
ESEA FLEXIBILITY REQUEST FEBRUARY 6, 2012



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Paperwork Burden Statement

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February 6, 2012

COVER SHEET FOR ESEA FLEXIBILITY REQUEST

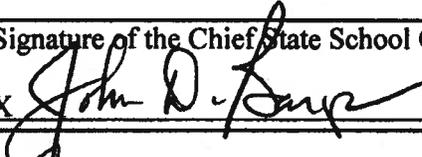
Legal Name of Requester: Dr. John D. Barge State School Superintendent of Georgia	Requester's Mailing Address: 205 Jesse Hill Jr. Drive, SE Atlanta, GA 30034
State Contact for the ESEA Flexibility Request Name: Dr. Martha Reichrath Position and Office: Deputy Superintendent for Curriculum, Instruction, Assessment and Accountability Contact's Mailing Address: 1770 Twin Towers East 205 Jesse Hill Jr. Drive, SE Atlanta, GA 30334 Telephone: 404-656-2804 Fax: 770-344-4383 Email address: mreichrath@doe.k12.ga.us	
Chief State School Officer (Printed Name): Dr. John D. Barge	Telephone: 404-657-6165
Signature of the Chief State School Officer: X 	Date: 11/14/11
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

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WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 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 schoolwide 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, 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.

- 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.
- 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.
- 10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s Priority Schools.

Optional Flexibility:

An SEA should check the box below only if it chooses to request a waiver of the following requirements:

- 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.

ASSURANCES

By submitting this application, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt 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 new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and 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). (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 report to the public its lists of reward schools, Priority Schools, and Focus Schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, teachers of

reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 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 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 State 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 this request.

If the SEA selects Option A or B in section 3.A of its request, indicating that it has not yet developed and adopted all guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 14. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2011–2012 school year. (Principle 3)

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 flexibility described in Georgia's request does not include any requests relative to the implementation of the College and Career Ready Performance Index (CCRPI) as described in Georgia's overall application. 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 (AEA) 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 Superintendents Association) GaDOE School Improvement Specialists	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 KeysSM and Leader KeysSM, 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 KeysSM and Leader KeysSM. In the initial 2008-2009 field study of Class KeysSM, 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 (AEA) (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 and Georgia’s role in PARCC. 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.

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 flexibility described in Georgia’s request does not include any requests relative to the implementation of the College and Career Ready Performance Index (CCRPI) as described in this request. 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.

Georgia is also requesting to serve three categories of Title I schools that fall into an Alert status. These are schools with significant deficits in subgroup graduation rates, or subgroup performance on state assessments, or subject area concerns. The data described in the methodology for Alert Schools is the currently available 2010-2011 assessment and graduation data and allows Georgia to immediately identify these additional Alert Schools and provide the same supports as those provided to Focus Schools. Georgia will also apply these calculations to non-Title I schools and serve in the same manner using state funding.

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 indicator. Scores will be calculated in three areas to capture the essential work of schools: Achievement, Achievement Gap Closure, 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 the Factors for Success companion index. 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 Flags  : Indicates that a school did not meet the Subgroup Performance Target or the State Performance Target. A Yellow Flag with an “SG” inside signifies a school did not meet the Subgroup Performance Target but did meet the State Performance Target. A Yellow Performance Flag with an “S” inside signifies a school met the Subgroup Performance Target, but did not meet the State 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
<p><input checked="" type="checkbox"/> 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.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p><input type="checkbox"/> 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.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>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)</p>

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.

The Common Core Georgia Performance Standards for English language arts and mathematics will 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.

Moving from the Georgia Performance Standards to the Common Core Georgia Performance Standards

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.

The Common Core GPS has been 100% adopted. 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 session 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.

Ensuring Common Core GPS 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.

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.

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

The SEA intends to continue 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 continue to 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.

Mathematics and ELA specialists are developing Common Core 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 Common Core Georgia Performance 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. 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. 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 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. Data Teams in each school serve as the driving force for instructional decision making in the building.

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 assess progress, establish baselines of performance, and evaluate the progress of students.

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.

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. As a Governing State within the Partnership for Assessment of Readiness for College and Careers, (PARCC) consortium, Georgia has a significant voice and role in major decisions regarding the development of the assessment system. The design of the 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. PARCC'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. 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, PARCC 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 PARCC 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.

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. Since 2005, this three person team has worked to increase AP participation in the state by 140%, increase the number of previously underserved students taking AP exams by 105%, and guarantee the quality of AP instruction at a level that ranks Georgia 11th in the nation in the number of AP exams with scores of 3, 4, and 5 (2010 College Board *AP Report to the Nation*). From 2007 to date, more than 3500 AP teachers in the state have participated in at least one AP Regional Workshop sponsored by the GaDOE. Since 2006, more than 1300 AP teachers have been trained at AP Summer Institutes as a result of grants made available to high schools by 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)

Building Capacity for CCGPS 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. (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.

There has also been significant consultation with USG and TCSG 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.

Opportunities for collaboration with higher education staff have also been provided through the PARCC (Partnership for Assessment of Readiness for College and Careers) initiative.

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 is prepared to accept the PARCC assessments as an indicator of college-readiness once completed. 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 is also partnering 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 CCGPS, 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 GPS 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 is a governing state within the PARCC consortium.

Prior to becoming a governing state in PARCC, 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 served on standard-setting committees and have been involved in the test development process through item review.

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.

The proposed Performance Flags will infuse the state’s growth model within its measures of subgroup accountability. The use of Performance Flags within a single statewide accountability system that combines rigorous expectations of high-level status achievement with in-depth consideration related to student growth to standard using a set of student specific predictors ensures Georgia is prepared for next generation accountability. The Performance Flag system captures students meeting proficiency standards and students not meeting proficiency standards but making significant growth towards the standards using Georgia’s Student Growth Percentile (SGP) model. Within the Performance Flags disaggregated data will be displayed for students meeting the proficiency standards along with the number of the students not meeting the proficiency standard but making significant gains towards the standard. 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 on: 1) students meeting proficiency standards, and, 2) students who have made gains towards the standards. By also providing the information on students who have made significant growth but have not yet reached the standard, the Performance Flags provide schools with feedback on the effectiveness of interventions and supports. Once Georgia has accrued sufficient technical documentation, the state may discuss with US ED a provision to give a school credit for students who have made significant and sufficient growth to standard within a given number of years.

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 across a 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 (GHS GT). 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 GHS GT 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 GHS GT 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).

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 ELA Frameworks	June, 2011	ELA Writers	GaDOE Website	ELA Educators at all levels	
Inventory/GaDOE Resources	April 2011-June 2012	Math/ELA Specialists	GaDOE Website	ELA /Math/IT Specialists	
Develop needed Resources					
Collaborate with IT on tagging and designation of resources for Learning Management System	June, 2011	Math/ELA/IT Specialists	GaDOE Website	ELA, Math, IT Specialists	
Create ELA transition lessons for standards which shift grade levels	April 2011-July 2011	ELA Specialists	GaDOE Website	ELA Specialists	
Collaborate/Create/Conduct CCGPS Professional Learning grade level and subject specific	April 2011-May 2012	ELA/Math Specialists	ElluminateLive Webinars Georgia Public Broadcast	ELA/Math Specialists	
Research/Collaborate/Write Integrated CTAE/Science/Math Instructional Units for H.S. & Technology Infused in units	Oct. 2011-May 2012	36 CTAE/Math/ /Science/Tech middle and high teachers and post secondary/busines s	GaDOE Website	middle/high/post secondary teachers/business	
				*Race to the Top Funds have alleviated many funding obstacles	

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.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school 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.</p>	<p>Option C</p> <p><input type="checkbox"/> 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.</p> <p>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)</p>
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For Option B, insert plan here.

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 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 differentiated recognition, accountability and support system in 2012-2013.

In its proposed plan, the GaDOE is requesting changes to the current Elementary and Secondary Education Act of 1965 (ESEA) consequence and reward structure that will be implemented 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 No Child Left Behind, Georgia has detected a pattern of issues resulting from using needs improvement status alone to determine the concentration of resources provided to schools. Historically, schools with the fewest years in needs improvement status have been given minimal support. The process of identifying schools eligible for the School Improvement Grants (1003g) provided new insight and indicated that it may be valuable to consider multiple perspectives for the identification of schools needing support.

In reality, some schools have multiple issues but have not advanced in years of consequence because of a lack of subgroups or shifts in the content area of need. Throughout NCLB, Georgia has particularly experienced such a discrepancy between elementary and middle/high schools; due to the higher number of elementary schools feeding into middle/high schools, elementary schools often went unidentified if their student population did not meet specified quotas for a given subgroup. While these schools continued to make AYP, underlying issues were not addressed and these students failed to receive interventions or supports until middle or high school, often missing critical periods of development. By establishing an Alert system that

accounts for this complexity, Georgia will have the capacity to identify and address these underlying issues sooner and provide more efficient support to students in all schools. This Alert status which includes subgroup performance, will create incentives for schools and enhance support for closing gaps. Georgia’s new plan 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.

Georgia’s Plan

Beginning in 2012-2013, Georgia will provide support in three categories to include Priority Schools, Focus Schools, and Alert Schools to address the need to raise student achievement, close achievement gaps, and promote continual progress toward full proficiency for all of the students in Georgia. Schools identified for support will fall into two categories following US ED definitions, Priority Schools and Focus Schools.

Priority Schools: A Priority School is:

Definition:

- A school among the lowest five percent of Title I schools in the state based on the achievement of the “all students” group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the “all students” group;
- A Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or
- A Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model.

Focus Schools: A Focus School is:

Definition:

- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates (“within-school-gaps” focus school)
- A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school (“low-graduation-rate” focus school).

An additional number of schools will be served with the same support provided to Focus Schools and will be classified as Graduation Alert Schools, Subgroup Alert Schools, or Subject Alert Schools as outlined on page 65 of this request.

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.

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 within school gaps in achievement 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. Short-term action plans will be developed at each school and will be monitored by a lead school improvement specialist. These lead school improvement specialists will work with identified LEAs, school staff, and the school improvement specialist assigned to the school in the development of these plans. The lead school improvement specialist is responsible for monitoring the implementation of the short term action plans, serving as a liaison with the school improvement specialists and LEA, and working directly with the school or LEA if implementation is not done with fidelity. The GaDOE will enter into a formal agreement with the LEA outlining the expectations of the LEA, school, and the GaDOE.

See Responsibility Table, below.

