LKES implementation	• GaDOE works with the Georgia School Boards Association (GSBA) to include TLE reforms in annual training for the state board of education and for local boards of education (specifically for all new board members) • GaDOE develops online modules and training opportunities on TKES and LKES for board of education members • GaDOE communicates key messages about TKES/LKES, especially SLOs, at GSBA meetings and conferences • GaDOE creates frequently asked question (FAQ) document for SLOs for board members • GaDOE creates a TLE website section with documents specifically for board members

	TEACHERS	PRINCIPALS	SUPERINTENDENTS	BOARDS OF EDUCATION
APPLICATION	⇒ GaDOE creates and publishes online "how to" guides for teachers on various topics such as SLOs, differentiation, effective use of survey data, etc. ⇒ GaDOE develops professional learning modules in the TLE Electronic Platform on TKES ⇒ GaDOE evaluation specialists provide school, district, and regional training on SLO implementation	⇒ GaDOE creates and publishes online "how to" guides for principals on various topics such as SLOs, providing low inference feedback, effective use of survey data, etc. ⇒ GaDOE develops professional learning modules in the TLE Electronic Platform on TKES and LKES ⇒ GaDOE evaluation specialists provide school, district, and regional training on SLO implementation ⇒ GaDOE provides guidance documents for effectively working with teachers once they receive pre-assessment scores and growth targets for their students ⇒ Link SLO work to TAPS standards and student growth measures • Using SLO data to design an appropriate professional learning plan for the school's teacher groups and for individual teachers ⇒ GaDOE evaluation specialists provide coaching to principals on managing observations, documentation, providing low-inference feedback, effectively using survey data, performance goal-setting, mid-year conferences, and "courageous conversations" ⇒ GaDOE evaluation specialists conduct "matched pair" data collection activities with principals to provide extended coaching	⇒ GaDOE creates and publishes online "how to" guides for superintendents on various topics such as SLOs, effective use of survey data, etc. ⇒ GaDOE develops professional learning modules in the TLE Electronic Platform on TKES and LKES ⇒ GaDOE evaluation specialists provide coaching to superintendents and district leaders on managing observations, documentation, effectively using survey data, performance goal-setting, and mid-year conferences	• GaDOE creates an implementation guide for board of education members • GaDOE creates a list of key questions for board members to ask superintendents about SLO implementation
PARTICIPATION	⇒ GaDOE staff and leadership engages in ongoing conversations with teachers and encourages them to withhold judgment about components of the effectiveness system still in development (e.g., SLOs, TLE Electronic Platform, overall effectiveness measures) • GaDOE develops teacher-to-teacher video messages on SLOs in TKES, including data and teacher testimonials, and posts in TLE Electronic Platform ⇒ GaDOE provides opportunities for teachers to participate in focus groups, online surveys, and regional feedback sessions to provide input for ongoing development and revisions to TKES ⇒ GaDOE provides	✓ Credentialed principals implement TKES within their schools in all RT3 districts and 24 volunteer districts ⇒ GaDOE leadership engages in ongoing conversations with principals and encourages them to withhold judgment about components of the effectiveness system still in development (e.g., SLOs, TLE Electronic Platform, overall effectiveness measures) • GaDOE develops principal-to-principal video messages on school and instructional practice before and after TKES/LKES and posts in TLE Electronic Platform • GaDOE develops principal-to-principal and principal-to-teacher video messages on SLOs in TKES/LKES, including data and teacher testimonials, and posts in TLE Electronic Platform • GaDOE collaborates with GAEL to post a link on the GAEL website • GaDOE collaborates with GAEL to publicize the video in the GAEL Friday Flyer	⇒ Credentialed superintendents and district leaders implement LKES within all RT3 districts and 24 volunteer districts ⇒ GaDOE leadership engages in ongoing conversations with superintendents and encourages them to withhold judgment about components of the effectiveness system still in development (e.g., SLOs, TLE Electronic Platform, overall effectiveness measures) ⇒ GaDOE provides opportunities for superintendents and other district leaders to participate in focus groups, online surveys, regional feedback sessions, and quarterly	• GaDOE creates a dashboard for school board members so that they can monitor reforms and ask guiding questions

	TEACHERS	PRINCIPALS	SUPERINTENDENTS	BOARDS OF EDUCATION
	opportunities for teachers to participate on advisory groups to provide input for ongoing development and revisions to TKES, especially for SLOs and TLE Electronic Platform ⇒ GaDOE develops and conducts Content Area Week training and development of SLO implementation tools with district-nominated content area teachers	⇒ GaDOE provides opportunities for principals and assistant principals to participate in focus groups, online surveys, regional feedback sessions, and quarterly webinars to provide input for ongoing development and revisions to TKES and LKES ⇒ GaDOE provides opportunities for principals to participate on advisory groups to provide input for ongoing development and revisions to TKES and LKES, especially for SLOs and TLE Electronic Platform ⇒ GaDOE TLE program manager conducts RT3 site visits in all districts 2012-2013 to collect feedback and gather input for ongoing development and revisions to TKES and LKES	webinars to provide input for ongoing development and revisions to TKES and LKES ⇒ GaDOE provides opportunities for superintendents and other district leaders to participate on advisory groups to provide input for ongoing development and revisions to TKES and LKES, especially for SLOs and TLE Electronic Platform ⇒ GaDOE TLE program manager conducts RT3 site visits in all districts 2012-2013 to collect feedback and gather input for ongoing development and revisions to TKES and LKES	
LEADERSHIP	⇒ GaDOE identifies teacher champions and creates messages they can deliver to colleagues and other stakeholders	⇒ GaDOE identifies principal champions and creates messages they can deliver to colleagues and other stakeholders • GaDOE develops and promotes opportunities for principal mentoring, leading webinars for peers, and leading local and/or regional professional learning communities through state and regional organizations	⇒ GaDOE identifies superintendent champions and creates messages they can deliver to colleagues and other stakeholders	• GaDOE identifies champions on boards of education and creates messages they can deliver to parents and colleagues

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

April 10, 2015

The Honorable Arne Duncan
United States Secretary of Education
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The Georgia Department of Education (GaDOE) is requesting a renewal of our state's Elementary and Secondary Education Act (ESEA) flexibility waiver. As the newly elected Superintendent of Georgia Schools, coming into office in January, I appreciate the extension of the renewal submission deadline granted by your Department. This extension provided the needed time to review the details of the waiver request as I work to ensure the alignment of all of Georgia's major education initiatives. As I continue to review the alignment of our work, I plan to reevaluate our ESEA flexibility waiver after a year. We look forward to reauthorization and are monitoring the developments on that front.

Within our waiver renewal request, you will note that we are seeking to bring our flexibility waiver into closer alignment with our state accountability system, Georgia's College and Career Ready Performance Index (CCRPI), which has previously been approved. Such alignment will increase the transparency of our accountability measures and provide our public with a clearer understanding of how well we are serving our students. In working with our stakeholders, we are confident these changes will be of great benefit as we strive to improve opportunities for all Georgia students.

Accompanying this letter, please find the following documents attached:
1) Georgia's completed Renewal Form;
2) redlined version of Georgia's currently approved ESEA flexibility request, reflecting all proposed changes; and
3) additional evidence or documentation required to support the extension request.

I understand that these documents will be reviewed to ensure that they comply with the principles of ESEA flexibility; we look forward to your approval of our renewal request.

Thank you for consideration of this request.

Sincerely,

Richard Woods
Chief State School Officer

cc: Deborah Delisle

GAEL

TKES/LKES Update

January 26, 2015

Avis King

Deputy Superintendent

School Improvement

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

USED Waiver Request

- Waiver submitted to delay use of growth data in teacher and leader evaluation for high stakes decision-making.
- Implementation will continue as planned.
- Districts will use the implementation data to refine the work.

Good News From USED

- Removal from high risk for the Teacher and Leader Evaluation System.

GAEL

Curriculum & Instruction Update
January 26, 2015

Martha R. Reichrath, Ph.D.
Deputy State Superintendent
Office of Curriculum and Instruction

ESEA Flexibility Renewal Request

Richard Woods,
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- New formula for identifying Priority Schools based on performance in the Content Mastery section of the CCRPI (3 year averaging)
- New formula for identifying Focus Schools based on comparing the school's lowest 25% of students to the state average (not comparing within school gaps)
- More emphasis on helping EL and SWD students succeed with college and career-ready standards and the new Georgia Milestones
- Plans for closer work with LEAs to support their low performing schools
- Request to delay for one year the implementation of Student Growth Percentiles (SGP) into the teacher evaluation measurement

BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

HOUSTON D. DAVIS, PH.D.
EXECUTIVE VICE CHANCELLOR
& CHIEF ACADEMIC OFFICER
270 WASHINGTON STREET, S.W.
ATLANTA, GEORGIA 30334

PHONE: 404-962-3072
FAX: 404-962-3196
EMAIL: HOUSTON.DAVIS@USG.EDU

January 7, 2015

Ms. Helen Rice, Chair
Georgia State Board of Education
Suite 2070 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334

Dear Chairman Rice,

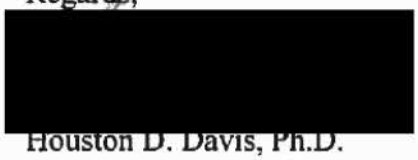
The University System of Georgia strongly encourages the Georgia State Board of Education to approve the newly revised Georgia K-12 Mathematics and English Standards. The revised standards provide clarity to teachers and rigor for students, furthering the college and career readiness of all Georgia high school graduates. The revised standards will help prepare students for the academic rigor of college-level coursework.

In the process of developing the new standards, the Georgia Department of Education collaborated with numerous stakeholders including many University System of Georgia faculty members. The University System of Georgia contracted with an independent evaluator who used teacher survey results to identify standards that needed revising. Since teachers use the standards every day, USG supports the incorporation of teacher feedback and input to revise the standards.

In closing, the University System of Georgia believes that the transparent, collaborative review process produced standards that will prepare Georgia's students for college and careers.

Thank you for your consideration.

Regards,



Houston D. Davis, Ph.D.
Executive Vice Chancellor and Chief Academic Officer

TECHNICAL COLLEGE
TCSG
SYSTEM OF GEORGIA

Ronald W. Jackson
Commissioner

Dr. Josephine Reed-Taylor
Deputy Commissioner

January 8, 2015

Ms. Helen Rice, Chair
State Board of Education
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Ms. Rice:

As Commissioner of the Technical College System of Georgia (TCSG), I am writing to express our support of the proposed revisions to the Common Core Georgia Performance Standards (CCGPS) in English Language Arts (ELA) and Mathematics. Our faculty and staff have participated on the working and advisory committees to review and evaluate these standards.

We appreciated the opportunity to give our feedback and recommendations. The overall process was very thorough and well organized. My staff looks forward to continuing our strong partnership with the Georgia Department of Education.

Sincerely,

[redacted]

Ronald W. Jackson

1800 Century Place Suite 400 Atlanta, Georgia 30345 404.679.1600

GEORGIA PARTNERSHIP
FOR EXCELLENCE IN EDUCATION

270 PEACHTREE STREET, SUITE 2200
ATLANTA, GEORGIA 30303
TEL 404/223-2280 FAX 404/223-2299
www.gpee.org

December 16, 2014

Martha Reichrath, Ph.D.
Deputy State Superintendent
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

Dear Dr. Reichrath:

The Georgia Partnership for Excellence in Education has always supported high, rigorous academic standards for our students. We have long held the position that high standards are the foundation to prepare students for the rigors of college and career. If Georgia is to continue to grow economically and be internationally competitive, the quality of our future workforce depends on these standards.

In response to criticism and confusion regarding the Common Core, Governor Nathan Deal asked the State Board of Education to conduct a thorough review, which commenced this summer and consisted of public hearings and extensive surveys. A committee of more than 100 teachers, college professors and curriculum specialists reviewed the feedback received from thousands of participants in order to develop specific recommendations. Those recommendations were reviewed with representatives from the business community who found them to meet their needs in developing a competitive labor force.

The Georgia Partnership supports this review process and the recommended outcomes. As teachers and instructional leaders were leading this effort, we trust their professional judgment about needed rigor in the classroom. We support teachers, education leaders, and the State Board in their support and implementation of these standards. We believe the suggested changes further enhance the already high standards put in place by the Common Core Georgia Performance Standards. We recommend the State Board formally adopt the recommended standards currently under public review.

Sincerely,

Dr. Stephen D. Dolinger
President – Georgia Partnership for Excellence in Education

GEORGIA CHAMBER

Martha Reichrath, Ph.D.
Georgia Department of Education
Deputy Superintendent, Curriculum, Instruction & Assessment
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

January 9, 2015

RE: Common Core Georgia Performance Standards

Dr. Reichrath,

Thank you for the opportunity to respond to the proposed changes to the Common Core Georgia Performance Standards (CCGPS). The Georgia Chamber of Commerce has long supported efforts to ensure that students throughout our state are taught to rigorous academic standards that will prepare them for post-secondary education or the workplace and that will allow our state to remain a globally competitive location for business. The proposed revisions to the Mathematics (Math) and English Language Arts (ELA) standards are relatively minor, do not weaken the existing standards, and indeed represent an improvement to the existing standards. Most importantly, these standards were developed by a team of experts who reside in Georgia and have experience with instruction with Georgia K-12 students and teachers.

In response to criticism and confusion regarding the Common Core, Governor Nathan Deal asked the State Board of Education to conduct a thorough review, which commenced this summer and consisted of public hearings and extensive surveys. The general public, parents, teachers, education policy experts, and elected officials have all had ample opportunities to provide feedback about revising specific standards within CCGPS. Throughout this process, the Georgia Chamber asked state leaders to continue to improve CCGPS, but not to move backwards or lower the bar.

The Georgia Chamber believes that those individuals closest to classroom instruction are in an ideal position to help develop, review, revise, implement, and support these improved higher standards. During the implementation of CCGPS, it became apparent that there were legitimate areas of concern from teachers, curriculum experts, and parents. It is entirely appropriate for these individuals to provide feedback to policy-makers in order to improve the standards. The feedback from classroom teachers time and again has been to stop overhauling

Metro Atlanta Chamber

December 19, 2014

Martha Reichrath
Georgia Department of Education
Deputy Superintendent, Curriculum, Instruction & Assessment
205 Jesse Hill Jr. Drive SE
Atlanta, GA 30334

RE: Common Core Georgia Performance Standards

Dear Martha,

A highly-educated and skilled workforce is essential to attracting and retaining quality jobs in the metro Atlanta region, as well as in the state of Georgia. As the global workforce evolves, it is more important than ever to improve the alignment between the jobs our employers need to fill and how our students are being educated to ultimately meet those needs.

Georgia needs the Common Core Georgia Performance Standards. These high standards will enable consistency across states and provide teachers, parents, and students with a set of clear expectations to ensure that all students have the skills and knowledge necessary to succeed in college, career, and life upon graduation from high school, regardless of where they live.

In addition, these standards are aligned to the expectations of colleges, workforce training programs, and employers. These standards promote equity by ensuring all students are well-prepared to collaborate and compete with their peers in the United States and abroad. Unlike previous state standards, which varied widely from state to state, the Common Core enables collaboration among states on a range of tools and policies.

The business community is impressed with the standards and the revision process, especially since it allowed a thorough vetting of the standards by educators. The Metro Atlanta Chamber, representing businesses across twenty-nice counties, strongly supports our Department of Education, their work on these standards and the final revisions.

Thank you for your consideration.

Regards,

[redacted]

Hala Moddelmog
CEO, Metro Atlanta Chamber

Ed Heys
Managing Partner, Atlanta, Deloitte & Touche LLP
Metro Atlanta Education Policy Committee Chair

Debra Howell
4826 Klondike Road
Lithonia, Georgia 30038

770-808-3126

January 6, 2015

Martha Reichrath, Ph.D
Deputy State Superintendent
Georgia Department of Education
205 Jesse Hill Jr.Drive SE
Atlanta, GA. 30334

Dear Dr. Reichrath:

Georgia Power has a long and rich history of engagement and support for education in Georgia. Relevant and rigorous academic standards for our students are required to prepare them for post-secondary learning and a career. In order for Georgia to maintain and attract future economic growth, the quality of our future workforce depends on raising these standards.

Based on feedback concerning Common Core, Governor Nathan Deal asked the State Board of Education to conduct a thorough review, which commenced this summer and consisted of public hearings and extensive surveys. A committee of more than 100 teachers, college professors and curriculum specialists reviewed feedback from thousands of participants in order to develop specific recommendations. Those recommendations were reviewed with representatives from the business community who found them to meet industry needs in developing a future and completive workforce.

Georgia Power supports the review and the recommended outcomes. We trust the teachers and instructional leaders in leading this effort and their professional judgment in the rigor in the classroom. We support education and the State Board in their support and implementation of these standards. We recommend the State Board formally adopt the recommended standards currently under public review.

Sincerely,

[redacted]

Debra Howell
Georgia Power
Workforce Development Manager

Georgia Association of Educational Leaders
706-250-4800
www.gael.org

January 5, 2015

To All Concerned with Education in Georgia:

The Georgia Association of Educational Leaders on several occasions has offered the following support for the Georgia Common Core Standards:

The Georgia Association of Educational Leaders (GAEL) believes that the infusion of Common Core State Standards (CCSS) into our Georgia Performance Standards to produce the Common Core Georgia Performance Standards (CCGPS) is moving our schools in a more positive direction in terms of ensuring that all students are striving toward high, rigorous academic learning goals. Overall, our members, including superintendents, curriculum and instructional supervisors, elementary, middle, and secondary principals, special education directors, school personnel directors, and other support staff, believe in the CCGPS and their ability to lead to deeper levels of learning for Georgia students. GAEL believes that the CCGPS will increase students' skill mastery across subjects and provide for deeper conceptual understanding of math and English language arts.

The CCSS were developed by experts identified by the National Governors' Association and the Council of Chief State School Officers using the work of states that had already developed rigorous college and career ready standards. Georgia was one of the states selected to participate in the development of the CCSS and one can clearly see elements from the Georgia Performance Standards (GPS). After the initial draft, the standards were posted for public comment; GAEL and its affiliates encouraged teachers and leaders to provide input and feedback. The Common Core State Standards clearly state what students should know and be able to do at the end of every grade, kindergarten through high school, in the areas of reading, writing, speaking and listening, vocabulary, and mathematics. The standards establish what students need to know and be able to do; they do not mandate curriculum or how teachers should teach. District and building level leaders and teachers decide how to teach the standards and decide which resources meet the needs of their students.
GAEL strongly supports the Common Core Georgia Performance Standards (CCGPS).

Georgia Association of Curriculum and Instructional Supervisors

January 8, 2015

To Whom It May Concern,

The comprehensive review of the Common Core Georgia Performance Standards (CCGPS) in English Language Arts (ELA) and Mathematics conducted by the State Board of Education provided various opportunities for teachers, administrators, students, parents, the community, professional organizations, post-secondary institutions, and others to provide input. The 90% approval rating for a standard not to be considered for revision by the Working/Advisory/Academic Committees ensured that all recommendations were carefully studied and considered. Using multiple committees to clarify and change standards and the 60 days of final vetting assured all parties from across the state that all recommendations were thoughtfully reviewed and considered during the final review process.

The revised standards reflect support for increased rigor and vertical alignment. The revisions strengthen the ELA and mathematics standards and provide the stability educators clearly want and need. While the standards provide clear expectations and goals, the school districts have local control over the curriculum, instructional resources, and delivery of instruction to best ensure that students can meet the targeted goals and expectations.

The Georgia Association of Curriculum and Instructional Supervisors (GACIS) support the revised ELA and Mathematics Standards. To further support the successful implementation of the revised standards, we offer the following recommendations.

- Although the revised standards are/will be aligned to the Georgia Milestones Assessment System, the potential implementation or achievement dip must be considered. Teachers, students, parents and the community must be informed and prepared to stay the course.
- Substantial and on-going professional development, at the local and state levels, to ensure that all teachers understand and are prepared to teach rigorous standards is and will continue to be the key component for successful implementation and increased student achievement.
- Instructional resources aligned to the standards must be readily available.
- A definitive decision on the discrete vs integrated high school mathematics debate would provide additional stability.
- The Foundations of Algebra Course and Computer Science courses for math core credit will provide additional support for students who may be struggling in mathematics and more career pathway options.
- An established process for reviewing and updating the standards will ensure the standards reflect emerging research and practices.

GACIS greatly appreciates the members of the State Board of Education and GaDOE staff for their diligence, transparency, and involvement of all stakeholders throughout this review process.

Sincerely,

Deborah White
GACIS Executive Director
P.O. Box 6445
Athens, GA 30604

Tift County High School

One Blue Devil Way
TIFTON, GEORGIA 31794-1702

Telephone (229) 387-2475
FAX (229) 386-1022
www.tiftschools.com/tchs

Assistant Principals:
Dr. Eric Holland
Don Jarrett
Misty Tucker
Shae Tucker

Kim Seigler
Principal

January 7, 2015

Mrs. Helen Rice
Chairman
Georgia State Board of Education

Dear Mrs. Rice:

As a veteran high school English teacher with over 20 years of classroom experience and the current President of the Georgia Council of Teachers of English, I want to take this opportunity to write to the State Board in support of the recently revised state standards in English/Language Arts.

Since I began my teaching career, the state of Georgia has progressed from the QCCs (which were revised) through GPS and into the current CC-GPS. I was privileged as a classroom teacher to be asked to participate on the review committee that met this past fall to review and offer possible revisions for the standards. Through this process, I recognized the desires of our state educational leadership to maintain a rigorous standards document. I also appreciated the opportunity for diverse voices from the classroom, from parents, and from college-level educators to be a part of the review process.

In fact, all involved in the review process took the input from teachers very seriously when considering what, if any, changes needed to be made to improve our standards document. I hope that our leaders will see our curriculum as a work in progress, moving toward the goal of having the best standards possible to prepare the students of Georgia to be ready to move to the next level of their lives and be successful in their post-secondary choices in this rapidly changing world. While this letter is meant to voice my support of the revised standards, it is also meant to show my appreciation for allowing experts in the field (i.e., teachers) to share what it is students should know, understand, and do at each level of their education.

Finally, I am proud to teach a vital, living, rigorous curriculum such as the one prescribed by the revised English/Language Arts standards. I am satisfied that my own children, two daughters who attend Tift County Schools, have better learning opportunities and a more challenging learning environment because of the work we have done to improve standards in our state.

Sincerely,

[redacted]

Dr. Julie H. Rucker
Tift County Schools 2015 Teacher of the Year
President, Georgia Council of Teachers of English

Search this site...

***Richard Woods**, Georgia's School Superintendent*

School Improvement Federal Programs Request for Public Comment

Request for Public Comment

- Public Notice on ESEA Flexibility Waiver Renewal
- ESEA Flexibility Overview Summary Table
- Georgia's ESEA Flexibility Waiver Executive Summary
- Georgia's ESEA Flexibility Waiver

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Public Notice on ESEA Flexibility Waiver Renewal

The Georgia Department of Education (GaDOE) Title Programs Division is seeking comments on the following GaDOE ESEA Flexibility Waiver Renewal request that will be submitted to the U.S. Department of Education (US ED). Comments should be submitted to Margo DeLaune, GaDOE Title Programs Director at mdelaune@doe.k12.ga.us no later than **Wednesday, March 25, 2015.**

Attached to this notice is a redlined version of the pages from GaDOE's approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendment(s).

Prior to submitting this ESEA flexibility waiver amendment request, the GaDOE is providing public notice to all interested parties in the State with notice and a reasonable opportunity to comment on this request. The GaDOE is providing such notice by posting a public notice on the GaDOE's Web site of the intent to request this ESEA flexibility wavier amendment from US ED. In addition, the GaDOE will be emailing all state Title I directors/coordinators and Georgia's Committee of Practitioner members an explanation concerning the waiver GaDOE is requesting from US ED. Copies of all comments that the GaDOE will receive from LEAs in response to this notice will be attached to the waiver request sent to US ED. The GaDOE will also be providing notice and information regarding this waiver request to the public in the manner in which the SEA customarily provides such notice and information to the public by posting the waiver request notice to the GaDOE Web site. Please feel free to contact GaDOE's Title Programs Director, Margo DeLaune, by telephone at (404) 657-1796 or |by e-mail at mdelaune@doe.k12.ga.us if you have any questions regarding this request.

- 2013 CCRPI - Challenge Points (time = 11:45)

No Child Left Behind / ESEA Flexibility

- ESEA Flexibility Waiver Renewal - Posting for Public Comment
- ESEA Flexibility Waiver Renewal - Summary of Priority, Focus, and Reward Schools
- ESEA Flexibility Renewal Announcement
- ESEA Flexibility Extension (Updated 07.31.14)
- ESEA Flexibility Extension Amendments
- US ED ESEA Flexibility Extension Approval Letter
- ESEA Flexibility Part B Monitoring Report from US ED
- ESEA Flexibility Waiver
- Definitions for Priority, Focus, Alert, and Reward Schools
- Priority Schools
- Priority Schools Calculator
- Focus Schools
- Focus Schools Calculator - Updated 10.12.12
- 2014 Alert Schools
- 2014 Alert Schools Calculator
- 2014 Reward Schools - Highest Performing
- 2014 Reward Schools - Highest Progress
- 2014 Reward Schools Calculators

Georgia's Intent to Request ESEA Flexibility

The United States Department of Education has extended offers to states with approved ESEA Flexibility waivers the opportunity to extend the waiver through a renewal submittal in early 2015. The Georgia Department of Education (GaDOE) is preparing to submit a renewal of the current ESEA Flexibility waiver. Comments may be made to GaDOE via email to Rebecca Chambers at rchambers@doe.k12.ga.us. Please submit comments no later than February 4, 2015.

Georgia Department of Education
Committee of Practitioners Document Review Form
March 12, 2015

ESEA Flexibility Wavier Amendment

Document Reviewed

Thursday, March 12, 2015
Date Reviewed

DISTRICT LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
o Limited funds to send teachers to Summer Academies o Coordination of funds – in the districts. Is there collaboration to leverage funds? o Concern regarding correlation between, CRCT and Milestones to track student growth. o Funding to fully implement non-negotiable and interventions. o Remove language of Indistar – do not bind to a particular program. o Plan for family and community engagement. o Is a written plan necessary? o Hard to explain – need a cheat sheet for quick overview o The timeline/calendar needs to be announced in more of a timely manner so districts can plan/prepare better a prescription for success.	o Changes in identification of schools are positive. Easier to understand. o Exit criteria for Focus Schools much cleaner – chart helps. o Positive move to remove prescriptive language of non-negotiable to allow state and district to better meet needs of students. o Alignment of district strands/standards well done. o Required district set-aside to use for all district teachers. o New accountability calculation. o Ability to move off list when goal(s) met. o Three year average. o Differentiation of systems/schools with unique situations. o Page 70 – System for aligning… o Professional Learning set-aside for all teachers. o Support for struggling schools o EL Learners additional year of exemption. o It aligns with CCRPI o Clear guidelines for existing Priority and Focus o Alert goes away o Taking 618 schools off o Focus on helping SPED to

	complete requirements to success (graduation) o The transparency of the reporting will help districts explain school status o Page 52 "required district set-aside for PL allows all schools/teachers to get needed PL
SCHOOL LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
o How is training delivered/re-delivered? o Concern regarding correlation between CRCT and Milestones to track student growth. o Being able to explain it.	o New definitions makes it easier for each school to track data year-to-year. o Required district set-asides can be used with all teachers not just Title I. o Can come off list if show gains o Less likely high achieving/high gap schools get on o EL not included in two years o With help schools and staff to develop their goals, Title I plans, SIP, etc. and they will be better prepared to communicate to stakeholders. o Three year average allows them to get off list

Q Scan Feedback
ESEA Flexibility Waiver Changes
Georiga Compensatory Educational Leader Conference on March 2, 2015
School and District Effectiveness Profesional Learning on March 17, 2015
Special Educaton Directors Conference on March 17, 2015

Time Submitted	Please provide us with your feedback.
March 18, 2015 9:26 AM	The session was very informative. Wish Barbara Lunsford had been given more time for the updates.
March 18, 2015 9:24 AM	Great!
March 18, 2015 9:04 AM	Informative session.
March 17, 2015 6:50 PM	Today's session was informative and useful. It would be useful for us to have more info on specific laws related to our jobs.
March 17, 2015 6:20 PM	The session was helpful. Thank you for keeping us in the know about the waiver.
March 17, 2015 5:03 PM	You always provide us with relevant information in a down-to-earth and understandable way! Many of our districts are leaning towards IE2 and I now understand what that means! Thank you for The work you do to help us!
March 17, 2015 4:59 PM	I liked the proposed ESEA revisions. Aside from the usual cleanup of language/vocabulary, I particularly liked the two major revisions: 1. Update the formula used to identify Priority, Focus, and Reward schools so that it is aligned with components of the CCRPI--content mastery. 2. I especially liked the revisions dealing with gap closure and believe it will be more effective in helping to identify those schools that truly need additional support. It seems more logical, too, to filter out those schools that are at or above state average AND to compare the lowest subgroup to the state average. Although I haven't dealt with Reward Schools for the last few years, I do support identifying High Performance Schools from the content mastery component of the CCRPI and High Progress Schools from the growth section. I particularly applaud you all for your efforts to streamline and align our accountability piece to the CCRPI.
March 17, 2015 3:26 PM	Good day, filled with useful info. I especially appreciated the detailed info on the ESEA waiver, and the data presentation by Nick Handville.

Q Scan Feedback
ESEA Flexibility Waiver Changes
Georiga Compensatory Educational Leader Conference on March 2, 2015
School and District Effectiveness Profesional Learning on March 17, 2015
Special Educaton Directors Conference on March 17, 2015

March 17, 2015 3:07 PM	Barbara's session was informative!!! Please send list of schools as soon possible! Also please let us know what approved plan for exiting schools in purgatory. This would be much needed to plan on personnel needs for next year and also to determine our work!
March 17, 2015 2:49 PM	Your updates are very helpful. Could we have the info on a word do so we can reference.
March 17, 2015 2:49 PM	Very helpful information Thank You!!
March 17, 2015 2:42 PM	Good session, Barbara!
March 17, 2015 2:41 PM	Best PL we have had this year! I feel like there was so much information we could have another session.
March 17, 2015 2:33 PM	The information provided today was very helpful, especially the updates from Barbara this morning. Hearing more about the "hot topics" was timely and informative! All of the presenters provided much needed updates!!!! Thanks.
March 17, 2015 2:33 PM	Guidelines were presented with clarity. Presentation was well organized.
March 17, 2015 2:32 PM	Great presentation. Very informative.
March 17, 2015 2:31 PM	The designations for the schools make more sense. Presently, I serve one of the highest performing school in the district.
March 17, 2015 2:31 PM	Very informative, didn't know about the school choices.
March 17, 2015 2:30 PM	Great information! You are a wonderful presenter! Please come back!
March 17, 2015 1:26 PM	Very informative
March 17, 2015 1:11 PM	Informative info given by Dr. Lunsford. Very helpful.
March 17, 2015 11:58 AM	Very informative. I need access to PowerPoint to get info. It would be helpful if a word document was created with the three options criteria and how it will be assessed. I need something to keep me straight on each choice in the flexibility choices.
March 17, 2015 10:31 AM	I thought the information was extremely helpful. These were pieces of information that were relevant to our work.

Q Scan Feedback
ESEA Flexibility Waiver Changes
Georiga Compensatory Educational Leader Conference on March 2, 2015
School and District Effectiveness Profesional Learning on March 17, 2015
Special Educaton Directors Conference on March 17, 2015

March 17, 2015 10:04 AM	I appreciate the updates from Dr. Lunsford. Most importantly, I am always inspired by her. Take aways today-importance of tier 1 and the poverty impact on student achievement. Thanks for being here today. Robbin Dykes, Griffin RESA
March 2, 2015 1:13 PM	How soon will we know which of our schools will be focus or priority? We need to plan for the upcoming year. I love how everyone can have input in the waiver at this venue.
March 2, 2015 1:13 PM	Will the schools that were not on the release list for Priority and Focus get a second look for release considering the proposed changes? Is the reason we have not received new lists because we are waiting on these amendments to be accepted? We would like to begin making plans as a system, but have yet to be informed of next steps. Even the release lists were a "surprise" and released through the media before we had an understanding of what and why. We have requested the profile sheets and as of yet have not received this information. We need this data as a system. Thanks.
March 2, 2015 1:11 PM	Thanks for providing Title I stakeholders with more details regarding the Flexibility Option.
March 2, 2015 1:11 PM	I like that more of the Federal Programs are merging efforts to align the work of each program to district wide student achievement.
March 2, 2015 1:11 PM	It is good to take high achieving schools out of the mix for achievement gap so those performing at lower levels can be provided needed resources to close gap.
March 2, 2015 1:10 PM	Great information.
March 2, 2015 1:10 PM	Will the state schools (schools from the deaf and blind) be included or treated as 618 schools and left out of calculations? They deal with the same problems as 618 schools in that they have issues that will always keep them on the priority focus list. The students at these schools are sent there by the LEAs because they Don't have the capability to address the student needs. These students are already failing state assessments before they are sent to the state schools. If they were passing the LEAs would not be sending

Q Scan Feedback
ESEA Flexibility Waiver Changes
Georiga Compensatory Educational Leader Conference on March 2, 2015
School and District Effectiveness Profesional Learning on March 17, 2015
Special Educaton Directors Conference on March 17, 2015

March 2, 2015 1:07 PM	I like the shift in the overall alignment of CCRPI with Title I program evaluation. I am grateful for the collaborative effort of Title programs and IDEA.
March 2, 2015 1:06 PM	Please email Title I Directors to let us know when the next designation of Focus and Priotity schools will occur, as well as what data will be used (you indicated CCRPI Achievement data for Priority and the data behind red flags for Focus schools but what year data we'll be used. Thanks!
March 2, 2015 1:05 PM	Agree with proposed changes to waiver.
March 2, 2015 1:05 PM	Principle 1: Has this been considered.: testing for EL students be linked to the individual student's Access Example once the student reaches an identified Access level, then the student would be eligible for state testing
March 2, 2015 1:03 PM	Dissemination of information - once final- to GaDOE offices and LEAs should be purposeful and thought out.
March 2, 2015 1:03 PM	The state needs to allow the EL students an additional year before testing them.
March 2, 2015 12:17 PM	Please re-evaluate the Reward School calculations. It is so discouraging and confusing for schools. The SIG are out scoring our Reward high school- and that school is in the bottom 50 of all high schools in the state. We also have two Reward schools currently on the list to be taken over by the Governor's Office (Opportunity Schools) There is something wrong with the system for rewarding the schools actually making progress. Also- FLP would be so much more effective if it were run like ILT for SIG and we just extended the school day for everyone. FLP isn't working in schools where it is offered after school. It needs to be embedded in the school day which is very difficult in elementary without taking them out of other classes and in middle and high, it limits their electives. We need to make it mandatory to extend the school day.
	I like the alignment with the CCRPI.
	Very thoughtful planning. I agree with the recommended changes.

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 20, 2015 12:30 PM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility waiver

From: Clack, Kallie [mailto:kallie.clack@walton.k12.ga.us]
Sent: Friday, March 20, 2015 10:41 AM
To: Margo DeLaune
Subject: ESEA Flexibility waiver

I have been working with English Learners for over 10 years. I have taught students in grades K-8th. Many of my students have been new to the US during the crucial testing years. I have worked with great teams of teachers to prepare these students to the best of our ability to feel confident in taking these assessments. However, most children struggle due to language only. The students have the ability and knowledge of many skills and concepts that can not be measured through a standardized test due to their language proficiency level during the first years even with appropriate accommodations. Allowing these students' scores another year to affect achievement will allow for a better picture of growth. I support the ESEA Flexibility waiver.

Thanks,

Kallie Clack
ESOL Teacher
Walker Park Elementary

Rebecca Chambers

From:	Margo DeLaune
Sent:	Friday, March 20, 2015 12:28 PM
To:	Rebecca Chambers
Subject:	FW: Comment/Question on Flexibility waiver for ELs

From: Larry E. Ninas [mailto:ninasle@troup.org]
Sent: Friday, March 20, 2015 8:10 AM
To: Margo DeLaune
Cc: Jacqueline Jones
Subject: Comment/Question on Flexibility waiver for ELs

Ms. Delaune,

My name is Larry Ninas, and I am an ESOL teacher from Troup County School System. My question/comment concerns the part of the waiver stating: "The EL would not be held to achievement goals (CCRPI Performance Goals) until he/she had reached two years of instruction in U.S. schools." We have students who enter the ESOL program during all parts of the school year, including the month of or before the GMAS. How is the two years of instruction calculated? For example a student entering March of the 2014-2015 school year, would the two years of instruction be calculated from March 2015, or from 2014? I ask because I have had classroom teachers concerned about ELs affect on their class growth.

Larry E. Ninas
ESOL Teacher
"Work is either fun or drudgery. It depends on your attitude. I like fun."
Colleen C. Barrett
Pres. Southwest Airlines

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 20, 2015 12:28 PM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility Waiver - EL Students

From: Reese, Ann [mailto:ann.reese@walton.k12.ga.us]
Sent: Friday, March 20, 2015 7:38 AM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver - EL Students

I wanted to take this opportunity to voice my agreement with changing the ESEA Flexibility Waiver as it pertains to EL Students. I understand this change would mean that data will be collected for two years on New EL students to show growth and agree that this is a needed change to the waiver.

Ann Marie Reese
Assistant Principal
Carver Middle School
1095 Good Hope Rd.
Monroe, GA 30655
770-207-3333

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 20, 2015 12:28 PM
To: Rebecca Chambers
Subject: FW: Comment on Flexible waiver request

From: Major, Donna [mailto:donna.major@walton.k12.ga.us]
Sent: Thursday, March 19, 2015 3:44 PM
To: Margo DeLaune
Subject: Comment on Flexible waiver request

Hi Margo,
One clarification I would like to see would be regarding the "2 years of instruction" since we do have students who can be rather transient. Therefore, by 2 years of instruction does that mean the student was enrolled in a US School for 65% of the school year to be considered a full year? And I ask this because a student could end up with two or three consecutive assessments (based on when they enroll) but still has not been afforded the full 2 years of instruction.

But other than that it looks reasonable.

Donna Major, Ph.D.
School Improvement Coordinator
Federal Programs, Psychological Services, 504, and RTI

"Assessment is useless until it affect instruction" Mike Mann

Walton County School District
200 Double Springs Church Road
Monroe, Ga 30656
Phone: 770-266-4489
Fax: 770-266-4485

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 20, 2015 1:36 PM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility Waiver - EL Student

From: Scott, Eleanor [mailto:escott@walton.k12.ga.us]
Sent: Friday, March 20, 2015 1:24 PM
To: Margo DeLaune
Subject: Fwd: ESEA Flexibility Waiver - EL Student

Here is another positive support for the ESEA Flexibility Waiver for EL Students. See below.

Eleanor Scott
Walton County School District
Title I Federal /EL Program Director
(770)266-4486 Office
(404)226-8492 Cell

---------- Forwarded message ----------
From: **Reese, Ann** <ann.reese@walton.k12.ga.us>
Date: Fri, Mar 20, 2015 at 7:34 AM
Subject: ESEA Flexibility Waiver - EL Student
To: MDeKaybe@doe.k12.ga.us

I wanted to take this opportunity to voice my agreement with changing the ESEA Flexibility Waiver as it pertains to EL Students. I understand this change would mean that data will be collected for two years on New EL students to show growth and agree that this is a needed change to the waiver.

Ann Marie Reese
Assistant Principal
Carver Middle School
1095 Good Hope Rd.
Monroe, GA 30655
770-207-3333

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 20, 2015 3:31 PM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility Waiver for EL Students

-----Original Message-----
From: Callaway, Cindy [mailto:ccallaway@walton.k12.ga.us]
Sent: Friday, March 20, 2015 3:30 PM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver for EL Students

I, as the Principal of Walnut Grove Elementary School in Walton County, agree with the change in the ESEA Flexibility Waiver for EL students which means that data will need to be collected for two years on new EL students to show growth.

Cindy Callaway
Principal
Walnut Grove Elementary School

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 20, 2015 12:26 PM
To: Rebecca Chambers
Subject: FW: Comment on Waiver for No Child Left Behind Requiremnets

-----Original Message-----
From: STEPHEN CHAMBLEE[redacted]
Sent: Friday, March 20, 2015 9:59 AM
To: Margo DeLaune
Subject: Comment on Waiver for No Child Left Behind Requiremnets

Dear DOE,

The most important portion of this waiver is on page 14 that shows Georgia's commitment to continue with the Common Core standards in order to have relief from the 100% proficiency requirement from No Child Left Behind. Georgia Milestones, formally known as Common Core, is creating a horrible school environment for everyone that darkens the door of a public school.

In short, I object to any waiver that imprisons our children and teachers for 3 more years of standardized testing and dumbed-down curriculum. One really has to wonder, what is wrong with a Classical Education? The texts that Georgia is using in their classrooms are a joke and the ridiculous amount of time wasted on silly testing is detrimental to our students and teachers. Someone really needs to address the elephant in the room for those of us that know the difference.

Kacy Chamblee

Sent from my iPad

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:53 AM
To: Rebecca Chambers
Subject: Fw: Fwd:

From: Scott, Eleanor <escott@walton.k12.ga.us>
Sent: Friday, March 20, 2015 4:58:23 PM
To: Margo DeLaune
Subject: Fwd:

---------- Forwarded message ----------
From: **Royal, Seabrook** <seabrook.royal@walton.k12.ga.us>
Date: Thu, Mar 19, 2015 at 4:13 PM
Subject:

I agree with the ESEA flexibility waiver for EL students.

Dr. Seabrook Royal

Principal, WPES

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:54 AM
To: Rebecca Chambers
Subject: Fw: Georgia's No Child Left Behind Waiver

From: June Miller [redacted]
Sent: Sunday, March 22, 2015 7:25:28 PM
To: June Miller
Subject: Georgia's No Child Left Behind Waiver

3/22/2015
Dear Ms. Mdelaune,

Georgia should be reasserting control over its students' education, not continuing to implement disastrous things like Common Core and life changing assessments, in disregard of the wishes of students, teachers, local boards of education members and taxpayers.

Do you not have grandchildren and not wish that they would go to a school where the teacher is free to adjust instruction to meet his or her needs, according to interests and abilities? When there is a problem with the standards not meeting student's needs, nothing can be changed because these Common Core standards are copyrighted. Students will be two years behind by 8th grade. Why should GA taxpayers have to pay for Common Core Standards that they believe are inferior and not compatible with their values?

Please do NOT trade one horrible federal means of control for another. Let Georgians study Massachusett's former great standards and use them and adapt them to meet Georgia's students' needs.

Sincerely,

Mrs. June Miller, former elementary teacher

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:56 AM
To: Rebecca Chambers
Subject: Fw: GaDOE ESEA Flexibility Waiver Renewal Comment

From: Marge Baldi [redacted]
Sent: Monday, March 23, 2015 7:16:13 AM
To: Margo DeLaune
Subject: GaDOE ESEA Flexibility Waiver Renewal Comment

Georgia should be reasserting control over its students' education, not continuing to implement bad things (Common Core, bad assessments, etc.) in disregard of the wishes of Georgia citizens.

Thank you. Marjorie Baldi

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 3:00 PM
To: Rebecca Chambers
Subject: Fw: Response from Forsyth County to ESEA Waiver

From: Harrison, Fonda <FHarrison@forsyth.k12.ga.us>
Sent: Tuesday, March 24, 2015 11:21:05 AM
To: Margo DeLaune
Cc: Jolly, Kathy; Reutter, Amy; Bearden, Jeffrey
Subject: Response from Forsyth County to ESEA Waiver

Margo,
We are in agreement with Georgia's request to seek additional flexibility related to Title 1 accountability of English Learners who are new to the United States.

Please let us know if you need any further statement or support.

Fonda Harrison
Associate Superintendent for Academics
Title 1 Director
1120 Dahlonega Highway
Cumming, GA 30040
770-887-2461 ext. 202243
fharrison@forsyth.k12.ga.us

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:56 AM
To: Rebecca Chambers
Subject: Fw: Public Comment on Federal programs

From: Jef Fincher[redacted]
Sent: Monday, March 23, 2015 8:19:56 AM
To: Margo DeLaune
Subject: Public Comment on Federal programs

Ms. Delaune:

What date was the notice for public comment first posted on the GaDOE ESEA Flexibility Waiver Renewal? I first saw the notice today March 22, 2015. Why such a short a period of time to comment on the egregious Federal interference in the Education in Georgia?