School Improvement Responsibilities

District/Leaders in 2012-2013	School/Leaders in 2012-2013	Teachers in 2012-2013
<ul style="list-style-type: none"> • Analyze data for schools and determine focus for system support • Identify barriers to the school’s efforts and take action to eliminate through change in district policy/procedure • Analyze feeder school data and develop and implement a vertical plan to address identified needs • Provide appropriate resources to schools in a timely manner <ul style="list-style-type: none"> – Financial – Personnel (e.g., teaching staff, instructional coaches, etc.) • Monitor and support implementation of school improvement plan for all schools and ensure that the plan is supported through an aligned budget • Monitor and ensure implementation of the Short-Term Action Plans for Priority Schools, Focus Schools, and Alert Schools. • Assign system representatives to serve on school leadership teams • Participate in on-going professional learning sponsored by the GaDOE 	<ul style="list-style-type: none"> • Establish a school-based leadership team comprised of administrators, instructional coaches, teachers, support staff, etc. • Guide the development, revision, and implementation of a school improvement plan based on data <ul style="list-style-type: none"> – Academic performance – Discipline – Attendance – Perception • Monitor and support implementation of <ul style="list-style-type: none"> – Common Core Georgia Performance Standards – Professional learning offered by GaDOE School improvement plan – Short-term action plans – Individual student progress 	<ul style="list-style-type: none"> • Implement strategies, practices, and new knowledge from professional learning • Implement agreed upon strategies that support the school improvement plan • Monitor student progress toward meeting the Common Core Georgia Performance Standards through diagnostic, formative benchmark, and summative assessments • Engage in job-embedded professional learning (e.g., collaborative planning, collaborative analysis of student work, learning team meetings, etc.) • Use information from data team meetings to adjust instruction • Participate in data team meetings and use the information from meetings to adjust instruction • Use technology to engage students in learning
<ul style="list-style-type: none"> • District Effectiveness 	<ul style="list-style-type: none"> • Leader Effectiveness 	<ul style="list-style-type: none"> • Teacher Effectiveness

Reward School: The proposed system would reward schools based on exceptional performance on similar criteria specified for identifying Priority and Focus Schools. Two categories of reward schools will be recognized.

Definition:

- A “**Highest-Performing School**” is a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the “all students” group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a highest-performing school if there are significant achievement gaps across subgroups that are not closing in the school.
- A “**High-Progress School**” is a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the “all students” group over a number of years on the statewide assessments, and, at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a high-progress school if there are significant achievement gaps across subgroups that are not closing in the school.

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)

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)
2. All Focus Schools status must offer Flexible Learning Programs (FLP)
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 10% of their school's Title I allocation for professional development.

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:

- First—Students who are eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Second—Students who are eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow
- Third—Students who are not eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Fourth—Students who are not eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow

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.

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
February -July 2012	Outreach and communication related to Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Improvement Specialists to support Priority Schools and Focus Schools. Summer Leadership Academy for Priority Schools and Focus Schools.
August 2012	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.**

<p>Option A</p> <p><input type="checkbox"/> 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.</p>	<p>Option B</p> <p><input checked="" type="checkbox"/> 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:</p> <p>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</p> <p>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.</p>
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a.

Percent of Students Performing at the Proficient Level on the 2011 High School End-of-Course Tests

Level	Statewide Assessment	Student Group	2011 Proficiency Rate
High School	9th Grade Literature	All Students	82.1
High School	American Literature	All Students	87.7
High School	Biology	All Students	69.1
High School	Economics	All Students	72.7
High School	Mathematics I*	All Students	61.0
High School	Mathematics II**	All Students	57.2
High School	Physical Science	All Students	75.0
High School	U.S. History	All Students	64.6

* Mathematic I will be transitioning to Common Core Georgia Performance Standards Coordinate Algebra

** Mathematics II will be transitioning to Common Core Georgia Performance Standards Analytic Geometry

**Percent of Students Performing at the Proficient Level on the
2011 Elementary and Middle Schools CRCT Tests**

Level	Statewide Assessment	Student Group	2011 Proficiency Rate
Elementary / Middle	English/language arts	All Students	91.2
Elementary / Middle	Mathematics	All Students	84.4
Elementary / Middle	Reading	All Students	93.2
Elementary / Middle	Science	All Students	76.1
Elementary / Middle	Social Studies	All Students	74.8

(Attachment 8: “All Students” Proficiency, 2010-2011)

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?

- b. The proposed Performance Flags include all state-mandated assessments currently administered in grades 3-12, referenced immediately above in a. For grades 3-8, assessments include the Criterion Referenced Competency Test (CRCT), the CRCT-M (CRCT modified), and the Georgia Alternative Assessment (GAA). For grades 9-12 assessments are the End of Course Tests (ECOT). The CRCT, CRCT-M, and EOCT will be replaced by Common Core Assessments as they become available. In each content area, ELA, reading, mathematics, science, and social studies, the percent of student scoring at meets or exceeds is calculated at an identical weight. Refining work on the CCRPI has indicated that all state assessments have a close relationship to students graduating from high school and entering post secondary institutions without the need of remediation. Including all state assessments for calculations is also supported by two important state initiatives: STEM and Race to the Top.

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. As a Governing State within the PARCC consortium, Georgia has a significant voice and role in major decisions regarding the development of the assessment system. The design of the 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. PARCC'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. 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, PARCC 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 PARCC 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.

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.

<p>Option A</p> <p><input checked="" type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> 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.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>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 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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2 A I Option A

Setting Performance Targets

The table below provides the Performance Targets (AMOs) to be 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:

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

*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 2016-2017. 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 waiver 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 addition to sending a statewide message of high expectations for all students, the Performance Flags and Performance Targets will not only capture students who have met or exceeded the proficiency standard but also students who have made significant growth to standard. The use of a student growth component allows the Performance Flags to aid staff to deliver more precise interventions to schools whose student subgroups are both not meeting proficiency standards and/or making significant growth.

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 Flags  : Indicate that a school did not meet the Subgroup Performance Target or the State Performance Target. A Yellow Flag with an “SG” inside signifies a school did not meet the Subgroup Performance Target but did meet the State Performance Target. A Yellow Performance Flag with an “S” inside signifies a school met the Subgroup Performance Target, but did not meet the State 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 and students not meeting proficiency standards but making significant growth towards the standards using Georgia’s Student Growth Percentile (SGP) model. Within the Performance Flags disaggregated data will be displayed for students meeting the proficiency standards along with the number of the students not meeting the proficiency standard but making significant gains towards the standard. 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 on: 1) students meeting proficiency standards, and, 2) students who have made gains towards the standards. By also providing the information on students who have made significant growth but have not yet reached the standard, the Performance Flags provide schools with feedback on the effectiveness of interventions and supports. Once Georgia has accrued sufficient technical documentation, the state may discuss with US ED a provision to give a school credit for students who have made significant and sufficient growth to standard within a given number of years.

High School Performance Targets

Based on 2011 Graduation Rate and 2011 End of Course Tests (EOCTs) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
High School	Graduation Rate	All Students	80.8	82.4	84.0	85.6	87.2	88.8	90.4
		<i>Asian / Pacific Islander</i>	93.4	94.0	94.5	95.1	95.6	96.2	96.7
		<i>Black</i>	75.8	77.8	79.8	81.9	83.9	85.9	87.9
		<i>Hispanic</i>	77.6	79.5	81.3	83.2	85.1	86.9	88.8
		<i>American Indian</i>	82.2	83.7	85.2	86.7	88.1	89.6	91.1
		<i>White</i>	84.4	85.7	87.0	88.3	89.6	90.9	92.2
		<i>Multi-Racial</i>	84.9	86.2	87.4	88.7	89.9	91.2	92.5
		<i>SWD</i>	44.4	49.0	53.7	58.3	62.9	67.6	72.2
		<i>ELL (LEP)</i>	63.0	66.1	69.2	72.3	75.3	78.4	81.5
		<i>Econ. Disadv.</i>	76.0	78.0	80.0	82.0	84.0	86.0	88.0
High School	9th Grade Literature	All Students	82.1	83.6	85.1	86.6	88.1	89.6	91.1
		<i>Asian / Pacific Islander</i>	86.4	87.5	88.7	89.8	90.9	92.1	93.2
		<i>Black</i>	74.0	76.2	78.4	80.5	82.7	84.9	87.0
		<i>Hispanic</i>	76.3	78.3	80.3	82.3	84.2	86.2	88.2
		<i>American Indian</i>	83.0	84.5	85.9	87.3	88.7	90.1	91.5
		<i>White</i>	89.7	90.6	91.4	92.3	93.1	94.0	94.9
		<i>Multi-Racial</i>	89.0	89.9	90.8	91.8	92.7	93.6	94.5
		<i>SWD</i>	45.4	50.0	54.5	59.1	63.6	68.2	72.7
		<i>ELL (LEP)</i>	45.7	50.2	54.7	59.3	63.8	68.3	72.8
		<i>Econ. Disadv.</i>	74.0	76.2	78.3	80.5	82.7	84.8	87.0
High School	American Literature	All Students	87.7	88.7	89.7	90.7	91.7	92.7	93.7
		<i>Asian / Pacific Islander</i>	92.0	92.6	93.3	94.0	94.7	95.3	96.0
		<i>Black</i>	82.2	83.6	85.1	86.6	88.1	89.6	91.1
		<i>Hispanic</i>	82.5	84.0	85.4	86.9	88.3	89.8	91.3
		<i>American Indian</i>	90.5	91.3	92.1	92.8	93.6	94.4	95.2
		<i>White</i>	93.0	93.6	94.2	94.8	95.3	95.9	96.5
		<i>Multi-Racial</i>	91.1	91.8	92.6	93.3	94.0	94.8	95.5
		<i>SWD</i>	55.2	58.9	62.7	66.4	70.1	73.9	77.6
		<i>ELL (LEP)</i>	55.3	59.0	62.8	66.5	70.2	73.9	77.7
		<i>Econ. Disadv.</i>	81.8	83.3	84.8	86.4	87.9	89.4	90.9
High School	Biology	All Students	69.1	71.7	74.3	76.9	79.5	82.1	84.7
		<i>Asian / Pacific Islander</i>	82.7	84.1	85.6	87.0	88.5	89.9	91.3
		<i>Black</i>	53.8	57.7	61.5	65.4	69.2	73.1	76.9

High School Performance Targets

Based on 2011 Graduation Rate and 2011 End of Course Tests (EOCTs) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
		<i>Hispanic</i>	62.7	65.8	68.9	72.0	75.1	78.2	81.3
		<i>American Indian</i>	71.8	74.2	76.5	78.9	81.2	83.6	85.9
		<i>White</i>	82.5	83.9	85.4	86.8	88.3	89.8	91.2
		<i>Multi-Racial</i>	76.4	78.4	80.3	82.3	84.3	86.2	88.2
		<i>SWD</i>	35.0	40.4	45.8	51.2	56.6	62.1	67.5
		<i>ELL (LEP)</i>	37.2	42.5	47.7	52.9	58.2	63.4	68.6
		<i>Econ. Disadv.</i>	57.1	60.7	64.2	67.8	71.4	75.0	78.5
High School	Economics	All Students	72.7	75.0	77.3	79.6	81.9	84.2	86.5
		<i>Asian / Pacific Islander</i>	87.7	88.7	89.7	90.8	91.8	92.8	93.8
		<i>Black</i>	59.5	62.9	66.3	69.6	73.0	76.4	79.8
		<i>Hispanic</i>	66.5	69.3	72.1	74.9	77.7	80.4	83.2
		<i>American Indian</i>	72.2	74.5	76.8	79.1	81.4	83.8	86.1
		<i>White</i>	83.5	84.9	86.2	87.6	89.0	90.4	91.7
		<i>Multi-Racial</i>	77.6	79.5	81.3	83.2	85.1	86.9	88.8
		<i>SWD</i>	36.9	42.2	47.4	52.7	57.9	63.2	68.5
		<i>ELL (LEP)</i>	45.0	49.6	54.2	58.8	63.4	67.9	72.5
		<i>Econ. Disadv.</i>	60.5	63.8	67.1	70.3	73.6	76.9	80.2
High School	Mathematics I*	All Students	61.0	64.3	67.6	70.9	74.2	77.5	80.8
		<i>Asian / Pacific Islander</i>	83.7	85.1	86.4	87.8	89.1	90.5	91.9
		<i>Black</i>	46.4	50.9	55.3	59.8	64.3	68.7	73.2
		<i>Hispanic</i>	55.7	59.4	63.1	66.8	70.4	74.1	77.8
		<i>American Indian</i>	62.1	65.3	68.4	71.6	74.7	77.9	81.1
		<i>White</i>	72.8	75.1	77.3	79.6	81.9	84.1	86.4
		<i>Multi-Racial</i>	67.3	70.0	72.7	75.4	78.2	80.9	83.6
		<i>SWD</i>	24.8	31.1	37.4	43.6	49.9	56.2	62.4
		<i>ELL (LEP)</i>	38.6	43.7	48.8	53.9	59.1	64.2	69.3
		<i>Econ. Disadv.</i>	48.3	52.6	56.9	61.2	65.5	69.9	74.2
High School	Mathematics II**	All Students	57.2	60.8	64.4	68.0	71.6	75.2	78.8
		<i>Asian / Pacific Islander</i>	82.3	83.8	85.3	86.7	88.2	89.7	91.2
		<i>Black</i>	40.8	45.7	50.6	55.6	60.5	65.4	70.4
		<i>Hispanic</i>	52.2	56.2	60.2	64.2	68.2	72.1	76.1
		<i>American Indian</i>	60.2	63.5	66.8	70.2	73.5	76.8	80.1
		<i>White</i>	69.7	72.2	74.7	77.3	79.8	82.3	84.8
		<i>Multi-Racial</i>	62.8	65.9	69.0	72.1	75.2	78.3	81.4

High School Performance Targets

Based on 2011 Graduation Rate and 2011 End of Course Tests (EOCTs) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
		<i>SWD</i>	25.3	31.5	37.7	43.9	50.2	56.4	62.6
		<i>ELL (LEP)</i>	42.6	47.4	52.2	56.9	61.7	66.5	71.3
		<i>Econ. Disadv.</i>	43.7	48.3	53.0	57.7	62.4	67.1	71.8
		All Students	75.0	77.1	79.2	81.3	83.4	85.5	87.6
		<i>Asian / Pacific Islander</i>	86.9	88.0	89.1	90.2	91.3	92.4	93.5
		<i>Black</i>	63.2	66.3	69.4	72.4	75.5	78.6	81.6
		<i>Hispanic</i>	71.7	74.1	76.4	78.8	81.1	83.5	85.9
		<i>American Indian</i>	77.7	79.5	81.4	83.2	85.1	87.0	88.8
		<i>White</i>	85.9	87.1	88.3	89.4	90.6	91.8	93.0
		<i>Multi-Racial</i>	82.9	84.4	85.8	87.2	88.6	90.0	91.5
		<i>SWD</i>	45.8	50.3	54.8	59.3	63.8	68.4	72.9
		<i>ELL (LEP)</i>	51.5	55.6	59.6	63.7	67.7	71.7	75.8
		<i>Econ. Disadv.</i>	67.4	70.1	72.9	75.6	78.3	81.0	83.7
		All Students	64.6	67.6	70.6	73.6	76.6	79.6	82.6
		<i>Asian / Pacific Islander</i>	81.2	82.7	84.3	85.9	87.5	89.0	90.6
		<i>Black</i>	50.6	54.7	58.8	62.9	67.1	71.2	75.3
		<i>Hispanic</i>	58.8	62.2	65.7	69.1	72.5	76.0	79.4
		<i>American Indian</i>	72.1	74.5	76.8	79.1	81.4	83.7	86.1
		<i>White</i>	76.1	78.1	80.1	82.1	84.0	86.0	88.0
		<i>Multi-Racial</i>	71.3	73.7	76.1	78.5	80.9	83.3	85.7
		<i>SWD</i>	34.4	39.9	45.4	50.8	56.3	61.8	67.2
		<i>ELL (LEP)</i>	35.0	40.4	45.8	51.2	56.6	62.1	67.5
		<i>Econ. Disadv.</i>	51.7	55.8	59.8	63.8	67.8	71.8	75.9

Elementary and Middle Performance Targets Based on 2011 Criterion Reference Content Test (CRCT) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
Elementary / Middle	English Language Arts	All Students	91.2	91.9	92.6	93.3	94.0	94.7	95.4
		Asian / Pacific Islander	94.9	95.3	95.7	96.1	96.5	96.9	97.3
		Black	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		Hispanic	89.5	90.4	91.3	92.2	93.1	94.0	94.9
		American Indian	91.8	92.5	93.2	93.9	94.6	95.3	96.0
		White	94.6	95.1	95.6	96.1	96.6	97.1	97.6
		Multi-Racial	93.3	93.9	94.5	95.1	95.7	96.3	96.9
		SWD	69.7	72.2	74.7	77.2	79.7	82.2	84.7
		ELL (LEP)	81.2	82.8	84.4	86.0	87.6	89.2	90.8
		Econ. Disadv.	87.4	88.5	89.6	90.7	91.8	92.9	94.0
Elementary / Middle	Mathematics	All Students	84.4	85.7	87.0	88.3	89.6	90.9	92.2
		Asian / Pacific Islander	93.7	94.2	94.7	95.2	95.7	96.2	96.7
		Black	75.9	77.9	79.9	81.9	83.9	85.9	87.9
		Hispanic	83.6	85.0	86.4	87.8	89.2	90.6	92.0
		American Indian	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		White	90.7	91.5	92.3	93.1	93.9	94.7	95.5
		Multi-Racial	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		SWD	59.0	62.4	65.8	69.2	72.6	76.0	79.4
		ELL (LEP)	74.8	76.9	79.0	81.1	83.2	85.3	87.4
		Econ. Disadv.	78.2	80.0	81.8	83.6	85.4	87.2	89.0
Elementary / Middle	Reading	All Students	93.2	93.8	94.4	95.0	95.6	96.2	96.8
		Asian / Pacific Islander	95.2	95.6	96.0	96.4	96.8	97.2	97.6
		Black	89.2	90.1	91.0	91.9	92.8	93.7	94.6
		Hispanic	92.0	92.7	93.4	94.1	94.8	95.5	96.2
		American Indian	95.2	95.6	96.0	96.4	96.8	97.2	97.6
		White	96.6	96.9	97.2	97.5	97.8	98.1	98.4
		Multi-Racial	95.4	95.8	96.2	96.6	97.0	97.4	97.8
		SWD	76.6	78.6	80.6	82.6	84.6	86.6	88.6
		ELL (LEP)	85.1	86.3	87.5	88.7	89.9	91.1	92.3
		Econ. Disadv.	90.1	90.9	91.7	92.5	93.3	94.1	94.9
Elementary / Middle	Science	All Students	76.1	78.1	80.1	82.1	84.1	86.1	88.1
		Asian / Pacific Islander	88.5	89.5	90.5	91.5	92.5	93.5	94.5
		Black	62.7	65.8	68.9	72.0	75.1	78.2	81.3
		Hispanic	72.7	75.0	77.3	79.6	81.9	84.2	86.5

Elementary and Middle Performance Targets Based on 2011 Criterion Reference Content Test (CRCT) Proficiency Rates

Level	Statewide Assessment	Student Group	2011 Proficiency Rate	2012 Performance Target	2013 Performance Target	2014 Performance Target	2015 Performance Target	2016 Performance Target	2017 Performance Target
		<i>American Indian</i>	81.3	82.9	84.5	86.1	87.7	89.3	90.9
		<i>White</i>	87.1	88.2	89.3	90.4	91.5	92.6	93.7
		<i>Multi-Racial</i>	82.0	83.5	85.0	86.5	88.0	89.5	91.0
		<i>SWD</i>	47.9	52.2	56.5	60.8	65.1	69.4	73.7
		<i>ELL (LEP)</i>	61.2	64.4	67.6	70.8	74.0	77.2	80.4
		<i>Econ. Disadv.</i>	66.9	69.7	72.5	75.3	78.1	80.9	83.7
Elementary / Middle	Social Studies	All Students	74.8	76.9	79.0	81.1	83.2	85.3	87.4
		<i>Asian / Pacific Islander</i>	89.0	89.9	90.8	91.7	92.6	93.5	94.4
		<i>Black</i>	62.3	65.4	68.5	71.6	74.7	77.8	80.9
		<i>Hispanic</i>	70.9	73.3	75.7	78.1	80.5	82.9	85.3
		<i>American Indian</i>	78.2	80.0	81.8	83.6	85.4	87.2	89.0
		<i>White</i>	85.0	86.3	87.6	88.9	90.2	91.5	92.8
		<i>Multi-Racial</i>	80.2	81.9	83.6	85.3	87.0	88.7	90.4
		<i>SWD</i>	44.8	49.4	54.0	58.6	63.2	67.8	72.4
		<i>ELL (LEP)</i>	59.2	62.6	66.0	69.4	72.8	76.2	79.6
		<i>Econ. Disadv.</i>	65.0	67.9	70.8	73.7	76.6	79.5	82.4

* Mathematic I will be transitioning to Common Core Georgia Performance Standards Coordinate Algebra

** Mathematics II will be transitioning to Common Core Georgia Performance Standards Analytic Geometry

The GaDOE will work 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.

For the study year, disaggregated subgroup performance will be presented as part of the Performance Flag system within the CCRPI. Subgroup achievement related to subgroup Performance Targets will trigger Performance Flags. Disaggregated subgroup data will be provided to districts in mid July 2012 and CCRPI data will be provided to the districts in the fall of 2012. The early release of subgroup performance data will aid schools in the planning and development of school based action plans.

The following table provides a sample snapshot of the detailed subgroup performance for a school. Each subgroup’s achievement and corresponding Performance Target is presented and Performance Flags are displayed based on the Performance Targets. In the actual application, links (designated by “Click Here for Subgroup Details”) will provide disaggregated subgroup performance as detailed within the Graduation Rate and 9th Grade Literature End of Course Test examples below.