Best regards

Jef Fincher
[redacted]

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:57 AM
To: Rebecca Chambers
Subject: Fw: Concern about Flexibility Waiver Renewal

From: [redacted]
Sent: Monday, March 23, 2015 10:34:40 AM
To: Margo DeLaune
Subject: Concern about Flexibility Waiver Renewal

Ms. DeLaune,

Having read both the Waiver and the Executive Summary, I continue to be disturbed by the decision by the State DoE to maintain a strong connection with Common Core. It is my conviction that educational standards and accountability measures should remain within the purview of the local BoE in consultation with adjacent BoE's. Furthermore, I am quite concerned about federal "creep" in regard to educational mandates.

I would ask you to communicate my concerns to your committee in regard to the proposed waiver renewal, and to set a course for our state to once again take charge of our children's educational future.

Sincerely,

Dr. Mark Lindsay
Buford

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:57 AM
To: Rebecca Chambers
Subject: Fw: ESEA Flexibility Waiver Amendment

From: Anita Welborn [redacted]
Sent: Monday, March 23, 2015 10:55:23 AM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver Amendment

As a retired elementary school teacher, it appalls me to see how many tests children are required to take today. Do they have a chance to enjoy school any more, or are they always preparing for tests? Please do anything you can to rid our schools of Common Core requirements!
Anita Welborn

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:58 AM
To: Rebecca Chambers
Subject: Fw: ESEA Flexibility Waiver Renewal - Public comment period

Importance: High

From: [redacted]
Sent: Monday, March 23, 2015 1:07:04 PM
To: Ask DOE; Matt Cardoza; Mike Long; Helen Rice; Richard Woods; Barbara Lunsford; Margo DeLaune
Cc: Meghan Frick; Debbie.Caputo; Jennifer Davenport
Subject: ESEA Flexibility Waiver Renewal - Public comment period

Hello,

What date was the notice soliciting public comment first posted on the GaDOE ESEA Flexibility Waiver Renewal? I first saw the notice Thursday, March 19, 2015. Why such a short a period of time for public comment? The citizens of Georgia need a sufficient amount of time to review the document to be able to comment.

As a citizen of Georgia, I OBJECT to this waiver application and hope that the deadline will be extended so that everyone will be able express concerns via the public comment process.

Again, I would like to know what date was the ESEA Flexibility Waiver Renewal first posted for public comment?

I will also be contacting the media, so that they may notify the public of this lack of transparency that the GaDOE is engaging in.

Respectfully,
L. Zalys

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:58 AM
To: Rebecca Chambers
Subject: Fw:

From: Carla Skognes[redacted]
Sent: Monday, March 23, 2015 2:42:12 PM
To: Margo DeLaune
Subject:

Please consider not reaffirming the No Child Left Behind act here in Georgia. Our students need the state to have control over their education. Please keep their best interest in mind they are our future.

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:59 AM
To: Rebecca Chambers
Subject: Fw: ESEA Flexibility Waiver

From: Deanie Whaley [redacted]
Sent: Monday, March 23, 2015 8:50:12 PM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver

Thank you so much for allowing comments on the ESEA Waiver. I am asking the Georgia Department of Education to stop these back door deals with the U.S. Department of Education to force us into Common Core deeper and deeper. Please read the summaries compared to the actual "Georgia ESEA Flexibility Waiver". Your summaries make no mention of Common Core, however, one glance at the actual waive document tells the real story of the onward march toward Common Core. That alone is reason to say no to this waiver extension. If you cannot say what is really is, you are doing the wrong things!

Deanie Whaley
Gwinnett County

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:59 AM
To: Rebecca Chambers
Subject: Fw: Common Core Comments

From: Tricia McFerran [redacted]
Sent: Tuesday, March 24, 2015 7:27:58 AM
To: Margo DeLaune
Subject: Common Core Comments

Hello:

This email is to tell you that as a parent of kids in public school, GET RID OF COMMON CORE!!!!!!!!

It is the POOREST EXCUSE for education that I have ever seen! The swearing, attention to stories about dysfunctional families and focus on non-classical reading in literature books (such as the Glass House) is ridiculous! You don't have the right to show my students this material which is FULL of an incredible lack of vocabulary and content! You are creating kids who are illiterate with this material. The literature classes are changing the way students write papers and teaching them to write in a nonsense fashion that make NO sense whatsoever. DO NOT FOLLOW THIS WASHINGTON ADMINISTRATION!

I want Common Core REMOVED FROM GEORGIA PUBLIC SCHOOLS altogether! This is the most ridiculous curriculum there has ever been AND THE TEACHERS AGREE! This includes all Common Crud oh excuse me, Core subjects including Math!

Make GEORGIA SHINE with a functional curriculum which prepares our students for college. Common core does nothing except stop students from learning!!!

Mrs. McFerran

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 10:59 AM
To: Rebecca Chambers
Subject: Fw: Common Core

From: Della Helfen [redacted]
Sent: Tuesday, March 24, 2015 9:07:15 AM
To: Margo DeLaune
Subject: Common Core

ALL THAT IS NECESSARY FOR THE TRIUMPH OF EVIL IS FOR GOOD MEN TO DO NOTHING

NO COMMON CORE STANDARDS for Georgia students! We do NOT Common Core standards in our Georgia schools. We do not want to subject our children to Federally controledl standards. Each state must have the right to determine education of its children, not the Federal Gov't.
Thank you,
Mrs Della Helfen
Auburn, Ga.

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 11:01 AM
To: Rebecca Chambers
Subject: Fw: waiver from ESEA

From: Joe Inglis[redacted]
Sent: Tuesday, March 24, 2015 10:28:21 AM
To: Margo DeLaune
Subject: waiver from ESEA

Attention: Georgia Department of Education
We do not want you to extend the waiver from ESEA. Georgia citizens are sick of Common Core and do not want any more of the testing, teacher evaluations and the like that Common Core brings. We want you to begin listening to parents and other citizens that are concerned about the destructive effects of Common Core on the education of our children.
Joe Inglis
Clarkesville

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 2:57 PM
To: Rebecca Chambers
Subject: Fw: Ga DOE and Common Core

From: DeeDeeHice [redacted]
Sent: Tuesday, March 24, 2015 2:00:41 PM
To: Margo DeLaune
Cc: [redacted]
Subject: Ga DOE and Common Core

Please Sir,
Hear my heart, I am a former Elementary and Secondary teacher. I have also worked, for ten-plus years, with inner city children after school programs to tudor and mentor ; I am aware that your task is huge!

However, I am ashamed that our great State is willingly embracing Common Core with it's proven falsified History, it's removal of most Classics in English and it's ridiculous Math techniques. I have seen these with my own eyes and certainly our DOE Board has as well.

I am well aware of the (illegal) waivers the the USDOE has authorized from the old "No Child Left Behind" Act, now ESEA * Why are we incorporating these testings and evaluations? We had recently , prior to CC, updated our system and it was working well. We also have available the Massachusetts Standards which are an excellent option to help guide and tweak our own.

Federalized Education is at it's core unConstitutional. It is not part of the 18 enumerated areas designated by the Feds to oversee! Education is ALWAYS best when those who love their children have input. Yes, this is possible at our inner - city communities as well. Money, of course, is an issue but our State has NOT proven that by throwing more tax dollars at our DOE that we are better off. Common Core has a money-trail with it NOT our children's or our amazing teacher's best interest !!

I call on every parent as your witness to hold you accountable for corroborating with Common Core's corruption and "laundering" it through our GA system.

The GADOE is wrong in participating in Common Core or the ESEA waivers, sealing our fate for the next few years.

PLEASE reconsider Sir, and say "NO". We CAN find an affective option, locally "grown".

Thank you for your TIME,
Mrs. Edith Hice

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 2:58 PM
To: Rebecca Chambers
Subject: Fw: Waiver for ESEA

From: [redacted]
Sent: Tuesday, March 24, 2015 1:08:34 PM
To: Margo DeLaune
Subject: Waiver for ESEA

Attention: Georgia Department of Education

We do not want you to extend the waiver from ESEA!
Georgia citizens are sick of Common Core and do not want any more of the testing, teacher evaluations and the like that Common Core brings. We want you to begin listening to parents and other citizens that are concerned about the destructive effects of Common Core on the education of our children and ultimate destruction of privacy and parental control.

Marie Sternhardt
Mt. Airy, GA

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 3:01 PM
To: Rebecca Chambers
Subject: Fw: ESEA waiver

From: [redacted]
Sent: Tuesday, March 24, 2015 10:57:45 AM
To: Margo DeLaune
Subject: ESEA waiver

To the attention of members of the Georgia Department of Education,

Georgians are against Common Core, and are certainly against the waiver extension from ESEA.

Please, no more student testing that does not evaluate student academic achievement, but meant for defining their attitude; no more teacher evaluations that evaluates only the teacher's success in 'teaching to the test" rather than their successful teaching based on their student's academic scores.

Our children are being programmed for serfdom rather than critical thinking individuals as potential leaders of tomorrow.

Thank you,
Mrs. Barbara Magley
Habersham County, Ga.

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 3:04 PM
To: Rebecca Chambers
Subject: Fw: Object to NCLB waiver

From: [redacted]
Sent: Sunday, March 22, 2015 5:05:36 PM
To: Margo DeLaune
Subject: Object to NCLB waiver

Dear People Who Are Playing with Our CHILDREN'S LIVES,

I object. I object to this entire data mining, Common core, invasive, Massive testing, teaching to the test, grading
teachers on test results theme going on.

NO waiver. NO "NCLB" NO COMMON CORE!!!

How could you sell out our kids? Kids need fresh air, good food, good study habits, great teachers and testing maybe every other year-short
placement test to check their progress...The bar exam is only 4 hours long.....my kids tested for ONE ENTIRE WEEK!

G-d help our kids.
Francee Geiger

Rebecca Chambers

From:	Margo DeLaune
Sent:	Tuesday, March 24, 2015 3:00 PM
To:	Rebecca Chambers
Subject:	Fw: Comment on ESEA waiver renewal application
Attachments:	GA ESEA waiver comment.docx

From: Jane Robbins <jrobbins@americanprinciplesproject.org>
Sent: Tuesday, March 24, 2015 11:54:03 AM
To: Margo DeLaune
Subject: Comment on ESEA waiver renewal application

Ms. DeLaune,

Attached is the comment of American Principles Project on Georgia's proposed application for renewal of the ESEA waiver.

Thank you.

Jane Robbins

Comments Submitted by

American Principles Project

on the

Georgia Department of Education's Application for Renewal of

Georgia's ESEA Flexibility Waiver

March 23, 2015

The American Principles Project (APP) is an organization dedicated to the restoration of our nation's founding principles. One of these principles is that the education of children is the right and responsibility of parents, with assistance as appropriate from the local and perhaps state – but not federal – government. APP submits these comments on the ESEA flexibility waiver renewal application proposed by the Georgia Department of Education (GaDOE).

APP opposes this application for the waiver renewal. APP believes the more prudent, and the only constitutional, course is to allow the waiver to expire – especially since the provisions of ESEA may change during the current reauthorization process -- and to reassert state sovereignty over Georgia education.

At the outset, APP notes that on pp. 9-10 of the application, GaDOE describes the process it has used to gather input from "stakeholders" – all of whom, as listed, are either education-establishment organizations, pro-Common Core advocacy groups, or corporations (which would not be expected to have any expertise on education issues such as academic standards and assessments). There apparently was no attempt made to contact other organizations, such as APP or Concerned Women for America, which do have expertise on such matters and which have been active in debates about these issues in Georgia for several years.

Nor, remarkably, is there any indication that GaDOE sought to obtain input from parents, grandparents, or other concerned citizens. Quietly posting a "public comment" page on the GaDOE website, with no announcement about what is up for discussion or how to access the page, is hardly sufficient to inform the public that this waiver-renewal process is occurring. It appears that the secretive process used to impose the Common Core standards on unsuspecting Georgians is being repeated now.

That process will inevitably lead to a further erosion of state sovereignty. Although the ESEA waiver exempts Georgia from some requirements of No Child Left Behind, it locks in other federal shackles that ensure Georgia will remain a supplicant to its federal master. For example, GaDOE is seeking to cement in Georgia – through the 2017-2018 school year – the Common Core standards (now renamed the "Georgia Standards of Excellence") (pp. 26-27). Even though the Georgia electorate has made it clear that it rejects Common Core, GaDOE now proposes to

assure the U. S. Department of Education (USED) that Georgia will continue to implement those standards for at least three more years.

Through the waiver renewal, GaDOE also seeks to bind our state to an assessment regimen that is untested and likely to create massive technological and other problems upon implementation (p. 27). Not only will the Georgia Milestones assessment be aligned to the manifestly inferior Common Core standards, but it will use a design that has proven to be enormously expensive, and ultimately unworkable, in other states where it has been tried.[1] But since GaDOE wants to promise USED that this is how it will test Georgia students through 2018, the state may be stuck with this type of assessment regardless of the problems that result.

The waiver renewal would also promise to continue the federally dictated teacher-evaluation system. Upon renewal, GaDOE would promise full implementation of the Teacher Keys Effectiveness System by the 2016-2017 school year (pp. 129-130, 155). "Full implementation" would mean evaluating teacher performance, and basing personnel decisions at least in part on, students' scores on the problematic Georgia Milestones assessment. This assurance would be made despite the growing research base demonstrating the inappropriateness of this evaluation method.[2]

The waiver renewal creates other troubling commitments. A major concern is that it would continue the breakneck pace of collecting and using ever-more student data "to inform instruction" (p. 75) – despite the enormous threat this can create to student and family privacy, and the absence of effective state and federal privacy protections.[3] It would commit Georgia to increase student participation in the College Board's Advanced Placement (AP) courses (pp. 29-30), despite evidence of politicization of at least one of those courses,[4] and despite lack of evidence that such a large cohort of students is in fact capable of handling AP courses. It would cement the cramped "workforce development" model of education, with its "career clusters" and "career pathways" (p. 30) that lock students into particular paths rather than help them discover and achieve their individual potential.

APP believes that most if not all of the trends that are damaging education in Georgia have resulted from kowtowing to federal mandates rather than exercising state sovereignty. For this reason, APP opposes the application for renewal of Georgia's ESEA waiver.

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[1] Richard G. Innes, "Selling 'Performance' Assessments with Inaccurate Pictures from Kentucky," Bluegrass Institute for Public Policy Solutions (March 2, 2015).

[2] Valerie Strauss, "Statisticians Slam Popular Teacher Evaluation Method," *The Washington Post* (April 13, 2014), *available at* http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/04/13/statisticians-slam-popular-teacher-evaluation-method/.

[3] Emmett McGroarty, Joy Pullmann, and Jane Robbins, "Cogs in the Machine: Big Data, Common Core, and National Testing," Pioneer Institute N. 114 (May 2014), *available at* http://pioneerinstitute.org/research/#toggle-id-10.

[4] Peter Wood, "The New AP U.S. History: A Preliminary Report" (July 1, 2014), *available at* http://www.nas.org/articles/the_new_ap_history_a_preliminary_report.

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 4:18 PM
To: Rebecca Chambers
Subject: Fw: Public Comment on ESEA NCLB wavier

From: Jef Fincher [redacted]
Sent: Tuesday, March 24, 2015 3:51:11 PM
To: Margo DeLaune
Subject: Public Comment on ESEA NCLB wavier

March 24, 2015

Dear M. DeLaune:

MDeLaune@doe.k12.ga.us

Re: Public Comment (ESEA) NCLB

I have more questions than comments to add to the public feedback regarding the (ESEA) waiver.

1. Why such short notice for public comment?

2. What is the 10 year cost to Georgia for CCSS implementation?

3. NCLB has not been re-authorized in the Congress, do you know something we don't know?

4. What is the wisdom of locking in a 3 year commitment in advance of the re-authorization?

5. What percentage of funding for the development of testing for Georgia will come from the Federal grants?

6. Just how much funding is at stake with (ESEA) and NCLB?

7. Is the GADOE even remotely aware of public backlash against CCSS?

8. Why has no one been available by phone at GADOE today to take or return phone calls?

9. When will final submittal be made after the public comment period?

10. Why are you out of the office during time period for public comment?

Mon 3/23/2015 8:20 AM

Margo DeLaune MDeLaune@doe.k12.ga.us

Automatic reply: Public Comment on Federal programs

I will be out of the office from Monday, March 23, 2015, to Wednesday, March 25, 2015. I will be back in the office on Wednesday, March 25, 2015. If you need immediate assistance during this time, please contact my assistant Charlene Mangum at 404.656.4028 or Jennifer Davenport, Title I, Part A Program Manager at (404) 463-1955 or at jedavenp@doe.k12.ga.us.

Georgia needs to move away from its dependence on Title 1 funding. The strings attached to these monies end up raising the cost of education in Georgia. I do not believe the roughly 12% Federal contribution will ever cover the new spending contemplated under CCSS. The trend in Georgia to Centralize authority in the Governor's office with regards to

Education is troubling. To grant the State and GADOE ever increasing influence, while controlling and restricting the options available to the local School Board is counter to what is best for students and teachers in the classroom.

I urge the State Superintendent and GADOE to delay submittal of the waiver until the NCLB is adopted and re-authorized.

Sincerely,

Jef Fincher

Jef Fincher

Rebecca Chambers

From: Margo DeLaune
Sent: Tuesday, March 24, 2015 4:18 PM
To: Rebecca Chambers
Subject: Fw: renewal of waiver for ESEA

From: Roberta Mag [redacted]
Sent: Tuesday, March 24, 2015 3:59:11 PM
To: Margo DeLaune
Subject: renewal of waiver for ESEA

Dear Ms. DeLaune:

I do not support the renewal of the application for the federal waiver for the state of Georgia under ESEA. The amount of federal dollars that would come into the state does not equal the enormous amount of strings attached nor does it offset the loss of state and local control over the education of our children. Please do not proceed with the renewal of the waiver application.

Thank you.

Sincerely,
Roberta Magnasco
Valdosta

~~~~~~

"Not to speak is to speak. Not to act is to act." ~~~Dietrich Bonhoeffer
~~~~~~

Rebecca Chambers

From: Barbara Lunsford
Sent: Wednesday, March 25, 2015 1:49 PM
To: Rebecca Chambers
Subject: Fwd: comments re ESEA Waiver

Barbara Lunsford
Georgia Department of Education
404 463-4156
blunsford@doe.k12.ga.us

Begin forwarded message:

From: Sylvia Hooker [redacted]
Date: March 25, 2015 at 1:43:17 PM EDT
To: "aking@doe.k12.ga.us" <aking@doe.k12.ga.us>, Barbara Lunsford <BLunsford@doe.k12.ga.us>
Cc: Margo DeLaune <MDeLaune@doe.k12.ga.us>, Kelley Gacutan <kelley.gacutan@bcsdk12.net>
Subject: comments re ESEA Waiver

Hello All:

Here are comments from Bibb County Schools on the ESEA Waiver out for review:

1. What will be the proposed Grant Award (Funding) period for SIG Schools beginning 2015/16SY?
2. School Effectiveness Specialists (Must have strong content base in Math and ELA) for the school LEVELS they serve.

3. GLISI be a part of the required PD as many schools that have been using that school improvement framework with fidelity have been removed from the Priority list. This would be the framework for the SIP and that the GADOE SI specialists would follow.

4. Require GDOE School Effectiveness Specialist to receive training as ***certified performance coaches.*** Bibb County presently has 13 district coordinators and SISs, that are going to be trained coaches to train our existing school based coaches.

Regarding Non-Negotiable:

5. Re: Leadership: Use the SIG Turnaround and Transformation criteria for a principal remaining in or being removed from an underperforming school.
6. Require schools to use a portion of the Priority funds they receive from the State to hire a Graduation Coach at the HS level and Instructional Coach. GADOE district effectiveness staff would have to be on the interview team to fill these positions.

7. Re: Professional Development: GADOE hire (funds allotted for priority schools) a cadre of content specific school improvement specialists (for every Priority School) to provide required ELA, MATH and Writing Workshops throughout the year.
8. Summer PD is not enough and needs to be differentiated to meet the needs of SIG specific and the number of Math and Literacy personnel currently from the state is not enough.

Thanks for the opportunity to respond.

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, March 25, 2015 8:16 AM
To: Rebecca Chambers
Subject: FW: Please do NOT extend waiver for ESEA

From: Kay Ainsworth [redacted]
Sent: Tuesday, March 24, 2015 8:31 PM
To: Margo DeLaune
Subject: Please do NOT extend waiver for ESEA

Attention: Georgia Department of Education

We do not want you to extend the waiver from ESEA!

Georgia citizens are sick of Common Core and do not want any more of the testing, teacher evaluations and the like that Common Core brings.

We want you to begin listening to parents and other citizens that are concerned about the destructive effects of Common Core on the education of our children and ultimate destruction of privacy and parental control.

Kay Ainsworth
Clarkesville, GA.

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, March 25, 2015 8:16 AM
To: Rebecca Chambers
Subject: FW: NCLB waiver

-----Original Message-----
From: Tiffany Bourne [redacted]
Sent: Tuesday, March 24, 2015 9:58 PM
To: Margo DeLaune; jan.jones@house.ga.gov; Richard Woods
Cc: Melissa Fincher; Helen Rice
Subject: NCLB waiver

To whom it may concern:

I am writing in regard to your decision about the NCLB waiver. It is shameful that you are deciding on such an important topic that affects many children in Georgia, yet you are hiding the fact that you are deciding what to do about this. You did not make it publicly known that you are deciding whether to update the waiver which would lock this state into Common Core with all the high stakes testing for three more years. This means three more years of YOU deciding that this method of testing and teaching is good for MY children. Governor Deal is an elected official who is choosing not to listen to what the people of Georgia want. Common core or common CRAP as it is referred to in my house has destroyed my children's confidence, has lessened them to nothing but a test score, and made them hate school! It is and will demean the teaching profession. One test has no right to decide a child's future or a teacher's recertification. If you were graded on the way you have handled the children of Georgia, you would get a big fat F! Common core and high stakes testing has no right to be in public education. You think Georgia is behind now? Well, if we keep this mess for the next three years, we will be dead last or you will have kids dropping out of school at an alarming rate from being so beaten up and burned out. If you think this is "good for Georgia," you haven't been listening to parents for the past three years and have no business doing the job you were appointed to do. College and career readiness has no place in elementary school. Rigor is for dead people! All your buzz words mean nothing when children hate learning.
If you have any sort of conscience, you will delay deciding on this and truly listen to voter input. I am asking for an extension so that the public and voters have more time to review and to see what Congress is going to do with ESEA. Listen to what kids and parents are going through living through this nightmare. Look around at other states are doing to try and get OUT of Common Core. Stop selling our children to companies that care more about the almighty dollar than they do about what children really need to have to foster a love of learning. If you can't do what's best for Georgia's children, my three precious elementary school age children, you are no better than a pimp. You have pimped out children as young as 5 years old...for money. SHAME on YOU!

A concerned parent that is fighting for her kids and teachers!
Tiffany Bourne

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, March 25, 2015 8:40 AM
To: Rebecca Chambers
Subject: FW: Shame on you GA DOE! GA Must Get Out of Common Core Standards

From: Sandra Reed
Sent: Wednesday, March 25, 2015 8:35 AM
To: Melissa Fincher; Margo DeLaune
Subject: FW: Shame on you GA DOE! GA Must Get Out of Common Core Standards

From: June Miller[redacted]
Sent: Monday, March 23, 2015 9:26 PM
To: June Miller
Subject: Shame on you GA DOE! GA Must Get Out of Common Core Standards

Please issue a moratorium on this waiver. **Please delay this decision as March 25, 2025 is not enough time.**

SHAME ON YOU GA DOE!

Posted on March 23, 2015 by gagirl730

The Georgia Department of Education released an ESEA Flexibility Request to replace the No Child Left Behind waiver for public input without any notification to the public. Our representatives have a plan to enter into a long term agreement with the federal government with little or no input from those whom they represent. This waiver gives more power to the federal government's proverbial thumb under which Georgia will be squashed. When do we get a chance to voice what we want for Georgia's children, for *our children?*

Georgia to Stop Common Core distributed this press release.

This request for public input is available on the GA DOE website, but it is hidden beneath multiple "clicks" that makes the document, at best, difficult to find. If the public is not aware of a request for input, how do we provide the input? We can't. This very effectively limits the time the public can provide input on the 200 page document.

The bottom line is that GA DOE is not interested in Georgia's input on Georgia's agreement with the federal government that will negatively impact Georgia's children. This stealthy move speaks volumes about GA DOE's desire to the waiver application under the public's radar. The people of Georgians are ready to move out from under the federal government's Race to the Top Grant and take back local control of education. Hiding this waiver undermines the will of the people.

The negative consequence of this waiver is that Georgia will be locked into Common Core for 3 more years. Georgia will be bound to the high-stress and high stakes testing. Among other negatives, the scores from this

testing will be used punitively against teachers and schools. If "growth" is not shown for two years, teachers can be fired and schools will be labeled failing. Georgia cannot afford to lose teachers for 3 consecutive years.

As Georgians continue to get louder about the opposition to the "one size fits all" untested Common Core standards and the high stakes testing that accompanies the standards, the GA DOE's subversive attempt to hide this waiver only makes sense if the GA DOE is attempting to once again pull the wool over the public's eyes. The public needs time to understand what this waiver is about and how it will continue to shackle Georgia's children to damaging standards and stressful standardized tests.

Is this waiver application process legal? GA DOE is following the letter of the law by posting the waiver application on the website. However, GA DOE is blatantly ignoring the spirit of the law by providing a hidden public announcement and not so timely opportunity for public input. Georgians to Stop Common Core say, "Shame on you GA DOE! Those who will suffer the negative consequences of this waiver want to provide input. You are removing our opportunity to say what we want for our children!"

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, March 25, 2015 8:43 AM
To: Rebecca Chambers
Subject: FW: Call to ACTION Press Release to All Parents and Taxpayers!

From: Debbie.Caputo
Sent: Wednesday, March 25, 2015 8:36 AM
To: Melissa Fincher; Margo DeLaune
Subject: FW: Call to ACTION Press Release to All Parents and Taxpayers!

Please file with your public comments.

From: GAStop CommonCore [redacted]
Sent: Monday, March 23, 2015 12:36 PM
Subject: Call to ACTION Press Release to All Parents and Taxpayers!

Call to ACTION Press Release to All Parents and Taxpayers!

Georgians to Stop Common Core: GA Department of Ed Needs to Impose Moratorium to allow time for public comment and to Determine if Secretive, Three-Year Conditional Waiver Agreement is Necessary – or Legal.

March 20, 2015

For Immediate Release:

https://gastopcommoncore.wordpress.com/pr-3-20-15/

--
GAStop CommonCore
[redacted]

https://gastopcommoncore.wordpress.com/learn-about-common-core/

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, March 25, 2015 2:49 PM
To: Rebecca Chambers
Subject: FW: ESEA NCLB

From: Kathryn Foucher [redacted]
Sent: Wednesday, March 25, 2015 2:46 PM
To: Margo DeLaune; Melissa Fincher; Richard Woods
Subject: ESEA NCLB

March 25, 2015

Dear M. DeLaune, M. Fincher, R. Wood:

MDeLaune@doe.k12.ga.us, mfincher@doe.k12.ga.us, state.superintendent@doe.k12.ga.us

Re: Public Comment (ESEA) NCLB

I am writing to respectfully request you both reconsider the new ESEA waiver that is planned to be submitted. I believe it is and will continue to ruin the education of our children.

My reasoning for this is that CCSS are subpar at best, complete abuse at worst. It hasn't been tested thoroughly before its implementation. In fact, the Fordham Institute didn't even rank Common Core within the top 10 sets of standards in the US and top mathematicians have stated that the lack of math in CCSS will put us behind other countries by 2 years.

The CCSS hasn't accounted for how this would apply to special education students. It actually leaves them out. In New York a teacher (Jennifer Curley) who attended a Common Core training session asked "what would become of secondary students not ready for Common Core instruction because they have never been exposed to that style of learning?" The answer she was given was those children would be a "sacrificial population". You can read about it here: http://hechingerreport.org/new-yorks-shoddy-common-core-rollout-puts-special-needs-students-risk-veteran-teacher-demands-moratorium/

The state of Georgia will receive much less from Federal grants than what it will cost to administer these tests. It will most certainly end up causing a tax increase or education cuts in other areas.

I think the state of Georgia is completely capable of developing our own standards that would be measurably better than the one size fits all CCSS. I have faith in our states teachers, administration, parents, etc. and you should too.

Extremely concerned parent who is witnessing the effects of CCSS first hand,

Kathryn M. Foucher

[redacted]

Rebecca Chambers

From: Margo DeLaune
Sent: Thursday, March 26, 2015 7:37 AM
To: Rebecca Chambers
Subject: FW: PUBLIC COMMENT ON NCLB FLEXIBILITY WAIVER

From: Teri Sasseville [redacted]
Sent: Wednesday, March 25, 2015 11:16 PM
To: Margo DeLaune
Cc: Barbara Lunsford; Titlel; Melissa Fincher
Subject: PUBLIC COMMENT ON NCLB FLEXIBILITY WAIVER

GA Department of Ed Needs to Impose a Moratorium to allow time for public comment and to Determine if this Three-Year *Conditional* Waiver Agreement is Necessary – or Legal

Once again, the Georgia Department of Education (GA DoE) plans to enter into a major, long-term agreement with the Federal Government with virtually no public input.

With the Elementary and Secondary Education Act (ESEA), now known as NCLB, currently undergoing extensive changes in the reauthorization process, **is it wise or necessary to commit Georgians to a costly three-year agreement *based on the previous version of the law?***

The unrealistic requirement for which Georgia is seeking the waiver has not been carried forward in any proposed version of the reauthorization.

The "Public Notice" is buried deep within the web site under the "Offices and Divisions" button and can only be found by clicking through several obscure links. It is hard to consider this a public "notice" and it is reasonable to assume there would be no public comments resulting from this posting, if not for Georgians to Stop Common Core's discovery. The public notice was not included in the weekly DoE email newsletter and was not issued as a DoE Press Release, according to your web site: http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/PressReleaseViewAll.aspx?PressView=default

Why is the Georgia Department of Education hiding this waiver application from the public? And **is the waiver even necessary, with the ESEA/NCLB reauthorization pending?**

The waiver application, as written, would lock Georgia into the discredited Common Core Standards - in all subject areas - for three (3) years. It also cements into place the high-stress, high-stakes testing on which teacher evaluations and student placement will be based for the next three (3) years.

This represents Georgia DoE's surrender to the federalization of Georgia's public education through this conditional waiver. And this is very troubling.
http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2485407

The *conditions imposed by Secretary Duncan* for this waiver application call into question the legality of the process.

Georgians to Stop Common Core opposes Common Core's experimental, one-size-fits-all standards that have been deemed developmentally inappropriate for early learners, special needs students, and English language learners. Common Core has stripped most of the classic literature from every grade. There is widespread objection to the Common Core math standards that replace basic concepts and the standard algorithm with confusing, subjective math processes.

The Georgia DoE's stealthy maneuver to keep the waiver application under wraps amplifies GTSCC's concerns about the standards, their adoption and the legality of the NCLB Waiver process.

I join with Georgians to Stop Common Core and call upon the Georgia Department of Education to **impose a moratorium on this waiver application to ascertain the need for the waiver under the upcoming reauthorization of No Child Left Behind, and to give adequate time for evaluation and public input, if it is determined that Georgia needs to proceed with the waiver application.**

Perhaps the Attorney General's office should be consulted.

With kindest regards,

Teri Sasseville

Rebecca Chambers

From: Cowen Harter
Sent: Thursday, March 26, 2015 1:58 PM
To: Rebecca Chambers; Margo DeLaune; Melissa Fincher
Subject: FW: Phone call regarding Public Response to Georgia's Waiver renewal

Please see the email below. Maybe we can include it with the public comments we are sending to US ED.

Cowen Harter
Director, Accountability
Georgia Department of Education
1554 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334
phone: 404-463-1168
fax: 770-344-3452
charter@doe.k12.ga.us
http://www.gadoe.org
"Educating Georgia's Future"

From: James Milliman [mailto:James.Milliman@cobbk12.org]
Sent: Thursday, March 26, 2015 1:47 PM
To: Cowen Harter
Subject: Phone call regarding Public Response to Georgia's Waiver renewal

Good Afternoon Ms. Harter,

I wanted to send you an email regarding our phone call today. Thank you so much for reaching out to me regarding my comments about the waiver renewal. I really appreciated the opportunity to discuss my concerns. I found the information you shared with me regarding how the new focus schools will be identified really important. It made me feel that Georgia will be identifying and supporting the schools with the greatest needs.

I also appreciated the opportunity to discuss the current Focus schools (identified in 2012), their status, and how they can prove they have made the required growth to remove themselves from the list.

I hope that we can continue our dialog in the future regarding how best to meet the needs of our students and our schools.

Thanks again

Jim

Jim Milliman
Cobb County School District
Title I Consultant
1870 Teasley Drive
Smyrna, Georgia 30080
Office (770) 437-5933
Fax: (678) 503-0180

Rebecca Chambers

From:	Margo DeLaune
Sent:	Thursday, March 26, 2015 7:37 AM
To:	Rebecca Chambers
Cc:	Melissa Fincher
Subject:	FW: ESEA Flexibility Waiver Renewal Feedback
Attachments:	Feedback ESEA Waiver 3-25-15.docx

Becky and Melissa:
There are a few questions on this one.

From: Kueber, Kristy [mailto:Kristy.Kueber@mresa.org]
Sent: Thursday, March 26, 2015 12:00 AM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver Renewal Feedback

Hello,

I hope you are doing well. Please find attached feedback regarding the ESEA Waiver Renewal. Thanks so much for this opportunity.

Feedback ESEA Waiver 3-25-15.docx

Kristy Kueber
School Improvement Specialist
Metro RESA
1870 Teasley Drive, SE
Smyrna, GA 30080
(404) 667-4734
kristy.kueber@mresa.org

Please find below feedback regarding the 2015 ESEA Flexibility Waiver Renewal. Thank you for this opportunity.

Strengths:

- State personnel should be commended for acknowledging the need to revisit and revise entrance criteria and exit criteria for the Focus and Priority schools.

- The revised entrance and exit criteria seem to use methods that will identify schools with the greatest need.

- By focusing on students in the lowest quartile for Focus School calculations, school personnel are encouraged to target students in need - no matter what student group they may be assigned.

- The non-negotiables for districts and schools are based on state-developed district standards and the school standards. This will allow for strategic planning and access to aligned resources.

Questions and Comments:

- Will it be possible for a school to face multiple consequences from different state initiatives (i.e., IE^2, Charter Schools, Opportunity Schools, Priority, and Focus)?

- Is there an explicit definition of Priority Schools and of Focus Schools? It appears that the wording and definition ("A Priority School is..." and "A Focus School is...") have been removed from the document. Will it be replaced with revised definitions?

- Currently the criteria (to exit the Focus Schools identified in 2012) require the schools to make a 2.5 point increase in the Achievement Gap score. There are schools that will not exit the list that have Achievement Gap results higher than the state mean. These schools should not be overlooked. They have held high results for two to three years and/or demonstrate a higher three-year average than the state mean. When the assessment results of these schools are analyzed further, significant gains in student achievement are observed and should be recognized.

	Achievement Gap Results Elementary Schools 2012, 2013, 2014			Achievement Gap Results Middle Schools 2012, 2013, 2014		
School Year	State Mean Elementary Schools	Sample A Elementary School	Sample B Elementary School	State Mean Middle Schools	Sample A Middle School	Sample B Middle School
2012	7	12	13	8	10	9
2013	9	11	9	7	12	8
2014	5	11	2	7	7	6
Three-Year Average	7	11.33	8	7.33	9.66	7.66

Based on the current exit criteria for 2012 Focus Schools, the schools above will not exit the Focus list.

Melissa Fincher

Subject: FW: Support for the ESEA Waiver

From: Rebecca Chambers
Sent: Friday, March 27, 2015 6:16 PM
To: Melissa Fincher
Subject: Fwd: Support for the ESEA Waiver

Begin forwarded message:

> **From:** Margo DeLaune <MDeLaune@doe.k12.ga.us>
> **Date:** March 27, 2015 at 2:51:31 PM EDT
> **To:** Rebecca Chambers <RChambers@doe.k12.ga.us>
> **Subject: FW: Support for the ESEA Waiver**
>
> **From:** Whitney Lawrence [mailto:wlawrence@emanuel.k12.ga.us]
> **Sent:** Friday, March 27, 2015 2:50 PM
> **To:** Margo DeLaune
> **Subject:** Support for the ESEA Waiver
>
> Margo,
> I would like to extend my support for the ESEA Flexibility Waiver. As the finance director, I have worked directly with federal programs and school principals and I have seen the benefits of the Flexible Learning Program for our students in the Emanuel County schools.
>
> The FLP has been much more beneficial than the supplemental services previously provided by outside vendors. Our teaching staff have been able to see vast improvements while supplying additional instructional time to our students during the school day. As a result, student confidence has been gained thus academic achievements have been made.
>
> Unfortunately when services were provided by outside vendors through supplemental educational services, the results in student achievement and confidence were not as visible.
>
> I fully support the continuation of the flexibility waiver based on the results we have personally witnessed in Emanuel County.
>
> Thank you for your dedication and support for our students.
>
> Whitney Lawrence
>
> --
> Whitney W. Lawrence
> Emanuel County Schools
> Director of Finance
> PO Box 130
> Swainsboro, GA 30401
> 478-237-6674

478-237-3404 fax
wlawrence@emanuel.k12.ga.us

Melissa Fincher

From: Rebecca Chambers
Sent: Friday, March 27, 2015 6:16 PM
To: Melissa Fincher
Subject: Fwd: ESEA Flexibility Waiver Feedback

Sent from my iPhone

Begin forwarded message:

> **From:** Margo DeLaune <MDeLaune@doe.k12.ga.us>
> **Date:** March 27, 2015 at 2:43:08 PM EDT
> **To:** Rebecca Chambers <RChambers@doe.k12.ga.us>
> **Subject: FW: ESEA Flexibility Waiver Feedback**

> **From:** Toni Terwilliger [mailto:tterwilliger@emanuel.k12.ga.us]
> **Sent:** Friday, March 27, 2015 2:22 PM
> **To:** Margo DeLaune
> **Subject:** ESEA Flexibility Waiver Feedback

> Good Afternoon.
>
> Emanuel County would like to report that the Flexible Learning Program has been very successful for our students and we are hopeful this will continue as a form of service to our students. Additionally, we have been pleased with the CCRPI accountability system. It provides a more comprehensive picture of our schools and their performance.
>
> --
> Toni Terwilliger
> Federal Programs (Interim)
> Emanuel County Schools
> 201 North Main Street
> P.O. Box 130
> Swainsboro, Georgia 30401
> 478-237-6674

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 27, 2015 2:43 PM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility Waiver Feedback

From: Toni Terwilliger [mailto:tterwilliger@emanuel.k12.ga.us]
Sent: Friday, March 27, 2015 2:22 PM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver Feedback

Good Afternoon.

Emanuel County would like to report that the Flexible Learning Program has been very successful for our students and we are hopeful this will continue as a form of service to our students. Additionally, we have been pleased with the CCRPI accountability system. It provides a more comprehensive picture of our schools and their performance.

--

Toni Terwilliger
Federal Programs (Interim)
Emanuel County Schools
201 North Main Street
P.O. Box 130
Swainsboro, Georgia 30401
478-237-6674

Rebecca Chambers

From: Margo DeLaune
Sent: Friday, March 27, 2015 2:52 PM
To: Rebecca Chambers
Subject: FW: Support for the ESEA Waiver

From: Whitney Lawrence [mailto:wlawrence@emanuel.k12.ga.us]
Sent: Friday, March 27, 2015 2:50 PM
To: Margo DeLaune
Subject: Support for the ESEA Waiver

Margo,
I would like to extend my support for the ESEA Flexibility Waiver. As the finance director, I have worked directly with federal programs and school principals and I have seen the benefits of the Flexible Learning Program for our students in the Emanuel County schools.

The FLP has been much more beneficial than the supplemental services previously provided by outside vendors. Our teaching staff have been able to see vast improvements while supplying additional instructional time to our students during the school day. As a result, student confidence has been gained thus academic achievements have been made.

Unfortunately when services were provided by outside vendors through supplemental educational services, the results in student achievement and confidence were not as visible.

I fully support the continuation of the flexibility waiver based on the results we have personally witnessed in Emanuel County.

Thank you for your dedication and support for our students.

Whitney Lawrence

--
Whitney W. Lawrence
Emanuel County Schools
Director of Finance
PO Box 130
Swainsboro, GA 30401
478-237-6674
478-237-3404 fax
wlawrence@emanuel.k12.ga.us

Rebecca Chambers

From: Margo DeLaune
Sent: Monday, March 30, 2015 8:57 AM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility Waiver Renewal

From: Ezekiel, Kim [mailto:kim.ezekiel@docoschools.org]
Sent: Friday, March 27, 2015 3:31 PM
To: Margo DeLaune
Subject: ESEA Flexibility Waiver Renewal

Mrs. Delaune,

I am writing to rally my support of the GaDOE renewing the application for the ESEA Flexibility Waiver. DCSS Flexible Learning Program is operating a strong intervention to assist Priority and Focus Schools with improving academic achievement in specific subject areas identified by school needs.

Public School Choice & Supplemental Educational Services (SES) was not successful, and therefore, I would not like to see them return.

I have reviewed the waiver request and I fully support the Title Program Division in their efforts to sustain the principles outlined in the executive summary.

Thanks for what you do.

Dr. Kim Ezekiel

Rebecca Chambers

To: Margo DeLaune
Subject: RE: A Thank You Note

Thank you.

Becky Chambers
Program Manager for College Readiness
1766 Twin Towers East
Georgia Department of Education
205 Jesse Hill Jr. Drive, SE
1766 Twin Towers East
Atlanta, Georgia 30334
(404) 463-5098
rchambers@doe.k12.ga.us
www.gadoe.org

From: Margo DeLaune
Sent: Tuesday, March 31, 2015 9:57 AM
To: Rebecca Chambers
Subject: FW: A Thank You Note

The last part of this email is in support of the FLP versus SES

From: Julie Chance [mailto:jchance@jchs.com]
Sent: Tuesday, March 31, 2015 9:49 AM
To: Margo DeLaune; Jennifer Davenport
Cc: Tara Cooper; Rob Gray; Grace McElveen; Kathy.Pruett; Olufunke Osunkoya; Gary Wenzel; Carly Ambler; Ken Daniels; Julie Chance
Subject: A Thank You Note

Jennifer and Margo,

I'm sure it is rare to receive a thank you note from a local system after experiencing a Cross Functioning Monitoring visit. However, please accept this note as just that type of correspondence. There are several reasons why we feel compelled to write. They are as follows: to provide feedback on the newly implemented interview portion of the visit; to express our appreciation for your staff involved in the monitoring process; and to encourage the state's continued support of the FLP – Flexible Learning Program.

Establishing interviews as a component of the Cross-Functioning Monitoring visit is one of the best things GA DOE has ever implemented. There are so many important strategies, programs, and activities that are taking place in our school systems that have never been highlighted through the previous monitoring process. Giving district and school level administrators and teachers the opportunity to share effective Title I strategies in their schools is just as important as making sure federal compliance requirements are met. This component allowed the district and school level staff

to feel like the GA DOE staff heard and understood the full scope of what we are trying to accomplish for our students. For implementing the interviews as part of the monitoring process – we thank you!

Without question, our system enjoyed the benefit of being monitored by a team that was professional, compliance driven, and supportive. Kathy Pruett, as Team Leader, led the state team proficiently; reinforcing the district and school level staff while relaying a sense of worthiness for the workload we must tackle on a daily basis. Other team members, including Olufunke Osunkoya, Gary Wenzel, and Carly Ambler were also very professional, efficient, and yet extremely encouraging of our staff. The atmosphere throughout the day was one of accountability, support, and sustainment. Even though we know there are areas for us to address, we were not made to feel as if we had committed an atrocity that could not be remedied. This spirit of accountability AND support, goes a long way with Directors and staff who are bone weary from digging in the trenches day in and day out. Along with our monitoring team, we'd like to express our appreciation for the preparation assistance we received from Grace McElveen. As our area specialist, Grace is dedicated to helping our district reach our compliance mandates, but understands that our heart and soul lies in making things work for our students, teachers, and administrators. For all of the GA DOE staff that guided us through this day – we thank you!