District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
Graduation Rate							
Graduation Rate (%)	473	94.8%	80.8%	10	9.5	94.8%	
<i>Asian / Pacific Islander</i>	35	91.6%	93.4%				
<i>Black</i>	32	74.9%	75.8%				
<i>Hispanic</i>	34	79.5%	77.6%				
<i>American Indian / Alaskan</i>	40	100.0%	82.2%				
<i>White</i>	222	95.5%	84.4%				
<i>Multi-Racial</i>	36	100.0%	84.9%				
<i>SWD</i>	45	73.3%	44.4%				
<i>ELL</i>	31	100.0%	63.0%				
<i>Economically Disadvantaged</i>	98	92.9%	76.0%				
Total: Graduation Rate	473			10	9.5	94.8%	

Content Mastery							
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District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
Percent of students scoring at meets or exceeds on the Ninth Grade Literature End of Course Test	373	92.1%	82.1%	10	9.2	92.1%	
<i>Asian / Pacific Islander</i>	32	75.0%	86.4%				
<i>Black</i>	32	58.3%	84.0%				
<i>Hispanic</i>	40	75.0%	76.3%				
<i>American Indian / Alaskan</i>	35	83.0%	83.0%				
<i>White</i>	195	96.9%	89.7%				
<i>Multi-Racial</i>	30	100.0%	89.0%				
<i>SWD</i>	36	72.7%	45.4%				
<i>ELL</i>	38	33.3%	45.7%				
<i>Economically Disadvantaged</i>	55	69.4%	74.0%				
Percent of students scoring at meets or exceeds on the American Literature End of Course Test	373	98.0%		10	9.8	98.0%	
<u>Click Here for Subgroup Details</u>							

District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
-							
Percent of students scoring at meets or exceeds on the Mathematics I (or GPS Algebra) End of Course Test	373	94.1%		10	9.4	94.1%	
<u>Click Here for Subgroup Details</u>							
-							
Percent of students scoring at meets or exceeds on the Mathematics II (or GPS Geometry) End of Course Test	373	80.1%		10	8.0	80.1%	
<u>Click Here for Subgroup Details</u>							
-							
Percent of students scoring at meets or exceeds on the Physical Science End of Course Test	373	75.0%		10	7.5	75.0%	
<u>Click Here for Subgroup Details</u>							
-							
Percent of students scoring at meets or exceeds on the Biology End of Course Test	373	95.2%		10	9.5	95.2%	
<u>Click Here for Subgroup Details</u>							
-							
Percent of students scoring at meets or exceeds on the US History End of Course Test	373	85.0%		10	8.5	85.0%	

District: Metro District

School: George Washington High School

Performance Flag Detail by Subgroup

	Number of Students	FY 2011 Achievement	Performance Target	Achievement Indicator Points Possible	Achievement Indicator Points Earned	% Achievement Indicator Points	Performance Flag
Click Here for Subgroup Details							
-							
Percent of students scoring at meets or exceeds on the Economics End of Course Test	373	95.9%		10	9.6	95.9%	
Click Here for Subgroup Details							
-							

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 Closure, and its Progress. The weighted average of the Achievement Score, the Achievement Gap Closure Score (AGCS), 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 *Factors for Success* indicators. Schools meeting set targets on some or all of these indicators will experience up to three points in addition to the average score determined by the Achievement, Achievement Gap Closure, 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, as detailed on page 18 of this request will be a primary feature of the CCRPI reporting structure, as illustrated by the sample snapshots provided below.

Score Summary Sheet (CCRPI) with Performance Flags, below

DRAFT

College and Career Ready Performance Index (CCRPI) CCRPI Scoring Sheet: High School

District: Central School District

School: George Washington High School

Overall CCRPI Score									
TBD									
Achievement Score	Achievement Gap Closure Score	Progress Score	Factors for Success Score			Financial Efficiency Rating	School Climate Rating		
TBD	TBD	TBD	TBD			★ ★ ★ ☆ ☆	★ ★ ★ ☆ ☆		
Performance Flags <i>Highlights and Challenges</i>									
Subgroup Performance	<i>End of Course Tests</i>								
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
American Indian / Alaskan									
Asian / Pacific Islander									
Black									
Hispanic									

Subgroup Performance	End of Course Tests								
	Graduation Rate	9th Grade Literature	American Literature	Mathematics I	Mathematics II	Biology	Physical Science	U.S. History	Economics
Multi-Racial									
White									
Economically Disadvantaged (ED)									
Students with Disabilities (SWD)									
Limited English Proficient (LEP)									

Performance Flag Legend:

-  Subgroup met both State and Subgroup Performance Targets
-  Subgroup met State but not Subgroup Performance Target
-  Subgroup met Subgroup but not State Performance Target
-  Subgroup did not meet either the State or Subgroup Performance

Graduation Alert, Subgroup Alert, and Subject Alert Status

In addition to the Focus Schools identified in this request (Table 2), Georgia proposes to *serve additional Focus*, schools falling into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate:

- (1) Graduation Alert Schools: High Schools whose subgroup graduation rate falls at or below the third standard deviation compared to the statewide subgroup average.
- (2) Subgroup Alert Schools: Schools whose subgroup performance on any statewide assessment falls at or below the third deviation compared to the subgroup’s state average;
- (3) Subject Alert Schools: Schools whose subject area performance on any statewide assessment falls at or below the third deviation compared to the subject’s state average;

Schools falling into this Alert Status (as described above) due to either subgroup deficiencies in graduation rates, subgroup deficiencies on assessments, or subject deficiencies on assessments will be served as Focus Schools and receive three years of state and/or district-level directed support and interventions.

The use of the third standard deviation within each subgroup’s assessment performance is to identify every school where a subgroup’s performance falls at the very bottom of the spectrum. Used within the Performance Flags, the third deviation allows Georgia to identify the lowest achieving subgroups regardless of a school’s overall or all student success; thus, not allowing schools to hide extremely underperforming subgroups.

ALERT SCHOOLS

Explanation of Data Run to Determine List of Graduation Rate Alert Schools

1. Include all high schools, Title I and Non-Title I.
2. For a group (the nine traditional subgroups) to be considered in the calculations, the group’s Graduation Class Size must meet the minimum n size.
3. Create standardized value of each subgroups’ graduation rate:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

- x is the school’s subgroup’s graduation rate;
- μ is the mean of the state’s subgroups’ graduation rate

σ is the standard deviation of the state’s subgroups’ graduation rate

4. Assign a flag to the school’s subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.
6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Graduation Alert School.

Explanation of Data Run to Determine List of Subgroup Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each subgroups’ achievement results on each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (the nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum n size where each member of the group has a valid assessment for each content area.
3. Create standardized value of each subgroups’ meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school’s subgroup’s meets and exceeds rate;

μ is the mean of the state’s subgroups’ meets and exceeds rate

σ is the standard deviation of the state’s subgroups’ meets and exceeds rate

4. Assign a flag to the school’s subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.
6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Subgroup Alert School.

Explanation of Data Run to Determine List of Subject Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each school’s subject area achievement results across each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a school to be considered in the calculations, the number of test takers within a school’s subject area must meet the minimum n size where each member of the group has a valid assessment for each content area.

3. Create standardized value of each subject area's meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subject using the mean and standard deviation of the corresponding statewide subject area.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subject area's meets and exceeds rate;

μ is the mean of the state's subject area's meets and exceeds rate

σ is the standard deviation of the state's subject area's meets and exceeds rate

4. Assign a flag to the school's subject area where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subject flagged.
6. If a school has one or more subject area(s) to which a flag is assigned, then identify that school as a Subject Alert School.

2.C REWARD SCHOOLS

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

Explanation of Data Run to Determine List of Highest-Performing Reward Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 5%. (78)
3. The resulting value is the number of Title I schools in the state that are to be identified as Highest-Performing Reward Schools.
4. At the school level, aggregate the All Student and subgroup achievement results based on 2010-2011, 2009-2010, and 2008-2009 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Rank the Title I schools based on the average of their 3-year aggregate achievement results from highest achievement to lowest achievement.
6. Remove schools from the list that have been identified as Focus Schools.
7. Remove high schools from the list that are not among the schools with the highest graduation rates.
8. Remove schools from the list that did not make AYP in the 2010-2011 school year.
9. Identify the top 78 schools as Highest-Performing Reward Schools.

Explanation of Data Run to Determine List of High-Progress Reward Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 10%. (156)
3. The resulting value is the number of Title I schools in the state that are to be identified as High-Progress Reward Schools.
4. At the school level, aggregate the All Student and subgroup achievement results based on 2010-2011, 2009-2010, and 2008-2009 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs).). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Based on aggregate achievement results, calculate progress using the following formula:

$$((\text{Year 1 Results} - \text{Year 2 Results}) + (\text{Year 2 Results} - \text{Year 3 Results})) / 2$$

6. Rank the schools based on the greatest amount of progress.
7. Remove schools from the list that have been identified as Focus Schools.
8. Remove schools from the list that have been identified as Priority Schools.
9. Identify the top 156 schools as High-Progress Reward Schools.

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. Funding for the Highest-Performing and/or High-Progress Districts is budgeted in the state educational agency administration budget.

Recognition of districts will occur as part of Georgia's Distinguished District Recognition. Four districts are selected each fiscal year for making the greatest gains in academic achievement based on yearly test results. The four categories for selection are based on district student enrollment: large, medium, small, and extra small. Teams from the districts are present at the Annual Title I Conference and are presented with a monetary award. As part of the Single Statewide Accountability System, Georgia has a recognition program for all schools based on student achievement.

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.

Explanation of Data Run to Determine List of Priority Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 5%. (78)
3. The resulting value is the number of Title I schools in the state that are to be identified as Priority Schools.
4. Place the SIG Schools on Priority List. (40 = SIG Schools)
5. Subtract the number of SIG Schools from the number of identified Priority Schools.
(78-40=38)
6. The resulting value represents the number of schools that should be identified as Priority Schools based on the definition as it relates to graduation rate and achievement. (38)
7. For high schools, identify schools where the graduation rate is less than 60% for the 2011 and 2010 school year. (2 = Graduation Rate Schools)
8. Subtract this count from the number of schools to be identified based on graduation rate and achievement. (38-2=36)
9. At the school level, aggregate the All Student achievement results based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs), all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), and Georgia Alternate Assessments (GAAs). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum n size of 30 where each member of the group has a valid assessment for each content area.
10. Rank the Title I schools based on their aggregate achievement results from lowest achievement to highest achievement.
11. Remove the schools that did not make progress based on aggregate achievement results from 2009-2010 and 2010-2011.
12. Identify the top 36 schools on the list as Priority Schools based on achievement results.
(36 = Achievement Schools)
13. 40 SIG Schools + 2 Graduation Rate Schools + 36 Achievement Schools = 78 Total 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 School Keys, Georgia School Standards, as a guide to the body of research of effective schools. These standards serve as the framework in which schools base their improvement initiatives. The School Keys 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 School Keys 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 School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process. The final core strands identified in School Keys are listed in the table below.