Last, but not least, we would like to express our support for the Flexible Learning Program (FLP) and especially in lieu of its predecessor , Supplemental Educational Services (SES). Having lived through the previous, ineffective SES experience, we are very appreciative of the opportunity to use our Title I funds to pay Intervention Specialist and Remediation Teachers within our system who work every day with the most academically at-risk students within our system. As part of our Title I program, we have implemented the Title I Remediation Program in all three of our schools, not just in Jenkins County Middle School which is our Focus School. Using the FLP model of utilizing educational, academically based criteria, students in each grade have been ranked based on their greatest need for supplemental academic interventions. This allows our Intervention Specialist and Remediation Teachers to fill their rosters with students who need the most help in math and reading in grades K – 8th and in all core content areas in grades 9th- 12th. Along with the instructionally based part of our program, we have also implemented a professional learning community for the staff of our Title I Remediation Program. They have met monthly to learn deeper about data analysis, Depth of Knowledge at the 3 and 4 level, planning for and implementing formative assessments during daily classroom practices, and implementing and analyzing intermediate benchmarks for ongoing progress monitoring. Dr. Ken Daniels at CSRA RESA has been invaluable as one of the facilitators for this PLC. For the opportunity to serve our own students through the Flexible Learning Program that is much more effective than SES – we thank you!

In conclusion, we'd like to say that overall we have been provided with excellent assistance and guidance as part of this year's Cross Functioning Monitoring experience and ongoing Title I program components. We thank you for supporting our work to provide for the academic success of our most at risk students.

Sincerely,

Tara Cooper, Superintendent
Rob Gray, Principal - JCMS / JCHS
Julie Chance, Title I Director

Jenkins County School System
1152 E. Winthrope Avenue
Millen, Georgia 30442

Cc: Grace McElveen
Kathy Pruett
Olufunke Osunkoya
Gary Wenzel
Carly Ambler
Ken Daniels

Julie Chance
Jenkins County School System
Title I / System Improvement
1152 E. Winthrope Avenue
Millen, Georgia 30442
Phone: 478-982-4305 ext 227
Fax: 478-982-6002
Email: jchance@jchs.com

Rebecca Chambers

From: Cowen Harter
Sent: Tuesday, March 31, 2015 11:50 AM
To: Rebecca Chambers
Cc: Melissa Fincher
Subject: FW: Thank You

Becky,

Please see the additional public comment below.

Cowen Harter
Director, Accountability
Georgia Department of Education
1554 Twin Towers East
205 Jesse Hill Jr. Drive
Atlanta, GA 30334
phone: 404-463-1168
fax: 770-344-3452
charter@doe.k12.ga.us
http://www.gadoe.org
"Educating Georgia's Future"

From: Kueber, Kristy [mailto:Kristy.Kueber@mresa.org]
Sent: Tuesday, March 31, 2015 10:11 AM
To: Cowen Harter
Cc: Melissa Fincher
Subject: Thank You

Dear Ms. Harter,

I have intended to send an email for some time to thank you for the support we receive from the Accountability Division of the Georgia Department of Education. As a RESA school improvement specialist, I work with multiple school and district personnel. In order for them to be effective, they need to understand the statewide accountability system including the intricacies of the College and Career Ready Performance Index. To accomplish this, we often pick up the phone to have our questions answered by the Accountability Specialists. The specialists ensure that school and district leaders have the knowledge and skills needed to make informed decisions. The accountability specialists greet all questions with positive attitudes and take the time to ensure understanding. It is obvious that there is a commitment to providing strong customer service. Quality is the result of this effort.

Recently, the GaDOE posted the proposed ESEA Flexibility Waiver Renewal. We were able to work with school and district personnel and review the revised entrance and exit criteria regarding Focus and Priority schools. It was evident that the revisions in the document took into account feedback from schools and districts. Thank you, to all involved, for listening. We also appreciate that the GaDOE offered the opportunity for public input on the proposed Waiver Renewal. Based on conversations with school and district leaders, we submitted feedback and were extremely grateful that the feedback was read and considered. From the field it is apparent that the GaDOE strives to provide transparency and to promote two-way communication between the department and all stakeholders. The ESEA Flexibility Waiver Renewal is a great example of this. Again, thank you to all involved.

Sincerely,
Kristy Kueber

Kristy Kueber
School Improvement Specialist
Metro RESA
1870 Teasley Drive, SE
Smyrna, GA 30080
(404) 667-4734
kristy.kueber@mresa.org

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, April 01, 2015 10:14 AM
To: Rebecca Chambers
Subject: FW: Feedback for ESEA Waiver

Public Comment for your records.

From: Lisa Dunnigan [mailto:Lisa.Dunnigan@douglas.k12.ga.us]
Sent: Wednesday, April 01, 2015 10:10 AM
To: Margo DeLaune
Subject: Feedback for ESEA Waiver

Margo:
I agree with all of the suggestions that are in the waiver. I think that it is great that CCRPI Scores will be used to identify the schools. This will allow everyone to be on the same page. FLP has been awesome for my district. The struggling schools have been forced to focus on instruction and two of my schools came off of the list. We do not want to go back to having SES or AYP. It was very difficult when we had to set aside 20% of our money for SES Services. Also, many of the providers were not doing a good job with their tutoring programs. We saw very little improvement in our overall test scores. With FLP, the school system can make immediate changes if something is not working effectively.

Thank you and Jennifer for all of your hard work.

Lisa Dunnigan
Title I Director
770.651.2150

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, April 01, 2015 10:46 AM
To: Rebecca Chambers
Subject: FW: ESEA Flexibility Waiver

Public Comment

From: Warren, Sherry [mailto:sherry.warren@cowetaschools.net]
Sent: Wednesday, April 01, 2015 10:40 AM
To: Margo DeLaune; Jennifer Davenport
Subject: ESEA Flexibility Waiver

I am writing to support the most recent changes to the Flexibility Waiver. As a Title 1 Director who had to deal with SES and School Choice a few years ago.... I do not ever want to go back to that!!

I like the 5% set aside, which is much more reasonable than the 20% and it does not take so much money away from the Title 1 schools (which in essence put them in danger of not meeting the AYP the next year). 5% of a district allocation is enough allow for some effective professional learning and for tutoring the most at risk students.

Also having dealt with School Choice first hand, I found that most of our transfers were for convenience (so they could get off bus at grandma's), NOT to get the children out of a "failing school" and MOST of ours asked to go back to their home schools within the year for that very same reason.

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Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, April 01, 2015 1:41 PM
To: Rebecca Chambers
Subject: FW: Public Notice on ESEA Flexibility Waiver Renewal

Public Comment

From: Moore, Sandra [mailto:Sandra.Moore@henry.k12.ga.us]
Sent: Wednesday, April 01, 2015 1:38 PM
To: Margo DeLaune
Subject: RE: Public Notice on ESEA Flexibility Waiver Renewal

Good Morning Ms. DeLaune,

I would like to take this opportunity to provide comments on the GaDOE ESEA Flexibility Waiver Renewal request that will be submitted to the U.S. Department of Education. I humbly submit these comments on behalf of the at-risk and underprivileged children in Georgia who may never have the opportunity to succeed without the tremendous intervention provided by the Title I, Part A program. I have been around Title I for quite some time and know first-hand of the elements of both the No Child Left Behind (NCLB) Law and the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. As I reflect upon the tenants of both programs, it is evident that NCLB had a major focus on the entire school. It was the school that failed and received the failing grade. Principals quickly realized that focusing on the "bubble students" would yield positive results—making AYP. The ESEA law forces districts to take a look at the individual child through the growth model. Each child is measured by his or her potential, and individualized support can be generated based on need. It saddens me to think of the students who cannot read by the end of third grade because the focus was not on them. The research supports the notion that these students are less inclined to graduate from high school and they have far more potential to end up in jail rather than in college.

I have major concerns about NCLB. Issues with School Choice and transportation and the 20% set-aside for Supplemental Educational Services (SES) remain foremost in my mind. Our district is small, and to take away 20% off the top of the Title I allocation to support SES would be detrimental to my offering a viable program in all the Title I schools in the district. The 5% mandated Flexible Learning Program set-aside is still quite a bit, but it does not compare to the 20%.

The ESEA Flexibility Waiver has moved Georgia toward ensuring that all of our children receive a quality education. The Common Core will ensure that our children can compete in a global society. It means that all children across the country have the same standards, thus allowing all children to compete on an equal level. Moving back to NCLB would mean that Georgia is taking ten steps backwards. I would think that everyone in Georgia would like to see our children move forward, thus making sure that they are college and career ready. I urge those with the ability to make decisions to consider all that would happen if Georgia does not receive the waiver. I urge each of you to think about what is best for our children.

Sincerely,

Sandra Moore, Ed.D.
Henry County Schools
Federal Programs Coordinator
770.957.7189

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, April 01, 2015 1:56 PM
To: Rebecca Chambers
Subject: FW: FLP and the Waiver
Attachments: pic28464.jpg

Public Comment

-----Original Message-----
From: Lynn_Howard@Gwinnett.k12.ga.us [mailto:Lynn_Howard@Gwinnett.k12.ga.us]
Sent: Wednesday, April 01, 2015 1:54 PM
To: Margo DeLaune
Subject: FLP and the Waiver

Margo,

I wanted to take a moment to email you about how excited I am about the proposed changes in the State ESEA Waiver as they relate to Title I Focus and Priority Schools.

The Flexible Learning Programs (FLP) that we have developed and are implementing in Gwinnett are producing great results. I especially like how we are able to serve more at-risk children through this program. I am having our Coordinator of FLP gather the data to share with you the progress that we have seen as a result of the FLP in Gwinnett. We are constantly revisiting the program and making adjustments to ensure that we are meeting the needs of the most at-risk students in our schools that are identified as Focus or Priority. The new way of identify these schools as Focus or Priority makes a lot of sense and Principals can measure their school growth using the CCRPI. I love how the state is aligning all programs for the betterment of all students.

Thank you for looking out for the best interest of our students.

Lynn

(Embedded image moved to file: pic28464.jpg)

Lynn Howard, Director
Federal and Special Programs
Division of School Improvement & Operations

678.301.7060 (direct)
678.301.7058 (fax)

Rebecca Chambers

From: Margo DeLaune
Sent: Thursday, April 02, 2015 9:07 AM
To: Rebecca Chambers
Subject: FW: FLP in Gwinnett County
Attachments: pic15185.jpg

Public Comment of the FLP in the Waiver

-----Original Message-----
From: Jennifer Davenport
Sent: Thursday, April 02, 2015 9:06 AM
To: Margo DeLaune
Subject: FW: FLP in Gwinnett County

Jennifer

Jennifer L. Davenport, Ed.D.
Title I, Part A Program Manager
Georgia Department of Education
205 Jesse Hill Jr. Drive SE
1858 Twin Towers East
Atlanta, Georgia 30334
Phone: (404) 463-1955
Fax: (770) 344-4529
jedavenp@doe.k12.ga.us
http://www.gadoe.org

"Educating Georgia's Future"

-----Original Message-----
From: Tereka_Williams@Gwinnett.k12.ga.us [mailto:Tereka_Williams@Gwinnett.k12.ga.us]
Sent: Thursday, April 02, 2015 8:44 AM
To: mdelaune@doe.k12.ga.us
Cc: Jennifer Davenport; Evelyn Maddox; Lynn_Howard@Gwinnett.k12.ga.us
Subject: FLP in Gwinnett County

Good morning,

The Flexible Learning Program in Gwinnett County has consistently served over 1500 students in Math and/or ELA during the 2014-2015 school year. Of those 1500 students, over 1000 of those students passed their first semester Math and/or ELA course. With over 1000 FLP students passing their first semester core content area class, we are elated that this places more students on track for graduating.

We attribute this progress to the individualized, innovative instructional practices implemented by our FLP teachers. FLP allows us to maximize the school day and to utilize the instructional expertise of our highly qualified teachers to meet the needs of our most at-risk students.

Offering FLP as a district initiative also allows us to have an ongoing partnership with parents of students served in FLP. Parents are always welcome into the buildings to observe student learning. We had more than 80 parents attend the FLP Parent Informational Meetings held in the Fall and Spring.

FLP allows us to gain ongoing input from principals, assistant principals, students, teachers and parents regarding program effectiveness. The communication among all stakeholders ensures that we are providing the best academic environment, instruction and parental support possible to achieve academic success for all students.

Thank you for your continued support of Flexible Learning Programs.

Sincerely,

Tereka R. Williams

(Embedded image moved to file: pic15185.jpg) Tereka R. Williams, Ed. S.
Title I Program Coordinator
Federal and Special Programs
678.301.7341 (direct)
678.301.7058 (fax)

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Georgia Department of Education
205 Jesse Hill Jr. Drive SE
1858 Twin Towers East
Atlanta, Georgia 30334
Phone: (404) 463-1955
Fax: (770) 344-4529
jedavenp@doe.k12.ga.us
http://www.gadoe.org

"Educating Georgia's Future"

-----Original Message-----
From: Tereka_Williams@Gwinnett.k12.ga.us [mailto:Tereka_Williams@Gwinnett.k12.ga.us]
Sent: Thursday, April 02, 2015 8:44 AM
To: mdelaune@doe.k12.ga.us
Cc: Jennifer Davenport; Evelyn Maddox; Lynn_Howard@Gwinnett.k12.ga.us
Subject: FLP in Gwinnett County

Good morning,

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FLP allows us to gain ongoing input from principals, assistant principals, students, teachers and parents regarding program effectiveness. The communication among all stakeholders ensures that we are providing the best academic environment, instruction and parental support possible to achieve academic success for all students.

Thank you for your continued support of Flexible Learning Programs.

Sincerely,

Tereka R. Williams

Rebecca Chambers

From: Margo DeLaune
Sent: Thursday, April 02, 2015 12:39 PM
To: Rebecca Chambers
Subject: FW: Public Notice on ESEA Flexibility Waiver Renewal

Public Comment

From: LaTonja Turner [mailto:lturner@taylor.k12.ga.us]
Sent: Thursday, April 02, 2015 10:50 AM
To: Margo DeLaune
Subject: Re: Public Notice on ESEA Flexibility Waiver Renewal

Ms. DeLaune,
This email is to support and provide the kudos to the ESEA Flexibility Waiver. My support comes from a Title 1 aspect as have been pleased with the revisions and the implementation of the waiver as it has given our school district the opportunity to not require or use the Supplemental Educational Services (SES) and school choice. In the past when our district used SES, many parents complained heavily about the services or lack there of from the many vendors. In my professional networks, I also know that many districts prefer The Flexible Learning Model (FLP) to SES as it in in-house alternative that can be better personalized to student needs. Finally, I would like to give kudos to not having to deal with AYP. CCRPI allows many opportunities.
I may be only one, but I hope my input is well received in supporting the ESEA Flexibility.

Thanks

Mrs. LaTonja H. Turner
Taylor County School District
478-862-5224
478-862-5818 fax
lturner@taylor.k12.ga.us

Rebecca Chambers

From: Margo DeLaune
Sent: Monday, April 06, 2015 8:22 AM
To: Rebecca Chambers
Subject: FW: ESEA waiver

From: Andrea Preston [mailto:apreston@glynn.k12.ga.us]
Sent: Friday, April 03, 2015 2:00 PM
To: Margo DeLaune
Cc: Andrea Preston; Darlene Moye, DR
Subject: ESEA waiver

Dear Mrs. Delaune,

The Glynn County School System is in favor of the waiver as submitted by GDOE. We do NOT want to return to SES and Choice. The Flexible Learning Plan is working well for Glynn and we would like to see it continue. We feel that our teachers are more qualified to provide supplemental instruction to at risk students than outside agencies who are not familiar with our students.

Andrea H Preston,
Assistant Superintendent of Finance

Rebecca Chambers

From: Margo DeLaune
Sent: Monday, April 06, 2015 8:23 AM
To: Rebecca Chambers
Subject: FW: ESEA waiver

From: Howard Mann [mailto:hmann@glynn.k12.ga.us]
Sent: Friday, April 03, 2015 2:07 PM
To: Margo DeLaune
Cc: Darlene Moye, DR; Andrea Preston; Ricky Rentz; Sung Hui Lewis; Susan Lipthratt
Subject: ESEA waiver

Sent from my iPad

Dear Mrs. Delaune,

The Glynn County School System is in favor of the waiver as submitted by GDOE. We do NOT want to return to SES and Choice. The Flexible Learning Plan is working well for Glynn and we would like to see it continue. We feel that our teachers are more qualified to provide supplemental instruction to at risk students than outside agencies who are not familiar with our students.

Howard S. Mann

Superintendent

Glynn County Schools

Rebecca Chambers

From: Margo DeLaune
Sent: Monday, April 06, 2015 8:25 AM
To: Rebecca Chambers
Subject: FW: Input for ESEA waiver

From: Darlene Moye, DR [mailto:dmoye@glynn.k12.ga.us]
Sent: Friday, April 03, 2015 2:11 PM
To: Margo DeLaune
Subject: Input for ESEA waiver

Please accept this email as input in support of the revision of the ESEA waiver for FY 16. I have read the amendments and feel that they will enhance our effort to meet the needs of our students. We have two focus schools in Glynn County, one elementary and one middle, and know that the Flexible Learning Plan has greatly benefitted the students who attend those schools. I was Title I Director when we had Supplemental Services offered by businesses and did not feel they truly had the best interests of our students as their first priority.

Darlene M. Moye, Director of Federal Programs
Glynn County School System
Brunswick, GA 31522
912-267-4100, Ext. 1518
912-577-0879

Rebecca Chambers

From: Margo DeLaune
Sent: Monday, April 06, 2015 8:28 AM
To: Rebecca Chambers
Subject: FW: ESEA Waiver

-----Original Message-----
From: Kathy Simmons [mailto:ksimmons@long.k12.ga.us]
Sent: Friday, April 03, 2015 6:37 PM
To: Margo DeLaune
Subject: ESEA Waiver

Margo,

Long County supports the recommended changes as proposed. The current FLP program is working well and is meeting the needs of the students at Long County Middle School.

Thank you for your continued support.

KSimmons
Title I Director

The information contained in this message, including attachments, may contain privileged or confidential information that is intended to be delivered only to the person identified above. If you are not the intended recipient, or the person responsible for delivering this message to the intended recipient, the Long County School District requests that you immediately notify the sender and asks that you do not read the message or its attachments, and that you delete them without copying or sending them to anyone else.

Rebecca Chambers

From: Margo DeLaune
Sent: Monday, April 06, 2015 8:30 AM
To: Rebecca Chambers
Subject: FW: FLP Program

-----Original Message-----
From: Robert Waters [mailto:rwaters@long.k12.ga.us]
Sent: Friday, April 03, 2015 7:29 PM
To: Margo DeLaune
Subject: FLP Program

Margo,

Long County supports the recommended changes as proposed. The current FLP program is working well and is meeting the needs of the students at Long County Middle School.

Thank you for your continued support.

Robert Waters
Superintendent
Long County Schools

The information contained in this message, including attachments, may contain privileged or confidential information that is intended to be delivered only to the person identified above. If you are not the intended recipient, or the person responsible for delivering this message to the intended recipient, the Long County School District requests that you immediately notify the sender and asks that you do not read the message or its attachments, and that you delete them without copying or sending them to anyone else.

Rebecca Chambers

From: Margo DeLaune
Sent: Wednesday, April 08, 2015 10:06 AM
To: Rebecca Chambers
Subject: FW: Important Request to GCEL, Inc. Members

Public Comment

From: Morcease Beasley (Curriculum & Instruction) [mailto:morcease_j_beasley@dekalbschoolsga.org]
Sent: Wednesday, April 08, 2015 8:37 AM
To: Margo DeLaune
Subject: RE: Important Request to GCEL, Inc. Members

Hi Margo,

I may have shared comments about the Waiver previously. Please know DeKalb supports the ESEA Flexible Waiver Renewal including the use of CCRPI vs. AYP calculations, the use of FLP vs. SES providers, and the removal of the school choice requirement which was always problematic for DeKalb to implement and it created more problems and concerns than it resolved. The CCRPI is a more consistent and balanced assessment that takes into account specific variables that impact college and career readiness outcomes. The old AYP calculation left much to be desired and did not afford schools the opportunity to be recognized for the growth of their students. However, it should be noted that a higher weight for progress/growth should considered for schools with a higher percent of students qualifying for free and reduced lunch (e.g. If FRL is 50% of higher, the weight for progress could be 40% verse 25%). The use of FLP is more effective as coordinated at the district level. However, the requirement to set aside 5% of the Title I Allocation should be revisited. Arbitrarily determined set asides are not consistent with the expectation to be fiscal responsible, especially when the required set aside is more than that which may be required to provide the service. Thank you for including and sharing our comments as deemed appropriate and necessary.

Thanks,

Morcease

Morcease J. Beasley, Ed.D.
Executive Director for Curriculum, Instruction, and Professional Learning and the Office of Federal Programs
Division of Curriculum and Instruction
DeKalb County School District
O) 678-676-0329
F) 678-676-0759
Email) Morcease_J_Beasley@dekalbschoolsga.org

Setting the Standard for Excellence in Teaching and Learning

From: Ken Banter[redacted]
Sent: Tuesday, April 07, 2015 9:33 PM
Subject: Important Request to GCEL, Inc. Members

Dear GCEL, Inc. Member:

I want to thank you for participating in the 2015 GCEL, Inc. conference and hope you are able to implement what you learned into your district/school initiatives. The feedback you gave us on our conference will be used as we plan for the 2016 conference. Please save the dates of **February 22-24, 2016.**

The GCEL, Inc. Executive Board would like to encourage you and others within your district to make public comments on Georgia ESEA Flexible Waiver Renewal (Waiver). It is the mission of GCEL, Inc. "to create opportunities for educational leaders to discuss, propose, and act upon issues that help children succeed in the educational community." As was mentioned at the 2015 GCEL, Inc. conference these public comments are necessary and important to the submission of the Waiver to the US Department of Education. Comments should be submitted to Margo DeLaune, at mdelaune@doe.k12.ga.us as soon as possible. The public comment window is still open for a few more days, although other documentation may state it closed on March 25th. Thank you to those who have made comments, but we encourage everyone to share your thoughts. The following link will provide you with additional information and documents regarding the Waiver:

http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Request-for-Public-Comment.aspx

As you make your comments, consider how the Waiver has effected Georgia. Below is a summary of some of the flexibility the Waiver offers:

1. 1 The Waiver allows Georgia to replace the former Adequate Yearly Progress (AYP) calculations with Priority, Focus, and Reward schools (p. 10 of the Waiver). The new Waiver request will also remove the Alert School status.

2. 2 The Waiver allows Georgia to continue the College and Career Readiness Performance Index (CCRPI) instead of the former AYP calculations (p. 11 of the Waiver).