Georgia School Keys – Core Component Strands Identified for Promoting Success in All Schools	
Strand	Descriptor
Curriculum	System for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
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 achieve proficiency relative to Georgia Performance Standards (GPS).
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.
Student, Family, & Community Engagement	The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short and long range goals.
Professional Learning	Means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.
Leadership	The governance process through which individuals and groups influence the behavior of other so that they work collaboratively to achieve common goals and promote organizational effectiveness.
School Culture	The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through assignment of a school improvement 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 improvement specialists and will be coordinated with other initiatives such as School Improvement Grants (1003g) and Race to the Top. All supports and interventions will be implemented in 2012-2013. See SIS expectation chart on the next page.

SIS Expectations Chart

School Keys/Topic	Actions
Planning and Organization/ School Improvement Planning Process	<ul style="list-style-type: none"> • Ensure that the School Improvement Plan is focused on the CCGPS/GPS 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 corrective action plan • Ensure that the school budget supports implementation of the plan and that the school improvement specialist participates in the budgetary process • Ensure that the school improvement specialist, along with the principal, leadership team, and instructional coaches observe classrooms and provide feedback for implementation of the CCGPS/GPS and standards-based teaching and learning
Assessment/ Data Analysis	<ul style="list-style-type: none"> • Review school data (demographic, student achievement, perception, process) to ensure that plans are relevant to the data <ul style="list-style-type: none"> ○ Assist principal and leadership team with implementation of monitoring ○ Student academic progress ○ Attendance (student and teacher) ○ Discipline • Assist the system and school with analysis of feeder school student achievement data • Assist system and school(s) with development of a vertical plan to address feeder patterns
Leadership / Leadership teams	<ul style="list-style-type: none"> • Ensure that the leadership team utilizes the School Keys, Leadership Standard 4, and the Leadership team High Impact Practice Rubric to self-assess progress three times per year <ul style="list-style-type: none"> ○ 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 Plan (STAP) • Ensure that the leadership team addresses targeted areas and provides feedback from internal and external reviews, for example, GAPSS, CTAE, SACS, TAV, 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 from the Summer Leadership Academy • Support the principal/leadership in monitoring the implementation of professional learning
Curriculum Assessment Instruction	<ul style="list-style-type: none"> • Ensure that the school is implementing CCGPS/GPS • Ensure implementation of GaDOE Instructional Frameworks • 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 and Math Addendum for Standards-Based Classrooms
Curriculum, Assessment, Instruction/ Framework Assessments	<ul style="list-style-type: none"> • Ensure framework/benchmark/ assessments are given and results analyzed by teachers to guide instruction • Ensure that administrators and the leadership team guide school-wide planning
Leadership / Teacher Efficacy	<ul style="list-style-type: none"> • Ensure that the principal consistently monitors and evaluates teacher effectiveness and provides appropriate feedback for teachers • Ensure that the school and district have a plan for hiring highly qualified teachers

Planning and Organization/ Short Term Action Plan	<ul style="list-style-type: none"> • Support implementation of the STAP • Complete bimonthly progress reports for submission to lead school improvement specialist, principal, and district designee • Ensure school completes attendance (teacher and student) and discipline reports by the 5th of each month and send to the lead school improvement specialist.
Professional Learning	<ul style="list-style-type: none"> • Support the instructional coaches in planning and conducting professional learning based on the components of the coaching cycle • Support the implementation of professional learning provided by the state • Ensure that the school improvement specialist attends all GaDOE required professional learning with their respective school(s) • Ensure that the school improvement specialist participates in required GaDOE webinar sessions, if applicable • Ensure that the school improvement specialist participate in RESA and/or GLRS professional learning, if applicable
Monitoring embedded in all School Keys	<ul style="list-style-type: none"> • Ensure that the school improvement specialist, along with the principal, leadership team and instructional coaches monitor the instructional program through Focus Walks, Awareness Walks, and/or classroom observations with feedback

In 2012-2013 districts (LEAs) will sign a three year memorandum of agreement with the GaDOE on behalf of Priority Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each priority school aligned with the turnaround principles. The memorandum of agreement will be developed during the spring of 2012. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school improvement staff, and other designated staff from the district or GaDOE by August 15, 2012. These non-negotiable actions and interventions include, but are not limited to, the following:

Non-Negotiable Actions and Interventions	Turnaround Principle
1. Assess the performance of the current principal. If necessary, replace the principal. Work collaboratively with GaDOE to develop criteria for selection of an effective turnaround principal.	Turnaround Principle 1
2. Work collaboratively with GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan.	Turnaround Principle 2
3. Participate in required professional learning provided by the GaDOE.	
4. Hire an instructional coach to engage teachers in school-based, job-embedded professional learning.	
5. Work collaboratively with GaDOE to screen teachers transferring to the priority school.	Turnaround Principle 3
6. Provide additional learning time for students.	
7. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the	

Non-Negotiable Actions and Interventions	Turnaround Principle
CCGPS and student learning needs.	
8. Offer Flexible Learning Programs.	
9. Implement the GaDOE Common Core Georgia Performance Standards frameworks in ELA and Mathematics.	Turnaround Principle 4
10. Participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) Analysis.	
11. Develop and implement short-term action plans to achieve the goals in the school improvement plan.	Turnaround Principle 5
12. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of the school improvement plan.	
13. Analyze teacher attendance and develop a plan for improvement if needed.	
14. Analyze student attendance and develop a plan for improvement if needed.	Turnaround Principle 6
15. Identify students who are at-risk of not graduating and develop a plan of action for supporting those students.	
16. Analyze student discipline referrals and develop a plan for improvement if needed.	
17. Develop and implement a plan for student, family and community engagement.	Turnaround Principle 7
Ensure that parent notices and family engagement components are adequately adopted in Flexible Learning Programs.	
Priority Schools will be assigned a GaDOE school improvement specialist to provide support and technical assistance with implementation of the non-negotiable actions and interventions. In addition, a GaDOE lead school improvement specialist will regularly monitor implementation of the non-negotiable actions and interventions. Priority Schools that begin to implement one of the four SIG models or interventions aligned with the turnaround principles will continue to do so for a period of three years.	

Turnaround Principle 1

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 GaDOE will develop a memorandum of agreement with each district that provides flexibility to turnaround principals in the areas of scheduling, staff, curriculum, and budget. Meetings with the LEA regarding leadership at Priority Schools will be held prior to May 1, 2012.

Turnaround Principle 2

In Priority Schools, the GaDOE school improvement 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 Longitudinal Data System (LDS) at the individual teacher level. Teachers transferring to the Priority School will be screened to prevent the selection of ineffective teachers. The GaDOE staff will work collaboratively with districts to make decisions regarding transfers of teachers to Priority Schools.

The GaDOE will develop a memorandum of agreement with each district to ensure processes and policies are in place to prevent the transfer of ineffective teachers to Priority Schools.

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

Upon identification, Priority Schools will be provided professional development and technical assistance addressing leadership, the school improvement process, school standards, implementation of the CCGPS, and implementation of job-embedded professional learning. Strategies to engage English learners, students with disabilities, and economically disadvantaged students in the CCGPS will be at the forefront of all professional development provided to Priority Schools. Professional learning about leadership and improvement will be provided to district staff by the GaDOE School Improvement staff at the Summer Leadership Academy in June 2012. Professional learning and technical assistance will be provided by the school improvement specialist regarding leadership teams and the school improvement process throughout the 2012-2013 school year.

Turnaround Principle 3

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 included in the School Keys 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 improvement 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.

Turnaround Principle 4

The importance of an effective teacher for every student in every classroom is documented throughout current research. The GaDOE has adopted the Common Core State Standards. Providing multiple opportunities for teachers to master the implementation of the CCGPS is essential. The school improvement 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 improvement 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 new curriculum. RESAs are currently involved in all GaDOE sponsored professional learning on the CCGPS and aligned assessments. The development of formative assessments that guide instruction is being done at the district and regional level. The School Improvement Division supports this work through on-going collaboration with the RESAs and by providing training for Instructional Coaches.

Turnaround Principle 5

Upon identification, Priority Schools will participate in a state-led Georgia Assessment of Performance on School Standards (GAPSS) analysis. Through the GAPSS 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 GAPSS analysis, which, in turn, informs the development and implementation of school improvement initiatives.

The Priority Schools will attend a summer leadership academy for school-based leadership teams. This intensive, week-long professional learning opportunity engages 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 teams with the following actions.

- Establishing a data-driven leadership team
- Collecting and analyzing the four types of data (student achievement data, process data, demographic data, and perception data) including the results from the GAPSS analysis
- Determining root causes
- Developing SMART goals
- Selecting research-based strategies, actions, and interventions to meet school improvement goals
- Identifying artifacts and evidence of implementation
- Creating a professional learning plan to support implementation
- Designing a plan for monitoring implementation of the school improvement plan

Leadership teams complete the academy with a product, a systematically and deliberately developed school improvement plan that is aligned to current, relevant school data and ready to be implemented and monitored immediately.

The school improvement specialist assigned to the Priority School will provide ongoing technical assistance to support implementation of the school improvement plan. Actions, strategies, and interventions from the school improvement plan become the primary focus of the priority school. While school improvement specialists facilitate the development and implementation of short-term action plans to achieve the goals of the school improvement plan, lead school improvement specialists conduct regularly scheduled site visits to monitor implementation. A balance of support and pressure will ensure that Priority Schools have the necessary tools needed and are accountable for improving student achievement.

Priority 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 improvement 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 improvement specialists will provide support and technical assistance to ensure effective use of leadership team meetings and collaborative planning time.