3. 3 The Waiver replaces the tutorial services currently conducted by Supplemental Educational Service (SES) providers with a state-designed Flexible Learning Program (FLP) for Priority School students and Focus School students (p. 13 of the Waiver).

4. 4 The Waiver removes the School Choice requirement under the current NCLB consequence structure (p. 13 of the Waiver).

Please keep in mind that if the Waiver is not approved, then Georgia must revert back to what was in place prior to the Waiver (such as using AYP calculations, implementing SES, and Public School Choice). Therefore, consider making your public comments on the Georgia ESEA Flexible Waiver Renewal. Again, make your comments to Margo DeLaune at mdelaune@doe.k12.ga.us as soon as possible.

Don't miss this important opportunity to express your thoughts on the Waiver.

Sincerely,

Ken Banter, EdD
President, GCEL, Inc. 2015 - 2016
[redacted]

Search this site...

Richard Woods, Georgia's School Superintendent

School Improvement Federal Programs Request for Public Comment

Request for Public Comment

- Public Notice on ESEA Flexibility Waiver Renewal
- ESEA Flexibility Overview Summary Table
- Georgia's ESEA Flexibility Waiver Executive Summary
- Georgia's ESEA Flexibility Waiver

Search this site...

Richard Woods, *Georgia's School Superintendent*

Offices & Divisions Programs & Initiatives Data & Reporting Learning & Curriculum State Board & Policy

Finance & Operations Contact

School Improvement Federal Programs

Federal Programs

Mission

To provide technical assistance, resources, and program monitoring of local education agencies to ensure that all children have an opportunity to obtain a high quality education and to achieve proficiency on high academic standards. Read More

Title I Part A, Margo DeLaune, Director

- Overview
- Title I, Part A - Disadvantaged Children

Contact Information

Barbara Lunsford, Ed.D
Associate Superintendent
Federal Programs
Phone: 404-657-4209
Fax: 404-463-9774
Email: blunsford@doe.k12.ga.us
Email:
TitleI@doe.k12.ga.us

Federal Programs' Links

- Request for Public Comment Regarding

- Title I, Part A Academic Achievement Awards
- Title I, Part A Schoolwide Programs
- Title I, Part A Targeted Assistance Programs
- Title I, Part A - Public School Choice
- Intra District Transfers
- Title I, Part A - Flexible Learning Program (FLP)
- Title Programs Monitoring

Applications

- LEA Consolidated Application

Outreach Programs, Craig Geers, Director

- Grant Programs
  - Overview
  - Title I, Part B - Even Start Family Literacy Program
  - Title I, Part D - Programs for Neglected or Delinquent Children
  - Title VI, Part B - Rural Education Achievement Program (REAP)
  - Title X, Part C - McKinney - Vento Homeless Assistance Act
- Title I, Part C - Migrant Education Program
- Parent Engagement Program
- 21st Century Community Learning Centers

Georgia's ESEA Flexibility Waiver

- Title I Annual Reports
- LEA Handbook and Tools
- Title I Webinars, Workshops and Conferences
- Resources
- School Report of AYP
- System Report of AYP
- Allocations
- Committee of Practitioners
- NCLB Resources
- ESEA Flexibility Waiver
- Complaint/Comments

Search this site...

***Richard Woods**, Georgia's School Superintendent*

Curriculum, Instruction and Assessment Accountability

CCRPI-Accountability

The Accountability Team serves to improve communication between all Georgia public schools and other stakeholders regarding federal and state education accountability initiatives. The Accountability Team also publishes the Reward, Priority, Focus, and Alert Schools lists required by the Elementary and Secondary Education Act (ESEA) Flexibility Waiver of February 6, 2012. Additionally, the Accountability Team publishes the College and Career Ready Performance Index (CCRPI) reports for all public school districts and schools.

Contact Information

Cowen Harter

Director, Accountability

Phone: 404-463-1168

Email: charter@doe.k12.ga.us

Matt Cardoza

Director of Communications

(Media Contact)

Each school system has a dedicated Accountability Specialist to serve as a liaison between the Local Education Agency (LEA) and the State Education Agency (SEA) to provide support for all areas of accountability including, but not limited to, interpretation of the reports.

View CCRPI Reports Here

What is the College and Career Ready Performance Index (CCRPI)?

CCRPI is a comprehensive school improvement, accountability, and communication platform for all educational stakeholders that will promote college and career readiness for all Georgia public school students.

CCRPI Overview

- CCRPI Summary

Phone 404-651-7358

Email: mcardoza@doe.k12.ga.us

Melissa Fincher, Ph.D.

Deputy Superintendent

Phone: 404-656-2668

Email:mfincher@doe.k12.ga.us

Accountability Resources

- Accountability Specialist List- Updated 12.16.13
- 2014 CCRPI Indicators - 04.01.14
- CCRPI Scoring
- CCRPI Indicator Calculation Guidance- Updated 12.04.14
- CCRPI Data Calculation Guide for ES, MS, and HS - Updated 03.13.15
- CCRPI Calculator - Elementary Schools- Updated 12.04.14
- CCRPI Report and Calculator User Guide for ES - Updated 12.05.14
- CCRPI Calculator - Middle Schools- Updated 12.04.14
- CCRPI Report and Calculator User Guide for MS - Updated 12.05.14
- CCRPI Calculator - High Schools- Updated 12.04.14
- CCRPI Report and Calculator User Guide for HS - Updated 12.05.14
- Cohort Graduation Rate - Non-Regulatory Guidance
- Cohort Graduation Rate Calculators - Updated 01.29.15

- Performance Targets for CRCT - Updated 02.26.13
- Performance Targets for EOCT - Updated 12.05.14
- Performance Targets for 4-Year Cohort Graduation Rate - Updated 2.26.13
- 2015 CCRPI Indicators - 08.21.14
- 2015 CCRPI Summary of Changes - 08.21.14
- 2015 CCRPI Data Element Quick Reference Guide - Updated 02.18.15

CCRPI Indicator Guidance

CCRPI High School Indicator #9 Guidance

- Guidance
- Pathway Courses- Updated 12.04.14
- CTAE Pathway Courses
- Students with Disabilities and the Career Related Assessments/Inventories

Presentations

- Georgia Education Leadership Institute
- FY2015 Data Collections Conference
- 2014 Title I Conference
- 2014 Title III Conference

- FY2014 Data Collections Conference
- CCRPI for Public and Press

2014 CCRPI Webinars

- 2014 CCRPI - Content Completer
- Content Completer - Additional Clarification

2013 CCRPI Webinars

- 2013 CCRPI - Indicators and Overall Score (time = 11:01)
- 2013 CCRPI - Achievement (time = 23:41)
- 2013 CCRPI - Course Numbers (time = 12:11)
- 2013 CCRPI - Participation Rate (time = 12:42)
- 2013 CCRPI - Meets & Exceeds Rate (time = 7:48)
- 2013 CCRPI - Graduation Rate (time = 8:11)
- 2013 CCRPI - Progress (time = 9:20)
- 2013 CCRPI - Achievement Gap (time = 7:13)
- 2013 CCRPI - Performance Flags (time = 7:42)
- 2013 CCRPI - Challenge Points (time = 11:45)

No Child Left Behind / ESEA Flexibility

- ESEA Flexibility Waiver Renewal - Posting for Public Comment
- ESEA Flexibility Waiver Renewal - Summary of Priority, Focus, and Reward Schools
- ESEA Flexibility Renewal Announcement
- ESEA Flexibility Extension (Updated 07.31.14)
- ESEA Flexibility Extension Amendments
- US ED ESEA Flexibility Extension Approval Letter
- ESEA Flexibility Part B Monitoring Report from US ED
- ESEA Flexibility Waiver
- Definitions for Priority, Focus, Alert, and Reward Schools
- Priority Schools
- Priority Schools Calculator
- Focus Schools
- Focus Schools Calculator- Updated 10.12.12
- 2014 Alert Schools
- 2014 Alert Schools Calculator
- 2014 Reward Schools - Highest Performing
- 2014 Reward Schools - Highest Progress

- 2014 Reward Schools Calculators

Additional Resources

- Effective Practices for CCRPI
- Georgia Student Growth Model
- 2011 AYP Reports
- 160-7-1-.01 Single Statewide Accountability System
- K-12 Public Schools Report Card

Georgia Student Assessment Program
Transition Plan for High Quality College and Career Ready Assessments

Development & Implementation Activities

Given Georgia's withdrawal from Governing State status within the Partnership for Assessment of Readiness for College and Careers (PARCC), the state is proceeding with developing a new high-quality, cohesive (articulated) assessment system that is rigorous and ensures Georgia students are competitive with their peers. A paramount objective of this new system will be to signal students' readiness for college and career at every level of their educational matriculation.

While Georgia was a member of PARCC, the state worked intentionally to ensure it had a viable alternate solution should the need arise. In this regard, it is important to note that Georgia is not starting from square one.

The purpose of the Georgia Student Assessment Program is to measure the level of student achievement of the state-mandated content standards (i.e., the College and Career Georgia Performance Standards), to identify students failing to achieve mastery of content, to provide teachers with actionable information for improving student learning, and to assist school systems in identifying strengths and shortcomings of educational programs. This is a tall order.

To ensure Georgia is successful, our assessment program must:

- consist of both formative and summative tools;
- be rigorous to ensure Georgia students are well positioned to compete with other students across the United States and internationally;
- be intentionally designed across grade levels to send a clear signal about student progress/growth and preparedness for the next level, be it the next grade level or college or career; and
- support evaluations of educator effectiveness.

To accomplish this, Georgia must:

- continue the strong partnership between the K-12 and post-secondary educational systems (Georgia Department of Education (GaDOE); University System of Georgia (USG); Technical College System of Georgia (TCSG));
- transition from assessments that are solely multiple-choice to assessments that include test questions that require students to demonstrate their understanding by *showing* what they know;
- ensure the assessment system is accessible to all students;
- create an assessment system that accurately depicts the levels of achievement and progress over time for students at all levels; and
- continue to – and accelerate – the transition to online administration of the tests rather than traditional paper/pencil format, allowing for innovative technology-enhanced items.

Georgia's Next Steps and Timeline

The following table summarizes the steps Georgia will take toward development and implementation of a new high-quality college and career-ready assessment system.

- Establish partnerships (e.g., item sharing) with other states
  - Responsible Party: Assessment
  - Completion Date: December 2013
  - Evidence: MOUs

Completed

- Finalize conceptualized assessment system design and purpose given withdrawal from PARCC
  - Responsible Party: Assessment
  - Key Partners: Curriculum & Instruction/TCSG & USG/Assessment Advisory Cadre/Georgia Technical Advisory Committee (TAC)
  - Completion Date: November 15 , 2013
  - Evidence: Design Paper

Completed

- Finalize test blueprints in grades 3-8 (ELA/Literacy and Math) and ELA/Literacy high school
  - Responsible Party: Assessment
  - Key Partners: Curriculum & Instruction/TCSG & USG/Georgia TAC
  - Completion Date: November 15, 2013
  - Evidence: Blueprints

Completed

- Write Request for Proposal (RFP)
  - Responsible Party: Assessment
  - Key Partners: GaDOE Procurement/ Department of Administrative Services (DOAS)
  - Completion Date: November 22, 2013
  - Evidence: RFP

Completed

- Establish Administration Policies and Procedures
  - Responsible Party: Assessment
  - Key Partners: Assessment Advisory Cadre /TCSG & USG/Georgia TAC
  - Completion Date: January 31, 2014
  - Evidence: Administration procedures including security protocols, allowable accommodation policies, etc.

Completed

- Develop Validity Evidence Framework
  - Responsible Party: Assessment
  - Key Partners: Assessment Advisory Cadre /TCSG & USG/Georgia TAC/Center for Assessment
  - Completion Date: January 31 , 2014
  - Evidence: Document outlining validity studies to be undertaken

In Progress

- Field Test CCGPS Items embedded on current assessments (CRCT & EOCT – 3rd round of field testing)
  - Responsible Party: Assessment
  - Completion Date: April – June, 2014
  - Evidence: Field test data

- Fiscal Resources: FY14 Contract Work

Completed

- Award Contract(s)
  - Responsible Party: Assessment
  - Key Partners: Superintendent/State Board of Education/DOAS
  - Completion Date: May 2014
  - Evidence: Board Item, Notice of Intent to Award

Completed

- On-Board New Contractor
  - Responsible Party: Assessment
  - Key Partners: Curriculum & Instruction/TCSG & USG
  - Completion Date: May-June 2014
  - Evidence: Transfer of items, data, and related ancillaries

Completed

- Contract Commencement
  - Responsible Party: Assessment
  - Completion Date: July 1, 2014
  - Evidence: Contract and 2014-2015 Statement of Work
  - Fiscal Resources: State & Federal (Title VI A) Funds

Completed

- Field Test Data Review (items field tested in Spring 2014)
  - Responsible Party: Assessment
  - Key Partners: Curriculum & Instruction/TCSG & USG/Georgia Educators
  - Completion Date: Summer/Fall 2014
  - Evidence: Agenda, training materials, related documentation

Completed

- New Item Development
  - Responsible Party: Assessment & Contractor
  - Key Partners: Curriculum & Instruction/TCSG & USG/Georgia Educators
  - Completion Date: Summer/Fall 2014
  - Evidence: Items accepted for field testing

Completed

- If needed: Fall Off-Grade Field Test*
  - Responsible Party: Assessment
  - Completion Date: Fall 2014
  - Evidence: Field test plan and sample

determined not to be needed

- If needed: Range-Finding/Rubric Validation/Scoring of Field Test Items
  - Responsible Party: Assessment & Contractor
  - Key Partners: Curriculum & Instruction/TCSG & USG/Georgia Educators
  - Completion Date: Summer/Fall 2014
  - Evidence: Rubrics, student exemplars, and annotations

determined not to be needed

- Implementation of Operational Assessment
  - Responsible Party: Assessment
  - Key Partners: Georgia Educators/TCSG & USG/GA TAC
  - Completion Date: Spring 2015

- Evidence: Administration

In Progress – Winter EOC Completed

- Range-Finding/Hand-Scoring of Open-Ended Items
  - Responsible Party: Assessment & Contractor
  - Key Partners: Curriculum & Instruction/TCSG & USG/Georgia Educators
  - Completion Date: Spring/Summer 2015
  - Evidence: Scoring documentation (inter-rater reliabilities, item performance statistics)

In Progress

- Post-Assessment Calibration of Items
  - Responsible Party: Assessment & Contractor
  - Key Partners: Georgia TAC
  - Completion Date: Spring/Summer 2015
  - Evidence: Item and form technical documentation
- Standard Setting
  - Responsible Party: Assessment
  - Key Partners: Curriculum & Instruction/TCSG & USG/Georgia Educators
  - Completion Date: Summer 2015
  - Evidence: Agenda, technical report
- State Board Adoption of Achievement Standards (i.e., cut scores)
  - Responsible Party: Assessment
  - Key Partners: Superintendent/State Board of Education
  - Completion Date: August or September 2015
  - Evidence: Agenda, technical report
- Score Reporting
  - Responsible Party: Assessment
  - Completion Date: August or September 2015
  - Evidence: Student, School, District, State Score Reports
- Technical Documentation
  - Responsible Party: Assessment & Contractor
  - Key Partners: GA TAC
  - Completion Date: December 2015
  - Evidence: Technical Report
- Federal Peer Review**
  - Responsible Party: Assessment
  - Key Partners: Contractor/GA TAC/TCSG & USG
  - Completion Date: December 2015
  - Evidence: Appropriate technical documentation
- Validity Studies***
  - Responsible Party: Assessment
  - Key Partners: GA TAC/TCSG & USG/Center for Assessment
  - Completion Date: Ongoing
  - Evidence: Technical Reports

*Georgia has been developing and field testing CCGPS-aligned items since Spring 2012 resulting in a bank of items available for the new assessment system. For the first operational administration in Spring 2015, additional proven items (i.e., field tested; technically sound), including open-ended items, may be leased, borrowed from other state assessment programs, or developed and field tested in fall

2014 (using an off-grade approach to ensure students have had the opportunity to learn the knowledge, concept, or skill assessed). Ongoing development through embedded field testing should ensure future program sustainability.

**Should US ED desire, Georgia is willing to submit peer review evidence as available on a rolling basis.

***To include, but not be limited to, an independent alignment study; evaluation of college-readiness benchmark; evaluation of readiness signals at elementary and middle grades.

Overview of Current Georgia Student Assessment Program and Future Plans

Georgia adopted the Common Core State Standards, known as the College and Career Georgia Performance Standards (CCGPS), in July 2010. Georgia immediately began a precision review of Georgia's former content standards, the Georgia Performance Standards, and the CCGPS to determine the status of alignment (introduction of new content, concepts, and skills; removal of content, concepts, and skills) and shifts in content across grade levels. The Curriculum and Instruction Division worked with its advisory committees, comprised of Georgia educators, to conduct the precision review and establish an implementation timeline for the CCGPS. Part of that work included the identification of transitional standards – those concepts and skills that shifted grade levels.

At the same time, the Assessment Division worked to identify the steps that would be necessary to measure student achievement relative to the new content standards. This parallel line of work included a process of consultation within and across agency divisions, with Georgia educators, and with Georgia's Technical Advisory Committee (TAC) to determine how best to transition the assessment system. Based on the implementation timeline, a two-year period of transition (2012-2013 and 2013-2014) was identified. During this period, students would receive instruction on the new content standards prior to the implementation of a new high-quality comprehensive assessment system in 2014-2015.

Grade 3 – 8

Criterion-Referenced Competency Tests (CRCT)

Georgia administered a transitional version of its long-standing CRCT in 2012-2013 and will do so again in 2013-2014. The CRCTs are administered in reading, English language arts, mathematics, science, and social studies. The content tests in reading, English language arts, and mathematics assessed the CCGPS given that classroom implementation of the standards occurred in 2012-2013. Thus, Georgia assessed its students in grades 3 – 8 on the same standards on which they received instruction. Given the program was not redeveloped, the CRCTs maintained the previous structure (domains), cut scores, and scale.

While the cut scores for the CRCT achievement standards were not changed and remain 800 and 850, respectively, for accountability purposes, in February the Department convened committees of Georgia educators to review the achievement expectations given the curricular transition. The committees were charged with recommending a coherent system of readiness indicators *to inform instructional planning and decision making.* The committees considered the content standards, the test items included on the Spring 2013 CRCT in each content area, as well as the performance of Georgia students on other measures such as the National Assessment of Educational Progress (NAEP).

The resulting CRCT Readiness Indicators have been designed to:

- ✓ send a signal about where students are relative to the higher expectations in the CCGPS; and
- ✓ provide feedback about students' preparedness for the increase in rigor and expectation for student achievement that is on the horizon.

These readiness indicators were developed and designed to help communicate to and prepare our state's educators as well as our students for the increase in rigor (in both the content and achievement expectations) that is on the horizon as we work to establish a coherent college and career ready assessment system.

High School

End of Course Tests (EOCT)

In high school, Georgia approached the two English Language Arts EOCTs just as it did the CRCT in that content area – through a transitional process. The Ninth Grade Literature and American Literature EOCTs were constructed of test items that were aligned to the CCGPS. These two EOCTs maintained their previous structure (domains), cut scores, and scale.

In the area of high school mathematics, Georgia approached the implementation of the standards differently. Students enrolling in grade nine for the first time in 2012-2013 were enrolled in a brand new course, Coordinate Algebra. This new course resulted in the development, administration, and reporting of a new EOCT also named Coordinate Algebra. A standard setting was conducted following the Winter 2012 administration and reports issued. Per State Board of Education Rule, the EOCTs serve as 20% of the course grade for students. This cohort of students will progress to a second new course during their 10th grade year (2013-2014), Analytic Geometry. Again, this will result in the development, administration, and reporting of a new EOCT by the same name. Standard setting will occur in December 2013, with the direct participation of Georgia educators, with scores reported for the first time following the State Board's adoption of the recommendation of the standard setting committee.

Alternate Assessments:

Criterion-Referenced Competency Tests – Modified (CRCT-M) – Grades 3 - 8

Georgia Alternate Assessment (GAA) – Grades K, 3 – 8, and High School

Georgia also approached its Alternate Assessment based on Modified Achievement Standards (AA-MAS), the CRCT-Modified (CRCT-M), in the same fashion – through a transition plan. Georgia has informed districts that the 2013-2014 school year will be the last year for this assessment. The GaDOE has worked and will continue to work with districts to successfully transition students who participate in this assessment program back to the general assessment program.

For the purposes of its Alternate Assessment based on Alternate Achievement Standards (AA-AAS), the Georgia Alternate Assessment (GAA), Georgia, once again, used a transitional approach for this portfolio-based assessment. The GAA blueprints were updated to reflect the CCGPS, ensuring Georgia's eligible students for the AA-AAS received instruction and were assessed in the state's adopted standards just as was the case with the general education peers in grades 3 – 8.

Throughout the planning and implementation stages of this work, Georgia consulted with its Technical Advisory Committee (TAC) on a regular basis.

English Language Proficiency Assessments

Access for ELLs – Grades 3 - 12

The Georgia Department of Education is a member of the WIDA (World-Class Instructional Design and Assessment) consortium. WIDA is a not-for-profit educational consortium of state departments of education that designs and implements English language proficiency standards for K – 12 students who are English language learners. As a member of WIDA, Georgia administers the Assessing Comprehension and Communication in English State to State (ACCESS) for ELLs as its English language proficiency assessment. ACCESS is designed to measure annual gains in students' English proficiency. In response to the college and career-ready standards, WIDA has amplified their English proficiency standards, which have been adopted by Georgia.

Summary of Georgia's Progress toward New Assessments to Date:

- Common Core State Standards adopted by SBOE July 2010
- Precision Review of standards conducted - identification of 'transition standards' where content, concepts, or skills moved grade levels
- Timeline determined for implementation/roll-out of standards
- Instructional Frameworks & related supports developed and posted for educators
- Professional Learning conducted
    - Building awareness (2010-2011)
    - Comprehensive review of standards (2011-2012)
    - Continuing professional learning through multiple avenues (Georgia Public Broadcasting, webinars, face to face, etc.) 2012-2013 and 2013-2014
- Assessment transition within current programs
    - Contracts extended during the transitional period to maintain program stability while leveraging ongoing development work to build CCGPS-aligned items
    - Revision of assessment blueprints and ancillary resources (Content Descriptions, Study Guides, Content Weights) to reflect CCGPS
    - Georgia Technical Advisory Committee (TAC) engaged throughout process
    - Field testing of CCGPS-aligned items Spring 2012 and Spring 2013
    - Transitional assessments, aligned to CCGPS, administered in 2012-2013 and 2013-2014.
    - Growth model selected, with an eye toward transition of assessment programs, allowing student growth to be reported without interruption
    - New CCGPS-aligned assessment (i.e., not transitional) built for Coordinate Algebra (grade 9) as part of End of Course Tests (EOCT) program, administered in 2012-2013. Achievement standards set to reflect college and career readiness expectations. (Georgia's first assessment designed specifically to send a clear signal of college and career readiness.)
    - In grades 3-8, CRCT Readiness Indicators developed to provide a clearer signal about students' preparedness for the increase in rigor expected on the upcoming assessments and inform instructional practice
        - Readiness Indicators utilized Georgia's performance on NAEP and other measures to inform placement of the threshold scores
    - Current programs have online testing options
    - Race to The Top funds used to develop new formative items that include open-ended/constructed response items

Development of a New Georgia Comprehensive Assessment Program

As outlined and described above, Georgia is actively engaged in the process of developing a new high-quality assessment program that will be fully aligned to the College and Career-Ready Georgia Performance Standards (CCGPS) in English Language Arts and Mathematics. Georgia will also continue, as required by state law, the assessment of all students in grades 3 – 8 and high school in the content areas of science and social studies. Georgia must build a new, cohesive assessment system that significantly increases the expectation for student learning, includes a variety of item types allowing students to demonstrate their knowledge and skill, and will continue – and accelerate – the state's move toward the online administration student assessments.

Since the 2011-2012 school year, Georgia has been developing test items aligned to the CCGPS. Thus, while not sufficient to fulfill all of Georgia's needs in the area, there is a sizable initial pool of items from which to select. To augment this item pool, particularly in the area of open-ended/constructed

response items, Georgia is actively pursuing cross-state partnerships to share test items. Several states have expressed a willingness to establish such agreements.

To augment summative assessment and ensure a comprehensive assessment system, Georgia has used Race to the Top funding, to create formative assessment resources aligned to the CCGPS. The formative tools have been designed to support classroom implementation of the standards and inform teaching and learning in real time. This work has taken a three-prong approach toward developing a formative assessment toolkit.

- The first prong of this toolkit is a bank of formative assessment items available, on demand, to all Georgia educators as a classroom resource within our Online Assessment System (OAS). This bank consists of items, mainly constructed response, aligned to the CCGPS in English language arts and mathematics in grades 3-8 and high school. These items were developed to be of high quality and were piloted with Georgia students. Ancillary supporting material includes scoring rubrics and annotated exemplar student responses.
- The second prong of this toolkit is a set of benchmarks in English language arts and mathematics in grades 1 through high school and selected grades/courses for science and social studies. These benchmarks are intended for use by districts to help monitor student progress during the year towards mastery of the grade-level standards. The benchmarks are comprised of short answers, constructed-response items, and performance tasks as well as selected-response items. Also housed within the OAS, ancillary supports also include scoring rubrics and annotated exemplar student responses.
- The third prong of this toolkit is a professional development course to enhance educators understanding of formative instructional practices to promote improved instructional practice and student learning. Formative instructional practices include the formal and informal assessment processes that teachers and students use to gather evidence of learning. A key expectation of FIP is that teachers develop and refine skills to guide students toward ownership for their own learning. The Georgia Formative Instructional Practices (FIP) program provides a blended learning experience focusing on four core components:
    - Creating and using clear learning targets;
    - Collecting and documenting accurate evidence of student achievement;
    - Analyzing evidence and providing effective feedback; and
    - Engaging students to take ownership of their learning through peer feedback, self-assessment, and more.

A major goal of the toolkit is to provide educators with high-quality resources that support the implementation of the content standards in the classroom. These items and tools have been built with the intent of communicating to educators and students the increase in expectations for student learning that Georgia must make to remain competitive. Emphasis has been placed on development of open-ended items given Georgia students have limited experience with these types of items. Additionally, open-ended items allow greater access to students to demonstrate their knowledge and provide significantly more salient information about the level of individual student understanding of concepts and skills so that instruction can be adjusted to meet individual students more succinctly where they are.

Importantly, these tools have been designed to work in concert with the summative program to directly support of Georgia's educator effectiveness measures. Teachers and administrators who are implementing formative instructional practices are naturally addressing numerous performance standards and indicators included on the observational tools used within the effectiveness measures.

2015 Priority Schools

YEAR	SCHOOL NCES CODE	SYSTEM ID	SYSTEM NAME	SCHOOL ID	SCHOOL NAME	2015 Priority School Status
2020	00149	761	Atlanta Public Scho	1052	Bethune Elementary School	Achievement
2015	00147	761	Atlanta Public Scho	2057	Connally Elementary School	Achievement
2015	03980	761	Atlanta Public Scho	0121 (1410)	Coretta Scott King Young Women's Ac	Achievement
2015	00089	761	Atlanta Public Scho	4058	Douglass High School	Achievement
2015	00054	761	Atlanta Public Scho	5558	Dunbar Elementary School	Achievement
2015	01939	761	Atlanta Public Scho	0186	Maynard H. Jackson, Jr. High School	Achievement
2015	01865	761	Atlanta Public Scho	0182	Mays High School	Achievement
2015	03543	761	Atlanta Public Scho	0406	School of Health Sciences and Researc	Achievement
2015	03542	761	Atlanta Public Scho	0306	School of Technology at Carver	Achievement
2015	03567	761	Atlanta Public Scho	0108	South Atlanta School of Health and M	DNE - Achievement
2015	03985	761	Atlanta Public Scho	0118 (1411)	The Best Academy at Benjamin S. Cars	Achievement
2015	03544	761	Atlanta Public Scho	0506	The School of the Arts at Carver	Achievement
2015	03555	761	Atlanta Public Scho	0608	Therrell School of Engineering, Math,	DNE - Achievement
2015	03572	761	Atlanta Public Scho	0708	Therrell School of Health and Science	Achievement
2015	03552	761	Atlanta Public Scho	0508	Therrell School of Law, Government a	Achievement
2015	00069	761	Atlanta Public Scho	5067	Thomasville Heights Elementary Scho	Achievement
2015	03744	611	Bibb County	0109	Bruce Elementary School	Achievement
2015		611	Bibb County	5054 (1307)	Burghard Elementary School (Southfie	Achievement
2015	00241	611	Bibb County	2060	Hartley Elementary School	Achievement
2019	00226	611	Bibb County	3067	Ingram/Pye Elementary School	Achievement
2015		611	Bibb County	1058 (1306)	King - Danforth Elementary School (Dr	Achievement
2015	01943	611	Bibb County	0286	Northeast High School	Achievement
2015	00246	611	Bibb County	0805	Riley Elementary School	Achievement
2015	01944	611	Bibb County	0386	Southwest High School	Achievement
2015	01918	611	Bibb County	0198	Westside High School	Achievement
2015	00203	611	Bibb County	0383	Williams Elementary School	Achievement
2015	03941	625	Chatham County	0210	The School of Liberal Studies at Savan	Achievement
2015	03855	631	Clayton County	0115	Charles R. Drew High School	Achievement
2015	00474	631	Clayton County	1054	Forest Park High School	Graduation Rate
2015	00467	631	Clayton County	2052	North Clayton High School	Achievement
2015	00521	633	Cobb County	2066	Osborne High School	Graduation Rate
2015	03836	772	Dalton City	0110	Morris Innovative High School	Achievement
2015	00708	644	DeKalb County	4053	Clarkston High School	Achievement
2015	00666	644	DeKalb County	2054	Columbia High School	Achievement
2015	00707	644	DeKalb County	4054	Cross Keys High School	Graduation Rate
2015	04035	644	DeKalb County	0112	Destiny Achievers Academy of Excelle	Achievement
2015	00739	644	DeKalb County	2060 (5416)	Knollwood Elementary School (Peacho	Achievement
2015	00712	644	DeKalb County	3070	McNair High School	Achievement
2015	00636	644	DeKalb County	0176	Redan High School	Achievement
2015	00713	644	DeKalb County	3069	Toney Elementary School	DNE - Achievement
2015	00686	644	DeKalb County	4069	Towers High School	Achievement
2015	01889	646	Dooly County	0182	Dooly County High School	Achievement
2015	00819	647	Dougherty County	1050	Albany High School	Achievement
2015	00832	647	Dougherty County	2052	Dougherty Comprehensive High Scho	Achievement

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2015 Priority Schools

2016	02316	647	Dougherty County	0399	Martin Luther King, Jr. Elementary Sch	Achievement
2015	00824	647	Dougherty County	1058	Monroe High School	Achievement
2015	04050	774	Dublin City	0412	Moore Street School	Graduation Rate
2015	00967	660	Fulton County	0176	Banneker High School	Achievement
2018	02120	660	Fulton County	0291	Creekside High School	Achievement
2015	04045	660	Fulton County	0118	Hapeville Charter Career Academy	Achievement
2015	02124	660	Fulton County	0691	Tri-Cities High School	Achievement
2015	03963	776	Gainesville City	0210	Wood's Mill Non-Traditional School	Achievement
2015	02386	666	Greene County	0401	Greene County High School	DNE - Achievement
2015	01905	667	Gwinnett County	1050	Berkmar High School	Graduation Rate
2015	01980	667	Gwinnett County	0187	Meadowcreek High School	Graduation Rate
2015	01178	670	Hancock County	0288	Hancock Central High School	Achievement
2015	00055	683	Johnson County	0201	Johnson County High School	Achievement
2015	01322	694	Macon County	2060	Macon County High School	Achievement
2015	01364	699	Meriwether County	0300	Greenville High School	DNE - Achievement
2015	01430	706	Muscogee County	5062	Jordan Vocational High School	DNE - Graduation Rate
2015	01418	706	Muscogee County	0378	Spencer High School	Achievement
2015	01483	711	Peach County	2052	Peach County High School	DNE - Achievement
2015	03850	718	Quitman County	0110	Quitman County High School	Achievement
2015	02427	720	Randolph County	0201	Randolph Clay High School	Achievement
2015	01562	721	Richmond County	1052	Butler High School	Achievement
2015	01536	721	Richmond County	3054	Glenn Hills High School	Achievement
2015	02512	721	Richmond County	0301	Jenkins-White Elementary Charter Sch	Achievement
2015	01533	721	Richmond County	3756	Josey High School	Achievement
2015	01573	721	Richmond County	5566	Laney High School	Achievement
2017	01563	721	Richmond County	0177	Meadowbrook Elementary School	Achievement
2015	03924	721	Richmond County	0115	W.S. Hornsby K-8 School	DNE - Achievement
2015	04031	7820412	State Charter Schoo	0412	Georgia Connections Academy	Graduation Rate
2015	04095	7820119	State Charter Schoo	0119	Provost Academy Georgia	Graduation Rate
2015	03061	7991893	State Schools-Atlan	1893	Atlanta Area School for the Deaf	Achievement
2015	03063	7991895	State Schools-Geor	1895	Georgia School for the Deaf	Achievement
2015	01629	729	Sumter County	0205	Americus Sumter County High North	Achievement
2015	00001	729	Sumter County	0105	Americus Sumter County High South	Achievement
2015	01637	730	Talbot County	0190	Central Elementary/High School	Achievement
2015	02514	731	Taliaferro County	0102	Taliaferro County School	Achievement
2015	02446	743	Twiggs County	0201	Twiggs County High School	Achievement
2015	02232	756	Wilcox County	0201	Wilcox County High School	DNE - Achievement

DNE = Did Not Exit

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2015 Focus Schools

YEAR	SCHOOL NCES CODE	SYSTEM ID	SYSTEM NAME	SCHOOL ID	SCHOOL NAME	2015 Focus School Status
2015	00007	601	Appling County	0177	Appling County Elementary Scho	Achievement Gap
2015	00073	761	Atlanta Public Schoo	5051	Benteen Elementary School	Achievement Gap
2015	00022	761	Atlanta Public Schoo	1053	Boyd Elementary School	Achievement Gap
2015	02344	761	Atlanta Public Schoo	0100	Brown Middle School	Achievement Gap
2015	02290	761	Atlanta Public Schoo	0199	Centennial Place Elementary Sch	Achievement Gap
2015	00091	761	Atlanta Public Schoo	4056	Cleveland Elementary School	Achievement Gap
2015	00113	761	Atlanta Public Schoo	3057	Continental Colony Elementary S	Achievement Gap
2015	00077	761	Atlanta Public Schoo	5066	D. H. Stanton Elementary School	Achievement Gap
2015	03025	761	Atlanta Public Schoo	0104	Dobbs Elementary School	Achievement Gap
2015	00110	761	Atlanta Public Schoo	3059	Fain Elementary School	Achievement Gap
2015	00103	761	Atlanta Public Schoo	3559	Fickett Elementary School	Achievement Gap
2015	00139	761	Atlanta Public Schoo	2560	Gideons Elementary School	Achievement Gap
2015	00042	761	Atlanta Public Schoo	0713	Grove Park Intermediate School	Achievement Gap
2015	00043	761	Atlanta Public Schoo	5562	Humphries Elementary School	Achievement Gap
2015	00063	761	Atlanta Public Schoo	0513	Miles Intermediate School	Achievement Gap
2015	02517	761	Atlanta Public Schoo	0101	Parkside Elementary School	Achievement Gap
2015	00106	761	Atlanta Public Schoo	3065	Peyton Forest Elementary Schoo	Achievement Gap
2015	00059	761	Atlanta Public Schoo	4066	Slater Elementary School	Achievement Gap
2015	00143	761	Atlanta Public Schoo	2062	The John Hope-Charles Walter Hi	Achievement Gap
2015	00052	761	Atlanta Public Schoo	5567	Toomer Elementary School	Achievement Gap
2015	00034	761	Atlanta Public Schoo	1068	Towns Elementary School	Achievement Gap
2015	01866	761	Atlanta Public Schoo	0282	Young Middle School	Achievement Gap
2015	02291	605	Baldwin County	0199	Creekside Elementary School	Achievement Gap
2015	03283	605	Baldwin County	0104	Eagle Ridge Elementary School	DNE - Achievement Gap
2015	00224	605	Baldwin County	0194	Midway Elementary School	Achievement Gap
2015	02016	607	Barrow County	0189	Kennedy Elementary School	Achievement Gap
2015	03667	611	Bibb County	0108	Ballard Hudson Middle School	Achievement Gap
2015	02096	611	Bibb County	1005	Brookdale Elementary School	Achievement Gap
2015	00218	611	Bibb County	1305	Lane Elementary School	Achievement Gap
2015	02395	615	Bryan County	0402	Bryan County Middle School	Achievement Gap
2015	02237	616	Bulloch County	0199	Langston Chapel Elementary Sch	Achievement Gap
2015	00290	616	Bulloch County	5050	Mattie Lively Elementary School	Achievement Gap
2015	02236	616	Bulloch County	0198	William James Middle School	DNE - Achievement Gap
2015	02356	622	Carroll County	0101	Bowdon Middle School	DNE - Achievement Gap
2015	00392	625	Chatham County	5052	Butler Elementary School	Achievement Gap
2015	00401	625	Chatham County	4056	Haven Elementary School	Achievement Gap
2015	00389	625	Chatham County	5058	Hodge Elementary School	Achievement Gap
2015	03975	625	Chatham County	0511	Shuman Elementary School	Achievement Gap
2015	00369	625	Chatham County	2069	Thunderbolt Elementary School	Achievement Gap
2015	02242	625	Chatham County	0199	West Chatham Middle School	DNE - Achievement Gap
2015	00394	625	Chatham County	4070	Windsor Forest Elementary Scho	Achievement Gap
2015	03821	628	Cherokee County	0409	Canton Elementary	Achievement Gap
2015	03526	628	Cherokee County	0105	William G. Hasty, Sr. Elementary	Achievement Gap
2015	00453	629	Clarke County	0102	Cedar Shoals High School	DNE - Achievement Gap

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2015 Focus Schools

2015	00455	629	Clarke County	0205	Gaines Elementary School	Achievement Gap
2015	02103	629	Clarke County	0291	Howard B. Stroud Elementary Sc	Achievement Gap
2015	00454	629	Clarke County	4060	Oglethorpe Avenue Elementary S	Achievement Gap
2015	02104	629	Clarke County	0391	Whit Davis Road Elementary Sch	Achievement Gap
2015	02834	630	Clay County	0204	Clay County Elementary	Achievement Gap
2015	00485	631	Clayton County	5052	Edmonds Elementary School	Achievement Gap
2015	02523	631	Clayton County	0104	Mundy's Mill High School	DNE - Achievement Gap
2015	00471	631	Clayton County	1060	Northcutt Elementary School	Achievement Gap
2015	00514	633	Cobb County	0173	Birney Elementary School	Achievement Gap
2015	00526	633	Cobb County	0117	Clarkdale Elementary School	Achievement Gap
2015	01974	633	Cobb County	3064	Milford Elementary School	Achievement Gap
2015	01975	635	Colquitt County	0187	Odom Elementary School	Achievement Gap
2015	00586	635	Colquitt County	3054	Okapilco Elementary School	Achievement Gap
2015	00594	635	Colquitt County	5054	Sunset Elementary School	Achievement Gap
2015	00611	636	Columbia County	5050	Grovetown Elementary School	Achievement Gap
2015	03327	637	Cook County	0104	Cook Elementary School	Achievement Gap
2015	00747	638	Coweta County	2052	Eastside Elementary School	Achievement Gap
2015	00751	638	Coweta County	1054	Ruth Hill Elementary School	Achievement Gap
2015	00755	638	Coweta County	5056	Western Elementary School	Achievement Gap
2015	00771	640	Crisp County	2052	Crisp County Elementary School	Achievement Gap
2015	00612	643	Decatur County	3050	Bainbridge High School	DNE - Achievement Gap
2015	00667	644	DeKalb County	2050	Allgood Elementary School	Achievement Gap
2015	00640	644	DeKalb County	0475	Bob Mathis Elementary School	Achievement Gap
2015	02112	644	DeKalb County	0191	Browns Mill Elementary School	Achievement Gap
2015	00727	644	DeKalb County	3052	Canby Lane Elementary School	Achievement Gap
2015	00691	644	DeKalb County	5053	Clifton Elementary School	Achievement Gap
2015	02480	644	DeKalb County	0301	Columbia Middle School	Achievement Gap
2015	01862	644	DeKalb County	0181	Eldridge L. Miller Elementary Sch	Achievement Gap
2015	02370	644	DeKalb County	0201	Freedom Middle School	Achievement Gap
2015	00703	644	DeKalb County	4059	Kelley Lake Elementary School	Achievement Gap
2015	02858	644	DeKalb County	0203	Lithonia Middle School	DNE - Achievement Gap
2015	02482	644	DeKalb County	0401	Mary McLeod Bethune Middle Sc	Achievement Gap
2015	00720	644	DeKalb County	3061	Meadowview Elementary School	Achievement Gap
2015	00702	644	DeKalb County	4062	Montclair Elementary School	Achievement Gap
2015	03665	644	DeKalb County	0108	Princeton Elementary School	DNE - Achievement Gap
2015	03766	644	DeKalb County	0409	Ronald E McNair Discover Learni	Achievement Gap
2015	00715	644	DeKalb County	3067	Smoke Rise Elementary School	Achievement Gap
2015	00696	644	DeKalb County	4067	Snapfinger Elementary School	Achievement Gap
2015	00695	644	DeKalb County	4068	Stoneview Elementary School	Achievement Gap
2015	03340	645	Dodge County	0103	Dodge County High School	DNE - Achievement Gap
2015	00803	645	Dodge County	0180	Dodge County Middle School	Achievement Gap
2015	00836	647	Dougherty County	5058	Radium Springs Elementary Scho	Achievement Gap
2015	03343	647	Dougherty County	0106	Radium Springs Middle School	DNE - Achievement Gap
2015	00869	774	Dublin City	0102	Dublin Middle School	Achievement Gap
2015	02217	774	Dublin City	0312	Susie Dasher Elementary	Achievement Gap
2015	02257	654	Evans County	0196	Claxton Elementary School	Achievement Gap
2015	01006	660	Fulton County	2058	Bethune Elementary School	Achievement Gap

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2015 Focus Schools

2015	00969	660	Fulton County	0276	Gullatt Elementary School	Achievement Gap
2015	02887	660	Fulton County	0501	Hamilton E. Holmes Elementary	Achievement Gap
2015	03369	660	Fulton County	0605	Hapeville Charter Middle School	Achievement Gap
2015	01026	660	Fulton County	4056	High Point Elementary School	DNE - Achievement Gap
2015	00968	660	Fulton County	0175	Jackson Elementary School	DNE - Achievement Gap
2015	03816	660	Fulton County	0909	Lake Forest Elementary	Achievement Gap
2015	00991	660	Fulton County	3058	Lee Elementary School	Achievement Gap
2015	01036	660	Fulton County	5060	Mount Olive Elementary School	Achievement Gap
2015	00970	660	Fulton County	0275	Nolan Elementary School	Achievement Gap
2015	03368	660	Fulton County	0505	Sandtown Middle School	Achievement Gap
2015	02036	660	Fulton County	0289	Woodland Middle School	Achievement Gap
2015	00037	776	Gainesville City	0193	Centennial Arts Academy	Achievement Gap
2015	01075	664	Gordon County	0274	Swain Elementary School	Achievement Gap
2015	02385	666	Greene County	0301	Greensboro Elementary	Achievement Gap
2015	01110	667	Gwinnett County	1058	Rockbridge Elementary School	Achievement Gap
2015	01166	669	Hall County	5052	Lyman Hall Elementary School	Achievement Gap
2015	01163	669	Hall County	1058	White Sulphur Elementary Schoo	Achievement Gap
2015	03539	670	Hancock County	0106	Hancock Central Middle School	Achievement Gap
2015	01224	676	Houston County	0105	Huntington Middle School	DNE - Achievement Gap
2015	01239	676	Houston County	5050	Miller Elementary School	Achievement Gap
2015	02131	676	Houston County	0175	Pearl Stephens Elementary Schoo	Achievement Gap
2015	01255	679	Jasper County	0100	Washington Park Elementary Sch	Achievement Gap
2015	01257	680	Jeff Davis County	0175	Jeff Davis Elementary School	Achievement Gap
2015	01263	681	Jefferson County	1050	Carver Elementary School	Achievement Gap
2015	01264	681	Jefferson County	1550	Louisville Academy	Achievement Gap
2015	01271	682	Jenkins County	1050	Jenkins County Elementary Schoo	Achievement Gap
2015	02503	684	Jones County	0102	Wells Primary School	Achievement Gap
2015	03829	686	Lanier County	0111	Lanier County Elementary School	Achievement Gap
2015	04120	691	Long County	0114	Long County Middle School	DNE - Achievement Gap
2015	02218	694	Macon County	0198	Macon County Elementary Schoo	DNE - Achievement Gap
2015	01329	694	Macon County	0199	Macon County Middle School	Achievement Gap
2015	01342	781	Marietta City	0101	Marietta High School	DNE - Achievement Gap
2015	01361	699	Meriwether County	5050	Manchester Middle School	Achievement Gap
2015	02334	699	Meriwether County	0100	Unity Elementary School	Achievement Gap
2015	03832	701	Mitchell County	0111	North Mitchell County Elementar	Achievement Gap
2015	02417	703	Montgomery Count	0101	Montgomery County Middle Sch	Achievement Gap
2015	03432	703	Montgomery Count	0107	New Montgomery County Eleme	Achievement Gap
2015	02420	706	Muscogee County	0300	Baker Middle School	Achievement Gap
2015	01452	706	Muscogee County	4056	Davis Elementary School	Achievement Gap
2015	01422	706	Muscogee County	1062	Georgetown Elementary School	Achievement Gap
2015	02419	706	Muscogee County	0200	Martin Luther King, Jr. Elementar	Achievement Gap
2015	01436	706	Muscogee County	3066	Rigdon Road Elementary School	Achievement Gap
2015	01462	707	Newton County	0122	Flint Hill Elementary	Achievement Gap
2015	01482	711	Peach County	0191	Fort Valley Middle School	Achievement Gap
2015	01485	784	Pelham City	3050	Pelham Elementary School	Achievement Gap
2015	01499	715	Polk County	0174	Westside Elementary School	Achievement Gap
2015	04001	715	Polk County	0310	Youngs Grove Elementary School	Achievement Gap