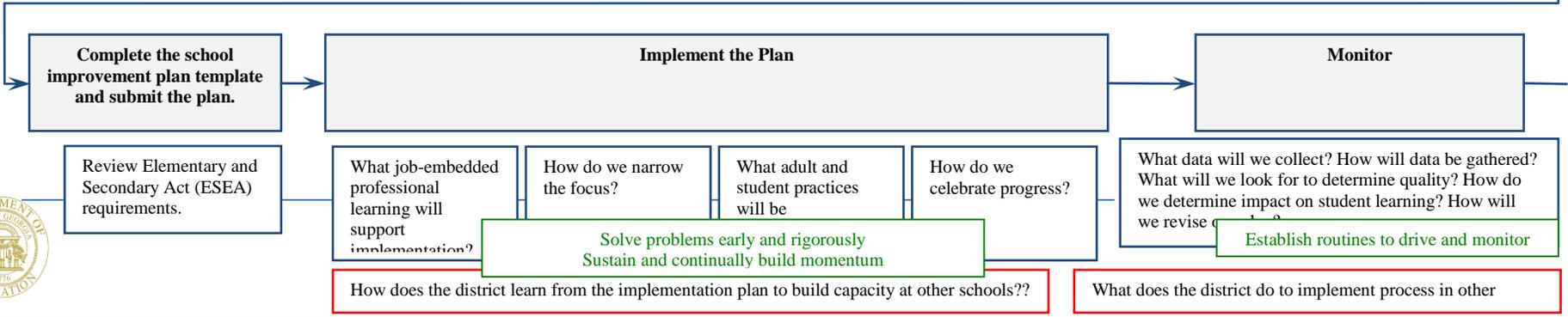
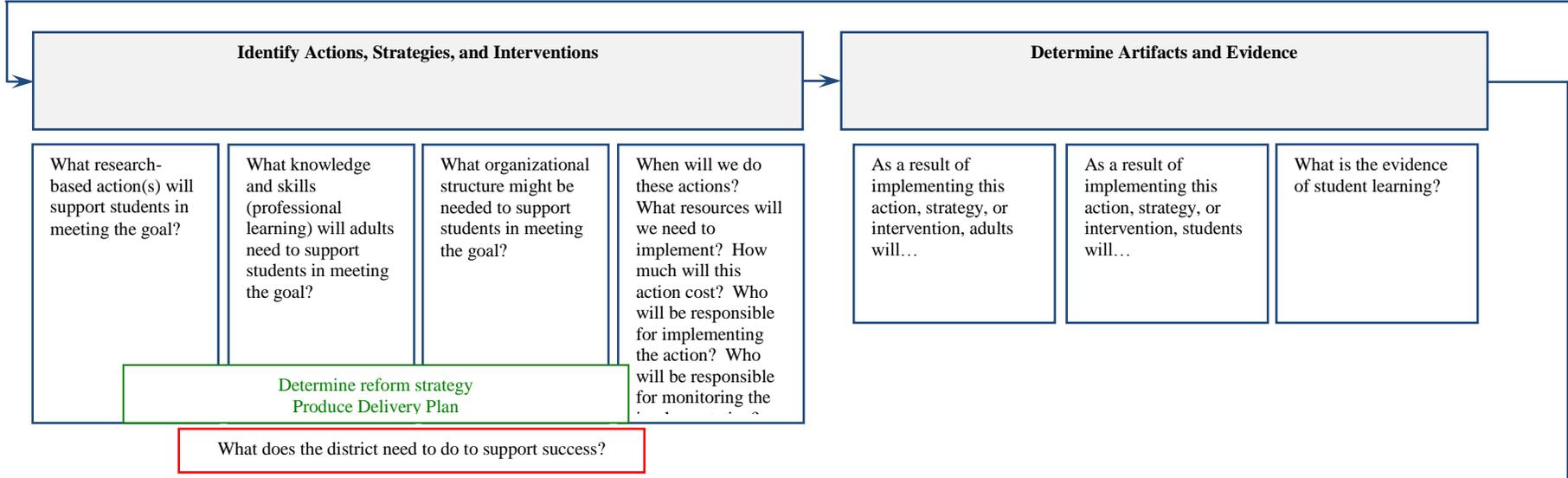
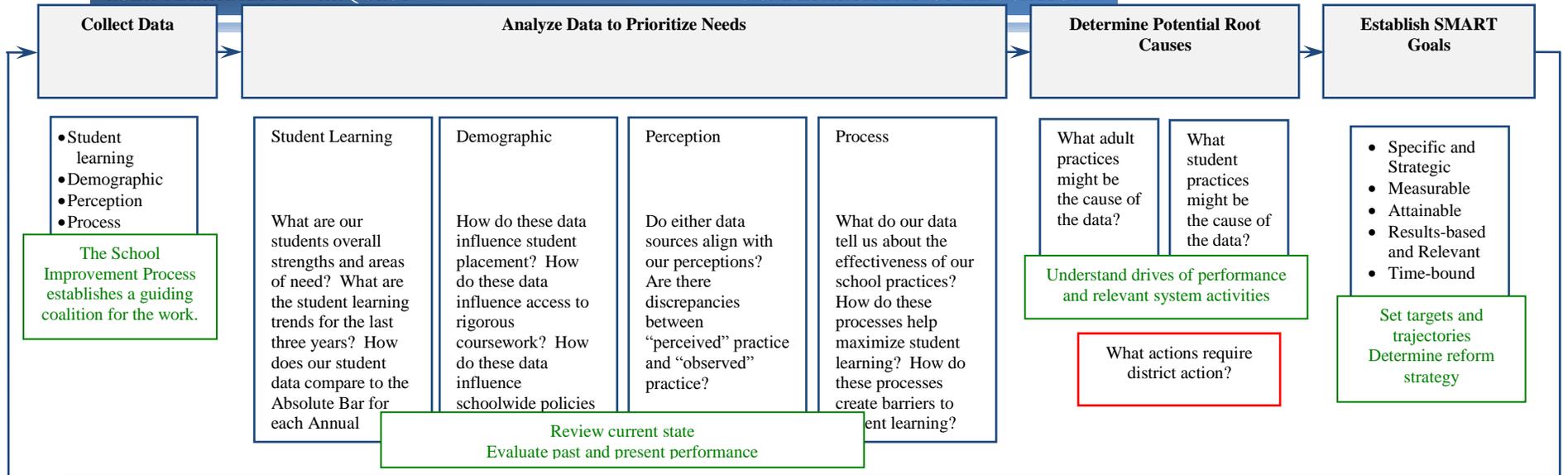
Turnaround Principle 6

School improvement specialists will facilitate the analysis of teacher and student attendance data. Based on the analysis, Priority Schools will include actions and interventions to address issues and concerns with teacher and student attendance in the short-term action plan. School level staff members will continuously track and monitor teacher and student attendance and make adjustments to the plan accordingly. Lead school improvement specialists will monitor implementation of actions and interventions to increase teacher and student attendance during site-based monitoring visits to Priority Schools.

Turnaround Principle 7

Require a plan for family and community engagement; ensure all family and community engagement plans are in place as required; and participate in the Family Engagement Conference.

The school improvement process used in Georgia is influenced by the work of Sir Michael Barber and the Education Delivery Institute. The process is described below with *Deliverology* alignment points identified in green and the district involvement outlined in red. (Also See Appendix G School Improvement Flow Chart)



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 indicators from the CCRPI to assess progress of Priority Schools. In collaboration with school districts, adjustments 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
February – July 2012	Communication of Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Improvement Specialists. Summer Leadership Academy for Priority and Focus Schools
August 2012	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools

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.

To exit Priority School status:

Using the US ED definition and methodology for identification, schools identified as Priority Schools will receive school improvement support and interventions for a period of three years.

Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non proficient students by 25% over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by 8% over a period of three years. The 8% mark represents one-half of a deviation above the statewide annual average increase between 2003 and 2011.

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.”

Focus School:

A Focus School is:

FOCUS SCHOOLS

Definition:

- A Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, has the largest within-school gaps in graduation rates (“within-school-gaps” focus school)
- A Title I high school with a graduation rate less than 60 percent over a number of years that is not identified as a priority school (“low-graduation-rate” focus school).

Explanation of Data Run to Determine List of Focus Schools

1. Count the number of Title I schools in the state for school year 2010-2011. (1560)
2. Multiply the number of Title I schools in the state for school year 2010-2011 by 10%. (156)
3. The resulting value is the number of Title I schools in the state that are to be identified as Focus Schools.
4. At the school level, aggregate achievement results for all subgroups based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs), all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), and all Georgia Alternate Assessments (GAAs). For a group (All Students as well as the remaining nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum N size of 30 where each member of the group has a valid assessment for each content area.
5. Standardize the assessments scores and apply separately at the elementary/middle and high schools levels for each subgroup using the mean and standard deviation of the All Student Subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school’s subgroup’s meets and exceeds rate;

μ is the mean of the all students meets and exceeds

σ is the standard deviation of the all students meets and exceeds

6. Join the elementary/middle school data to the high school data in one list.
7. Identify the highest and lowest performing subgroup in the school using the z score.
8. Calculate the gap between the z scores for the highest and lowest performing subgroup at the school.
9. Rank the schools from highest to lowest based on z score gap.
10. Remove Title I high schools with a graduation rate less than 60 percent over a number of years that is not identified as a priority school (“low-graduation-rate” focus school). (0)
11. Identify the top 156 schools as Focus Schools.

Graduation Alert, Subgroup Alert, and Subject Alert Status

In addition to the Focus Schools identified in this request (Table 2), Georgia proposes to *serve additional Focus*, schools falling into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate:

- (4) Graduation Alert Schools: High Schools whose subgroup graduation rate falls at or below the third standard deviation compared to the statewide subgroup average.
- (5) Subgroup Alert Schools: Schools whose subgroup performance on any statewide assessment falls at or below the third deviation compared to the subgroup's state average;
- (6) Subject Alert Schools: Schools whose subject area performance on any statewide assessment falls at or below the third deviation compared to the subject's state average;

Schools falling into this Alert Status (as described above) due to either subgroup deficiencies in graduation rates, subgroup deficiencies on assessments, or subject deficiencies on assessments will be served as Focus Schools and receive three years of state and/or district-level directed support and interventions.

The use of the third standard deviation within each subgroup's assessment performance is to identify every school where a subgroup's performance falls at the very bottom of the spectrum. Used within the Performance Flags, the third deviation allows Georgia to identify the lowest achieving subgroups regardless of a school's overall or all student success; thus, not allowing schools to hide extremely underperforming subgroups.

ALERT SCHOOLS

Explanation of Data Run to Determine List of Graduation Rate Alert Schools

1. Include all high schools, Title I and Non-Title I.
2. For a group (the nine traditional subgroups) to be considered in the calculations, the group's Graduation Class Size must meet the minimum n size.
3. Create standardized value of each subgroups' graduation rate:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

- x is the school's subgroup's graduation rate;
- μ is the mean of the state's subgroups' graduation rate
- σ is the standard deviation of the state's subgroups' graduation rate

4. Assign a flag to the school's subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.

6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Graduation Alert School.

Explanation of Data Run to Determine List of Subgroup Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each subgroups' achievement results on each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a group (the nine (9) traditional subgroups) to be considered in the calculations, the group must meet the minimum n size where each member of the group has a valid assessment for each content area.
3. Create standardized value of each subgroups' meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subgroup using the mean and standard deviation of the corresponding statewide subgroup.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subgroup's meets and exceeds rate;

μ is the mean of the state's subgroups' meets and exceeds rate

σ is the standard deviation of the state's subgroups' meets and exceeds rate

4. Assign a flag to the school's subgroup where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subgroup flagged.
6. If a school has one or more subgroup(s) to which a flag is assigned, then identify that school as a Subgroup Alert School.

Explanation of Data Run to Determine List of Subject Alert Schools

1. Include all schools, Title I and Non-Title I.
2. At the school level, examine each school's subject area achievement results across each assessment based on 2010-2011 assessment data for all End-of-Course Tests (EOCTs) and all Criterion Referenced Competency Tests (CRCTs), all Criterion Referenced Competency Tests - Modified (CRCT-M), Georgia Alternate Assessments (GAAs). For a school to be considered in the calculations, the number of test takers within a school's subject area must meet the minimum n size where each member of the group has a valid assessment for each content area.
3. Create standardized value of each subject area's meets and exceeds rate for each statewide assessment:
 - a. Apply separate z score transformation to subject using the mean and standard deviation of the corresponding statewide subject area.

The standard score is

$$z = \frac{x - \mu}{\sigma}$$

where:

x is the school's subject area's meets and exceeds rate;
 μ is the mean of the state's subject area's meets and exceeds rate
 σ is the standard deviation of the state's subject area's meets and exceeds rate

4. Assign a flag to the school's subject area where the z score is less than or equal to -3.000.
5. Create a list of all the schools that have at least one subject flagged.
6. If a school has one or more subject area(s) to which a flag is assigned, then identify that school as a Subject Alert School.

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.

Once a school has been identified as a Focus School, the GaDOE will work in collaboration with the district to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the district and the GaDOE will determine the interventions for the Focus School. Districts will sign a memorandum of agreement with the GaDOE on behalf of Focus Schools. The memorandum of agreement will outline a set of non-negotiable actions and interventions required of each Focus School. These non-negotiable actions and interventions include, but are not limited to, the following. The memorandum of agreement will be developed during the spring of 2012. Meetings will be held and agreements finalized with the superintendent, school principal, GaDOE school improvement staff, and other designated staff from the district or the GaDOE by August 15, 2012. Based on the needs identified in the data, staff with specific expertise (e.g. SWD, EL) as well as RESA specialists will be included in the meeting. RESAs will also provide technical assistance in analyzing disaggregated subgroup data through regional meetings.

Non-Negotiable Actions and Interventions

- | |
|--|
| 1. Provide additional learning time for students. |
| 2. Work collaboratively with the GaDOE to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that supports the needs of underperforming subgroups and high needs students. |
| 3. Prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students. |
| 4. Participate in required professional development and leadership training initiatives to improve teaching and instruction service delivery for high needs students and underperforming subgroups. |
| 5. Provide time during the regular school day for teachers to collaboratively plan instruction to address the content of the CCGPS and student learning needs. Specifically, ensure that regular education teachers have scheduled time to collaborate with special education teachers and |

English language learners specialists.
6. Develop and implement short-term action plans to achieve the goals for the lowest-performing subgroups and high needs students.
7. Analyze teacher attendance and develop a plan for improvement if needed.
8. Analyze student attendance and develop a plan for improvement if needed.
9. Analyze student discipline referrals and develop a plan for improvement if needed.
10. Develop a leadership team and meet a minimum of two times per month to develop and implement short-term action plans and monitor implementation of actions and interventions to support the lowest-performing subgroups and high needs students.
11. Focus Schools will be required to offer Flexible Learning Programs.
The GaDOE will provide district level support to districts with Focus Schools. The GaDOE will offer support from specialists in the areas of English learners, students with disabilities, and economically disadvantaged students. In addition, the GaDOE will broker services from other support agencies (e.g., Regional Educational Service Agencies (RESAs), Georgia Learning Resource Services (GLRS), etc.) to meet the specific needs of the Focus Schools.

Focus Schools will provide additional learning time for students. The additional learning time provided by schools must be in one of the following areas:

- a. Core academic areas
- b. Enrichment activities
- c. Time for teachers to plan, collaborate, review data, and participate in professional development.

Focus Schools will engage in a review of how current time is being used along with the strategic addition of more time to better meet students' needs.

Upon identification of Focus Schools on or before July 15, 2012, the GaDOE will work with district level staff to analyze data and root causes to identify actions, strategies, and interventions for the school improvement plan that support the needs of underperforming subgroups and high needs students. The GaDOE will strategically assign staff members with expertise in supporting underperforming subgroups and high needs students to districts with Focus Schools.

The GaDOE will prioritize access to programs and resources to promote achievement based on underperforming subgroups and high needs students. Focus Schools will receive immediate access to newly developed tools and resources offered to school in Georgia. Districts will be expected to provide additional resources to Focus Schools.

Focus Schools will develop and implement short-term action plans which delineate the actions they will take to provide targeted support to underperforming subgroups and high needs students. The short-term action planning process will ensure that Focus Schools immediately take action to implement the non-negotiable actions and interventions. To facilitate prioritizing immediate goals, the following process may be used.

1. Review the actions, strategies, and/or interventions from the school improvement plan. Review recent awareness walk results, data from classroom visits, and recent formative assessment data.

2. Based on this review, narrow the focus to specific strategies that need to be addressed in a short-term action plan. Write these in the “Action Steps” column. The action steps need to identify the timeline and person responsible. The short-term action plan needs to include specific artifacts and evidences to define expectation.
3. Communicate to all stakeholders the identified target areas and implementation steps the school will focus on during the next quarter. This may be accomplished by discussing the plan during collaborative teacher meetings, posting the action plan in the data room, sharing expectations with students, etc.
4. Implement the short-term action plan.

Leadership teams in Focus Schools will monitor implementation of the short-term action plans to assess progress of the support being provided to underperforming subgroups and high needs students. The leadership team will engage in the following process to monitor implementation of the short-term action plans.

1. Revisit the short-term action plan as a standing leadership team agenda item. The agendas of the leadership team meetings should be aligned to the prioritized strategies outlined in the short-term action plans. The role of the leadership team is to determine weekly/biweekly actions that must be accomplished and barriers that must be removed in order to reach full implementation of the short-term action plan. The agendas and actions planned should be routinely discussed with teachers. Focus walks, peer observations, demonstration lessons, outside consultant support, and any other professional learning should all support the priorities of the plans.
2. During leadership team meetings, determine progress with implementation of the strategies to address the target areas.
 - What are implementation strengths?
 - What actions were taken?
 - What is the impact on student learning?
3. During leadership team meetings, identify barriers to the implementation of the target areas.
 - What is an implementation concern/issue?
 - Why is it an issue?
 - What are the barriers?
 - What actions will we take?
 - How will we monitor?
4. At the end of each short-term action plan cycle, determine the quality of implementation of strategies. Include artifacts and evidences in the progress check and record implementation status.

The GaDOE will facilitate services from GaDOE specialists and other education agencies to support the targeted areas of need for Focus Schools. The targeted services will address research-based strategies and practices for supporting English learners, students with disabilities, and economically disadvantaged students. Specific areas of support will be provided around the following areas that have been identified as key characteristics of schools that are closing the achievement gap.

1. Leadership
2. Effective teaching
3. Data-driven instruction
4. Extended learning time
5. A culture of high expectations

6. Job embedded professional learning

Following approval from US ED, the GaDOE will provide results regarding 2012-2013 Priority, Focus, 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 from US ED	Identify Priority Schools, Focus Schools, and Reward Schools
February-July 2012	Communication of Priority Schools, Focus Schools, and Reward Schools and Performance Flags to all stakeholders. Ongoing professional learning for School Improvement Specialists. Summer Leadership Academy for Priority and Focus Schools.
August 2012	School Improvement and other divisions at GaDOE will begin providing interventions and supports in Priority Schools and Focus Schools.

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.

To Exit Focus School Status:

Using the US ED definition and methodology for identification, schools identified as Focus Schools will receive school improvement support and interventions for a period of three years.

Schools will be exited from Focus School status when the school no longer meets the definition for a Focus School for three consecutive years and demonstrates that the individual subgroup or subgroups that caused the school to be identified as a Focus School has decreased the number of non proficient students by 25% over a period of three years. High schools identified as Focus Schools due to subgroup graduation rates must achieve a graduation rate that falls at or above the State subgroup graduation rate average for three consecutive years or show an 8% graduation rate improvement over a period of three years. The 8% mark represents one half of a deviation above the statewide annual average increase between 2003 and 2011.

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.

Georgia is committed to ensuring that all subgroups continue to move toward achieving Performance Targets and that subgroup achievement data continue to be highlighted and examined by schools, districts, RESAs, and the GaDOE. In this commitment to protect subgroups, the GaDOE will expand the scope of interventions and supports to Title I schools not identified as Priority Schools and Focus Schools. This analysis of subgroup data will trigger the identification of Graduation Alert, Subgroup Alert, Subject Alert schools. The data for these Alert Schools indicate that subgroups are not performing to expectations, not progressing at the desired rate, and/or there are achievement concerns for multiple subgroups.

A specific protocol will be used to identify these Alert Schools. Factors that will be considered will include but not be limited to:

1. Utilization of Third Standard Deviation model to identify area of subgroup, graduation, and subject area concerns.
2. Pervasive content deficiencies identified through subgroup Performance Flags.
3. The percentage of Performance Flags indicating poor performance and/or the severity of the lack of achievement.
4. The number of subgroups with Performance Flags issues.
5. Trends over a period of time with persistent Performance Flag issues.
6. Lack of progress over time with specific subgroup performance.
7. Issues identified through IDEA Focus monitoring, Title I monitoring, and/or Title III monitoring.
8. Issues surrounding school size and/or subgroup size that prevented a school being identified as a Priority School or Focus School.

After the first year of implementation, refinement of the protocol will be done in order to ensure that those schools most in need receive effective support and interventions.

The Alert Schools have identified issues that may be specific to a subgroup or a content area rather than pervasive lack of performance. In differentiating supports and interventions to meet identified needs, a thorough analysis of the subgroup performance data will be facilitated by a RESA school improvement specialist or a GaDOE school improvement specialist.

Actions	Person Responsible	Funding
Assignment of school improvement specialist	GaDOE School Improvement Division	State school improvement funds
Analysis of subgroup	RESA or GaDOE school	State school improvement

performance data	improvement specialist	funds and 1003(a) funds
Facilitation of improvement plan to address identified need	RESA or GaDOE school improvement specialist	State school improvement funds and 1003(a) funds
Alignment of Title I Part A budget to fund improvement plan	LEA Title I Director RESA or GaDOE School Improvement Specialist GaDOE Title I Area Specialist	Title I Part A funds
Award 1003(a) School Improvement Grants	GaDOE School Improvement Division	Title I, 1003(a) school improvement funds
Alignment of Title I 1003(a) budget to support improvement plan specific to identified areas of concern	LEA Title I Director RESA or GaDOE School Improvement Specialist GaDOE School Improvement Grant Specialist	Title I 1003(a) school improvement grants funds
Professional learning to support improved implementation of CCGPS	GaDOE School Improvement Division (e.g. Instructional Coach training)	State school improvement funds
Implement school improvement plan	School leaders and teachers District support staff RESA or GaDOE School Improvement Specialist GaDOE content, Title I, Title III, SWD staff	Title I Part A funds Title I 1003(a) funds State school improvement funds
Monitor implementation of school improvement plan	School principal District support staff RESA or GaDOE School Improvement Specialist	Title I 1003(a) funds State school improvement funds

The specific intervention implemented in each school will reflect the needs of the identified subgroup and content area. An analysis of the group of schools will be done to identify areas that the GaDOE needs to strengthen in supporting all schools.

Title I schools that are not identified as Priority Schools, Focus Schools, or Alert Schools will continue to be held accountable for state and subgroup Performance Targets (AMOs). ESEA subgroup data based on the Performance Flags will be analyzed by each school, LEA, RESA, and the GaDOE in 2012-2013. 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 will be developed through the collaborative efforts of the LEA, RESA, and the GaDOE. If improvement does not occur within two years, the school will be subject to monitoring by the LEA or RESA. The LEA may be subject to a review of their supports and interventions and a District Effectiveness Plan may be required. The school and LEA Title I budgets will be reviewed with the Performance Flag information as a consideration for all budget needs.