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2015 Focus Schools

2015	01524	720	Randolph County	2050	Randolph County Elementary Sch	Achievement Gap
2015	01541	721	Richmond County	3050	Bayvale Elementary School	Achievement Gap
2015	01551	721	Richmond County	2052	Copeland Elementary School	Achievement Gap
2015	01817	721	Richmond County	0197	Glenn Hills Middle School	Achievement Gap
2015	01529	721	Richmond County	0116	Lamar - Milledge Elementary Sch	Achievement Gap
2015	01932	721	Richmond County	0184	Morgan Road Middle School	Achievement Gap
2015	01579	721	Richmond County	5058	Murphey Middle Charter School	DNE - Achievement Gap
2015	01574	721	Richmond County	5564	Tutt Middle School	DNE - Achievement Gap
2015	01564	721	Richmond County	4064	Wheeless Road Elementary Scho	Achievement Gap
2015	02972	721	Richmond County	0104	Wilkinson Gardens Elementary S	Achievement Gap
2015	02051	722	Rockdale County	0289	Hightower Trail Elementary Scho	Achievement Gap
2015	02050	722	Rockdale County	0189	Sims Elementary School	Achievement Gap
2015	00028	785	Rome City	0193	Rome High School	DNE - Achievement Gap
2015	01391	725	Seminole County	0196	Seminole County Middle/High Sc	DNE - Achievement Gap
2015	02430	726	Spalding County	0201	Cowan Road Middle School	DNE - Achievement Gap
2015	04027	7820512	State Charter Schoo	0512	Ivy Preparatory Young Men's Lea	Achievement Gap
2015	01657	735	Terrell County	1050	Carver Elementary School	Achievement Gap
2015	03735	735	Terrell County	0109	Terrell Middle School	DNE - Achievement Gap
2015	01724	745	Thomaston-Upson C	0195	Upson-Lee High School	DNE - Achievement Gap
2015	01682	737	Tift County	0104	Annie Belle Clark Primary School	Achievement Gap
2015	01686	737	Tift County	2050	Len Lastinger Primary School	Achievement Gap
2015	01740	793	Vidalia City	0173	J. R. Trippe Middle School	DNE - Achievement Gap
2015	00661	746	Walker County	0194	Rossville Elementary School	Achievement Gap
2015	00716	751	Wayne County	0494	Bacon Elementary School	Achievement Gap
2015	03684	755	Whitfield County	0206	Beaverdale Elementary School	Achievement Gap
2015	01844	758	Wilkinson County	0175	Wilkinson County Elementary Sch	Achievement Gap

DNE = Did Not Exit

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Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Attachment 10

Priority, Focus, and Reward Schools
Justification/Rationale for Revision of Criteria

Much has been learned in Georgia since 2012 when schools were first identified as Priority and Focus Schools. One of the biggest lessons learned was that schools struggled to understand and replicate the designations. Because the calculations were separate from the state's accountability system, schools were unable to replicate the calculations. They also struggled to understand the entrance and exit criteria and were unable to clearly identify their exit goal – making it difficult to plan effective school improvement strategies.

This problem was exacerbated by complex and confusing exit criteria. This is best illustrated by challenges faced with the Focus school designations. Many schools, which were high performing schools overall, were identified as Focus Schools because of the gap between the highest performing and lowest performing subgroups within the school. While these schools did have large within-school gaps, we learned that there were other schools not only with significant subgroup gap issues, but were lower performing overall. These schools were not identified as Focus Schools because they did not have the largest within-school gaps. Bottom line: schools which really needed supports and services from the state were not identified, and resources were provided to schools which had the capacity to address within schools gaps. Additionally, the exit criteria were written such that schools could make improvements, but still fail to exit the Focus list. This was by and large a result of the criteria. Schools could focus their efforts on their lowest performing subgroup and make significant improvements; however, the new lowest performing subgroup would keep them from exiting the list, even though considerable progress had been made. This was challenging and frustrating for schools.

When you know better, you do better. As a result, Georgia is updating the criteria used for identifying Priority, Focus and Reward Schools as well as updating the exit criteria for Priority and Focus Schools. To address the shortcomings identified with the initial criteria, the rationale for updating the criteria is two-fold:

1. The proposed criteria align with College and Career Ready Performance Index (CCRPI) calculations.
    a. This alignment supports the implementation of a Single Statewide Accountability System.
    b. This alignment allows schools and districts to better monitor progress as the data are reported annually on the CCRPI reports. They can also replicate and understand the calculations used for the identifications.
    c. This alignment prevents the need for an additional and potentially confusing or conflicting, data run to identify schools.
2. The proposed criteria identify the "right" schools needing support and services.
    a. By utilizing the CCRPI data, this ensures that the state identifies schools with the lowest performing students that are not closing the gap between those students and the state average, thereby preventing the identification of schools that are higher performing or making significant progress in reducing their gaps.
    b. The proposed criteria will pick up students that may be excluded if the traditional subgroup(s) to which the student belongs does not meet the minimum n size as well as ensures that school focus on the needs of their lowest performing students no matter which subgroup they belong to.

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Attachment 10

Priority, Focus, and Reward Schools
Justification/Rationale for Revision of Criteria

Identification Criteria

In keeping with US ED's definition of Reward Schools, schools will not be identified as a Reward School if there are significant achievement gaps across subgroups that are not closing. Achievement Gap scores as well as Performance Flags will be reviewed to ensure there are not significant subgroup gaps.

Reward Schools – Highest Performing

The former criteria utilized all subject assessments to calculate an aggregate Meets & Exceeds rate for all students. The proposed criteria utilize the CCRPI Content Mastery Category Performance. The state assessment data are utilized for calculating the Content Mastery indicators on the CCRPI. The Meets and Exceeds rate is calculated for each subject assessment. Points are awarded based on the indicator's Meets and Exceeds rate. The Content Mastery category performance, a decimal value, represents an aggregate Meets and Exceeds rate for all subject assessments. Using the example below, the school's Content Mastery Category Performance is 0.976. This translates into an aggregate Meets and Exceeds rate of 97.6%.

		Elementary School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds in ELA (required participation rate >= 95%)	100	99.6	NA	10	10
	2	Percent of students scoring at Meets or Exceeds in reading (required participation rate >= 95%)	100	100.0	NA	10	10
	3	Percent of students scoring at Meets or Exceeds in mathematics (required participation rate >= 95%)	100	95.5	NA	10	9.6
	4	Percent of students scoring at Meets or Exceeds in science (required participation rate >= 95%)	100	96.2	NA	10	9.6
	5	Percent of students scoring at Meets or Exceeds in social studies (required participation rate >= 95%)	100	95.5	NA	10	9.6
					Total Points	50	48.8
				Category Performance %		.976	

A 3-year average of Content Mastery Category Performance will be calculated for all schools. The 3-year average will be ranked from highest to lowest for all Title I schools. The 2014 count of Title I schools is 1612. Five percent of this count (1612 * 0.05 = 80.6 which rounds to 81) will be identified as Highest Performing Reward Schools. Therefore, the 81 schools with the highest 3-year average of Content Mastery Category Performance will be identified as Highest Performing Reward Schools. Achievement gaps and Performance Flags will be reviewed to ensure proper identification.

Reward Schools – High Progress

The former criteria utilized all subject assessments to calculate and aggregate Meets & Exceeds rate for all students for 3 years. The 3 years of data were utilized to calculate an "average progress" over that time period. The proposed criteria utilize the CCRPI Progress Points Earned. Student Growth Percentiles (SGPs) are growth measures that describe a student's growth relative to other students, statewide, with similar prior achievement. Growth is defined as low, typical, or high. Typical and high growth indicate a student's achievement is maintaining or improving. CCRPI Progress calculates the percent of students demonstrating typical or high growth for each subject assessment. The Progress component of CCRPI represents 25 points of the 100 point total. The percent demonstrating typical/high growth is multiplied by 25 points to derive the Progress Points Earned.

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Attachment 10

Priority, Focus, and Reward Schools
Justification/Rationale for Revision of Criteria

Progress

Elementary School Content Area Assessments	Count of Students Meeting Typical/High Growth	Count of Students with Student Growth Percentiles (SGPs)
CRCT: English Language Arts	114	159
CRCT: Reading	124	160
CRCT: Mathematics	121	158
CRCT: Science	136	163
CRCT: Social Studies	134	162
Total	629	802
Percent Meeting Typical/High Growth	.78429	
Weighted Performance	(.78429)*25	
Progress Points Earned	19.6	

A 3-year average of Progress Points earned will be calculated for all schools. The 3-year average will be ranked from highest to lowest for all Title I schools. The 2014 count of Title I schools is 1612. Ten percent of this count (1612 * 0.10 = 161.2 which rounds to 162) will be identified as High Progress Reward Schools. Therefore, the 162 schools with the highest 3-year average of Progress Points Earned will be identified as Highest Performing Reward Schools. Achievement gaps and Performance Flags will be reviewed to ensure proper identification.

Priority Schools

The former criteria utilized all subject assessments to calculate an aggregate Meets & Exceeds rate for all students. The proposed criteria utilize CCRPI Points Earned on all Content Mastery Indicators (state assessment indicators).

		High School Indicators	Benchmark for Indicator (%)	Performance on Indicator (%)	Adjusted Performance on Indicator (%)	Points Possible for Indicator	Points Earned on Indicator
CONTENT MASTERY	1	Percent of students scoring at Meets or Exceeds on the Ninth Grade Literature End of Course Test (required participation rate >= 95%)	100	58.6	NA	10	5.9
	2	Percent of students scoring at Meets or Exceeds on the American Literature End of Course Test (required participation rate >= 95%)	100	81.9	NA	10	8.2
	3	Percent of students scoring at Meets or Exceeds on the Coordinate Algebra End of Course Test (required participation rate >= 95%)	100	9.5	NA	10	1
	4	Percent of students scoring at Meets or Exceeds on the Analytic Geometry/GPS Geometry/Mathematics II End of Course Test (required participation rate >= 95%)	100	14.9	NA	10	1.5
	5	Percent of students scoring at Meets or Exceeds on the Physical Science End of Course Test (required participation rate >= 95%)	100	38.0	NA	10	3.8
	6	Percent of students scoring at Meets or Exceeds on the Biology End of Course Test (required participation rate >= 95%)	100	32.1	NA	10	3.2
	7	Percent of students scoring at Meets or Exceeds on the US History End of Course Test (required participation rate >= 95%)	100	37.3	NA	10	3.7
	8	Percent of students scoring at Meets or Exceeds on the Economics End of Course Test (required participation rate >= 95%)	100	63.3	NA	10	6.3
					Total Points	80	33.6
				Category Performance %		.42	

A 3-year average of Content Mastery Category Performance will be calculated for all schools. The 3-year average will be ranked from highest to lowest for all Title I schools. The 2014 count of Title I schools is 1612. Five percent of this count (1612 * 0.05 = 80.6 which rounds to 81) will be identified as Priority Schools. Therefore, the 81 schools with the lowest 3-year average of Content Mastery Category Performance will be identified as Priority Schools. Additionally, Title I schools not identified as the lowest 5% based on Content Mastery Category Performance that have a 2014 and 2013 4-year cohort graduation rate less than 60% will be identified as Priority Schools.

Focus Schools

The former criteria utilized one year of assessment data and calculated the gap size between the lowest performing and highest performing subgroups in a school. The proposed criteria utilize 3 years of CCRPI Achievement Gap Points Earned.

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Attachment 10

Priority, Focus, and Reward Schools
Justification/Rationale for Revision of Criteria

Georgia developed its Achievement Gap metric in consultation with technical advisors and a review by a technical advisory committee to ensure it was the best way to identify and address achievement gaps. This metric measures the extent to which schools have low or nonexistent achievement gaps between the lowest quartile of performers within the school and the state average OR are closing those gaps from year to year. As a result, this measure ensures that schools are not penalized for having high-achieving lowest quartiles but still places a greater emphasis on closing gaps. By utilizing a super-subgroup – the lowest quartile of performers – this metric allows schools to focus on their lowest achieving students, regardless of their membership to traditional subgroups. Finally, by utilizing an external benchmark – the state average – for comparison, this ensures that schools cannot improve on the measure by decreasing the performance of their high achieving students. Furthermore, that external benchmark provides a rigorous yet attainable goal. On CCRPI, the achievement gap metric is on a scale of 0-15. Schools who receive low scores are schools that have high achievement gaps between their lowest quartile of performers and the state average AND did not improve that gap from the previous year.

This shows that while traditionally underperforming subgroups are highly represented in the bottom quartile, the bottom quartile also includes other students who need attention and typically do not receive it because they do not belong to these traditional groups.

The screenshot below provides an illustration of a school's achievement gap score. Schools earn points, by content area, for the size of their gap and the extent to which they are closing the gap. The points earned out of the total points possible yields a percentage, resulting in the school receiving a percentage of the 15 points possible. In the example below, the school earned an achievement gap score of 4 out of 15.

Achievement Gap

Middle School Content Area Assessments	Gap Size	Gap Change	Higher of Gap Size/Gap Change	Points Possible
CRCT: English Language Arts	0	1	1	3
CRCT: Reading	0	0	0	3
CRCT: Mathematics	0	0	0	3
CRCT: Science	0	1	1	3
CRCT: Social Studies	0	2	2	3
Total			4	15
Percent of Higher of Gap Size/Gap Change	.26667			
Weighted Performance	(.26667)*15			
Achievement Gap Points Earned	4			

A 3-year average of Achievement Gap Points Earned will be calculated for all schools. The 3-year average will be ranked from highest to lowest for all Title I schools. The 2014 count of Title I schools is 1612. Ten percent of this count (1612 * 0.10 = 161.2 which rounds to 162) will be identified as Focus Schools. Therefore, 162 schools with the lowest 3-year average of Achievement Gap Points Earned will be identified as Focus Schools. By using CCRPI Achievement Gap Points Earned, both the size of the gap and the extent to which the gap is or is not closing are taken into account. The schools with the lowest 3-year average of Achievement Gap Points Earned are the right schools to receive support and services.

Exit Criteria

Another lesson learned from Georgia's initial implementation of the Priority and Focus school designations is that the exit criteria were not realistic or attainable. After most of the originally-

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identified Priority and Focus schools failed to make sufficient improvements in order to exit the lists, a data analysis was conducted using CCRPI data to access the appropriateness of the exit criteria. Multiple years of data for Priority Schools, Non-Priority Schools, SIG Schools, Focus Schools and Non-Focus Schools were analyzed. This data analysis was critical to determining the proposed exit criteria for both Priority and Focus Schools. Georgia believes the proposed criteria provide a rigorous goal for identified schools which is reasonable and attainable with the right supports and services. Priority Schools are expected to meet the exit criteria below based on the reason for which they were identified: lowest 5%, graduation rate, or 2012 Priority School.

Priority Schools
Priority Schools will exit Priority status when they:

1. no longer meet the definition of a Priority School and demonstrate at least a 5 percentage point increase in Content Mastery category performance from prior year to current year; or
    - 2015 Content Mastery Category Performance will serve as the base line as this is the first year of the implementation of Georgia Milestones.
    - It is important to note that, for most schools on the Priority list, they will have to make gains well beyond 5 percentage points in order to exit the Priority list. Initial impact data shows that the proficiency rate for schools that may be identified as Priority ranges from 6% to 58%. The majority of these schools would have to make gains greater than 5 percentage points to attain a proficiency rate greater than 58% (assuming the schools that just failed to meet the criteria do not make improvements, thereby raising the threshold to exit). However, adding the 5 percentage point criteria ensures that the schools that just barely made the cut (those hovering at the 58% proficiency mark) must make a substantial improvement to exit the list, rather than benefit from other, non-Priority schools decreasing their proficiency rate.

2. no longer meet the definition of a Priority School and have graduation rates (most recent year and prior year 4-year cohort rates) greater than or equal to 60%.
3. Schools that were identified as Priority Schools in spring 2012 may exit if they no longer meet the definition of a Priority School using proposed criteria and have increased their Content Mastery Category Performance by 5 percentage points or have graduation rates (most recent year and prior year 4-year cohort rates) greater than or equal to 60%.

Impact data were analyzed to determine the criteria for exiting Priority status. SIG schools, like Priority Schools, receive services and support for GaDOE. Therefore SIG data were also analyzed. Recognizing the improvement in achievement made by SIG schools, the expected increase in Content Mastery Category Performance was set at 5 percentage points.

Focus Schools
Focus Schools will exit Focus status when they:

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1. no longer meet the definition of a Focus School and demonstrate a 2.5 point increase in the 3-year average of Achievement Gap scores
    - 2014 3-year average will serve as the baseline

Schools that were identified as Focus Schools in spring 2012 may exit Focus status if they no longer meet the definition of a Focus School and have increased their Achievement Gap points by 2.5 points or exceed the state level 3-year average of Achievement Gap Points.

Not only were impact data analyzed to determine the criteria for exiting Focus status, but the GaDOE data and school improvement teams met to discuss the metric and what are reasonable, yet ambitious goals for Focus schools. Based on the Achievement Gap calculation (0-15 points), an improvement of 1 point in one content area would result in a 1.25 point increase in the final Achievement Gap score. Therefore, a school would need to make improvements in two content areas to result in a 2.5 point increase. The GaDOE team felt that improvement in at least two content areas was a reasonable expectation.

Through CCRPI Achievement Gap data analysis, most of the 2012 Focus Schools that have not met the formerly approved exit criteria do not meet the proposed identification criteria. As discussed earlier in this document, retaining these schools on the Focus Schools list will prevent other schools in greater need of supports and services from being identified as a Focus School. In fact, most of the 2012 Focus Schools have a 3-year Achievement Gap Point average is greater than or equal to the state's 3-year Achievement Gap Point average (7 of 15 for elementary schools, 7.3 of 15 for middle schools, and 9.2 of 15 for high schools) which provides evidence that the right schools were not selected as Focus Schools originally. Georgia would like to exit these schools if their 3-year Achievement Gap Point average is greater than or equal to the state's 3-year Achievement Gap Point average or if they have an increase of 2.5 points in their Achievement Gap scores. By exiting these schools, additional slots will open up for schools that are in greater need of support and services.

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TECHNICAL COLLEGE
TCSG
SYSTEM OF GEORGIA

Nathan Deal
Governor

Gretchen Corbin
Commissioner

May 18, 2015

Mr. Richard Woods
State School Superintendent
Georgia Department of Education
2066 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

Dear Superintendent Woods:

The Technical College System of Georgia has been pleased to collaborate with the Georgia Department of Education (Department) on the revision of the K-12 content standards in both English language arts and mathematics. In revising the content standards, the Department involved several Technical College System faculty members on the English and mathematics academic review committees. A key goal of this collaboration was to ensure that students matriculating through the K-12 educational system will ultimately be prepared for college-level course work upon receiving a high school diploma.

The Technical College System of Georgia was pleased to support the State Board of Education's adoption of the Georgia Standards of Excellence at its January Board meeting. We are further pleased to continue our collaboration working on the development of the state's new Georgia Milestones Assessment System. Faculty members have been, and continue to be, involved in all test development activities, including the review of test item, review of student responses during the range-finding process, and the upcoming standard setting event.

Given our close involvement in the review and revision of the content standards, the Technical College of Georgia agrees that the Georgia Standards of Excellence will prepare Georgia students for college and career, as defined in the Federal Elementary and Secondary Education Act (ESEA) Flexibility document issued by the United States Department of Education and referenced in Option B of Principle 1: College and Career-Ready Expectations for All Students.

Please do not hesitate to contact me should you have any questions regarding this matter. I look forward to continuing our agencies' close collaboration.

Sincerely,

Gretchen Corbin

Gretchen Corbin
Commissioner

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BOARD OF REGENTS OF
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May 19, 2015

Mr. Richard Woods
State School Superintendent
Georgia Department of Education
2066 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, GA 30334

Dear Superintendent Woods:

The University System of Georgia has been pleased to collaborate with the Georgia Department of Education (Department) on the revision of the K-12 content standards in both English language arts and mathematics. As a critical aspect of this important work, the Department requested that the University System of Georgia provide an independent evaluation of the survey data collected from educators across our state during the review process. Further, in revising the content standards, the Department involved several University System faculty members on the English and mathematics academic review committees. A key goal of this collaboration was to ensure that students matriculating through the K-12 educational system will ultimately be prepared for college-level course work upon receiving a high school diploma.

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Please do not hesitate to contact me should you have any questions regarding this matter. I look forward to continuing our agencies' close collaboration.

Sincerely,

Henry M. Huckaby

Henry M. Huckaby
Chancellor