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 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 School Keys, Implementation Resource, and Georgia Assessment of Performance on School Standards (GAPSS) analysis 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 School Keys 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 School Keys 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 School Keys, including clarification of language and the development of linguistic rubrics to guide the standards application process. The final core strands identified in School Keys are listed in the table below.

Georgia School Keys – Core Component Strands Identified for Promoting Success in All Schools	
Strand	Descriptor
Curriculum	System for managing and facilitating student achievement and learning based upon consensus-driven content and performance standards.
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 achieve proficiency relative to Georgia Performance Standards (GPS).
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.
Student, Family, & Community Engagement	The school as a community of learning involves parents and community members as active participants. There is consistent and growing evidence of parental involvement and volunteerism, participation in workshops and enrichment activities, and a process of two-way communication. Everyone collaborates to help the school achieve its continuous improvement targets and short and long range goals.
Professional Learning	Means by which teachers, administrators and other school and system employees acquire, enhance and refine the knowledge, skills, and commitment necessary to create and support high levels of learning for all students.
Leadership	The governance process through which individuals and groups influence the behavior of other so that they work collaboratively to achieve common goals and promote organizational effectiveness.
School Culture	The norms, values, standards and practices associated with the school as a learning community committed to ensuring student achievement and organizational productivity.

GaDOE supports the quality implementation of the CCGPS as the most effective way to address equity for students in Georgia. The expectation for all schools will be the full implementation of the CCGPS 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.

Priority Schools	78	
Focus Schools	156	
Graduation Alert	2	This number represents the Alert Schools that have not already been identified as a Priority School or a Focus School. This number is based on initial 2010-2011 data. Additionally, GaDOE will serve non Title I schools that fall into Alert status.
Subgroup Alert	33	This number represents the Alert Schools that have not already been identified as a Priority School or a Focus School. This number is based on initial 2010-2011 data. Additionally, GaDOE will serve non Title I schools that fall into Alert status.
Subject Alert	16	This number represents the Alert Schools that have not already been identified as a Priority School or a Focus School. This number is based on initial 2010-2011 data. Additionally, GaDOE will serve non Title I schools that fall into Alert status.
Total to be served	285	GaDOE has the capacity to serve up to 100 Alert schools.
Number of Priority Schools, Focus Schools, and Alert Schools currently being served as NI schools	89	

The total identified for specific support totals 285. This number of schools is within the capacity for the GaDOE and partners to provide quality support and technical assistance. Georgia has a comprehensive plan to provide professional learning to all teachers and leaders as described in Principle 1. In addition, Georgia is serving as a critical friend to Kentucky as part of the Learning Forward initiative for implementing the Common Core. Through this multi-state study, Georgia will be in the position to learn not only from Kentucky's experience but also from the expertise of the other participating states and the team of experts at Learning Forward.

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.

See Plan below:

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Prepare for Common Core	January 2012-June 2012	CIA	GaDOE Website	Georgiastandards.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	
Plan professional learning for the year	June 2012	School Improvement			

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
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	

*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	Georgiastandards.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	
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

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
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	

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 implementation of interventions in Priority and Focus Schools;**
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority Schools; and**
 - iii. 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).**
- Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.**

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 Improvement staff provides job-embedded leadership support through working with the leaders in the buildings on a weekly basis. Participation in instructional coach training, school improvement sessions and the Summer Leadership Academy are a few examples of the professional learning available to develop instructional leaders at the school and district level.

Each summer for the past four years, the Division of School Improvement provided an intensive four day professional learning opportunity for school based leadership teams and district level staff members. The purpose of the Summer Leadership Academy is to strengthen the school improvement process at both the school and district level. The Summer Leadership Academy is mandatory for identified schools and open to all other schools to attend. Districts are strongly encouraged to attend the academy with the school teams.

School/district teams are engaged in the school improvement process throughout the academy and are provided implementation expectations to continue the work back at their schools and districts. Work sessions during the academy provide support to participants with the following actions.

- Engaging leadership teams in the right work
- Collecting and analyzing data
- Determining root causes
- Developing effective goals
- Selecting appropriate actions, strategies, and interventions
- Identifying artifacts and evidence
- Creating a professional learning plan
- Designing a plan for monitoring implementation

Follow up support is provided by the GaDOE staff member working in the school or district. Monitoring of the implementation of the plan is done on a 45-60 day basis and is formalized based on observations, conferences, and documentation. Future academies will include breakout sessions that specifically address the districts' role in supporting turn around best practices.

The Common Core State Standards, Georgia School Standards, and the Georgia District Standards define the expectations for all districts, schools, and classrooms. Implementation of these standards and the partnership of the school, LEA, RESA, and SEA 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 for Students with Disabilities, use of UDL English Learners, and RTI best practices.

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, and the state. The District Effectiveness Specialist will refine Georgia's district standards to reflect district practices that have been proven effective with 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 strategies at the district level.

1. Communicate the vision and organize resources to implement the Common Core State Standards.
2. Align curriculum, instruction, and assessment policies/practices to implement the Common Core State Standards.
3. Align professional learning to implement the Common Core State Standards.
4. Build accountability for implementing the Common Core State Standards.

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 one or more of the following:

1. RESAs will identify districts with targeted needs and work with them through regional efforts to include professional learning and content area support.
2. Districts are required to submit a District Effectiveness Plan to the GaDOE to

address identified areas of need.

- The plans will be reviewed by a team comprised of GaDOE 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). Components of the District Effectiveness Plan are included on page 97.
3. GaDOE provides a district effectiveness specialist to provide support and monitor the implementation of the District Effectiveness Plan.
 - The district effectiveness specialist is a GaDOE staff member. The requirements for the position include successful leadership experience, knowledge and expertise in the school improvement process including extensive knowledge in data analysis, ability to coach and mentor leaders at the school and district level, and knowledge of GaDOE resources. Many of the specialists are former principals, central office leaders, and superintendents that have a proven record in school improvement. The district effectiveness specialist works on-site with the district on regular basis.
 4. GaDOE will provide a District Review if goals have not been met over a two year period.
 - The district review is a comprehensive analysis of the district’s policies and procedures. The results of the review will be shared with the superintendent, designated central office staff, and the school board chair. A sample of the standards, rubrics, and protocols used for this review are on page 102.
 5. Senior GaDOE staff will meet with the superintendent, school board chair, designated central office staff, and GaDOE staff to review data, progress made to date, and next steps. This may result in a 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, and
 - Assignment of a district effectiveness specialist.

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

- Set aside requirements - Title I (10% Professional Learning at the district level and/or up to 15% for schools with specific subgroup needs.),
- Quarterly Short-Term Action Plans –short-term actions that are monitored at least once a quarter by the Office of School Improvement staff,
- Scheduled meetings GaDOE staff, the superintendent and the school board,
- Required monitoring reports, or
- Withholding of funds.
- Other identified actions that have potential to improve student achievement in the district.

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.

Districts will have a three year period to work on implementing a plan and achieving identified targets. If a district does not follow through with fidelity or there are other issues that serve as barriers to success, the GaDOE will accelerate the level of intervention provided.

The District Effectiveness Specialists will provide support to districts with implementation of the district standards to ensure effective implementation of the Common Core State Standards. The specialists will facilitate the analysis of data at the district level by drilling down through the disaggregated flag system to examine trends and areas of concern across the schools in the LEA. Reports from the GAPSS reviews will be shared with district level staff. The District Effectiveness Specialist will work with LEAs looking at GAPSS reviews across the LEA as another data source for LEA strengths and areas of concern.

The District Effectiveness Specialists will facilitate discussion among district personnel to identify district level barriers and supports that either serve as an obstacle or an enabler for school effectiveness. District personnel will develop a district plan for improving identified areas of need and supporting district-wide implementation of the Common Core State Standards. The district's plan will be submitted to the GaDOE through the consolidated application and represents the districts' Comprehensive LEA Improvement Plan (CLIP). This improvement plan will be reviewed and approved or returned for revisions. The District Effectiveness Specialists will work with districts to break the long-term plan into incremental actions and establish checkpoints for monitoring implementation.

Actions/Strategies/ Interventions	District Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible - Implementation	Timeline for Implementation	Means of Evaluation	Monitoring Plan	Person Responsible for Monitoring	Evidence of Student Learning

Plans will be submitted to the District Effectiveness Program Manager and reviewed by a team comprised of staff knowledgeable about best practices in the alert areas. A rubric used in reviewing the plan is below.

District Effectiveness Plan Review

Criteria	Not Evident	Progressing	Evident
Comprehensive Design	The system plan is confusing and lacks specific details regarding the comprehensive design. It includes only 1 of the three components required for the comprehensive plan or the components are all incomplete.	DEP contains adequate details regarding the comprehensive plan. The plan includes only two of the following components or the components are incomplete: The narrative descriptions, the system profile, and the implementation plan.	DEP contains all three components of the comprehensive plan and all components are complete.
The System Profile (Three-year collection of data, including most current end-of-year assessment data)	Unclear if data used to identify system needs to determine actions, strategies, and interventions.	System needs are identified through use of the data shown on the system profile for most actions, strategies, interventions. At least one other type of assessment tool is also used.	System-wide needs identified through multiple assessment tools, including the system profile. (i.e. achievement data, interviews, student retention rates, drop-out rates, rubrics, observations, teacher/parent surveys, etc.)
Annual Measurable Objectives For Priority Systems Only	Goals are not related to student performance and are not for all students. Vague targeted goals and areas for improvement. Subgroups are not addressed. DEP does not address any needs identified in priority, focus, or alert areas.	Goals are related to student performance but may not relate to all students. Targeted goals and areas for improvement are defined. Some targets have been established for subgroups. DEP addresses only some of the needs identified in priority, focus, or alert areas. Specific connections of the strategies/interventions are not clear.	Goals are related to student performance for all students. Targeted goals and areas of improvement are clearly defined, measurable, and rigorous. Also includes specific targets established for each subgroup that are clearly articulated. Process goals may also be included. DEP addresses most, if not all, of the needs in priority, focus, or alert areas.

Criteria	Not Evident	Progressing	Evident
Actions/Strategies/ Interventions	Actions, strategies, and interventions are not related to the stated goal(s).	Actions, strategies, and interventions are not all connected to stated goal(s) and/or based on assessed needs of schools in the system. May cite research for effectiveness of program, but is not connected to the school's population.	Actions, strategies, and interventions relate to stated goal(s). Sufficient action steps are given to outline implementation and connections are made to professional learning. Cites research that supports the effectiveness of the actions, strategies, and interventions for the school's population.
Needed Professional Development (including materials)	Professional learning is fragmented and not connected to actions. PL plan is not aligned to DEP or to identified needs. No timeline given; PL consists of one-shot events and is not continuous or job-embedded. Plan stresses time in class; not focused on student achievement. No indication or inappropriate use of instruments to monitor implementation or teacher effectiveness. No resources are listed for support.	Professional learning may not be related to selected actions. PL Plan is high quality but is not specific and is not completely aligned with the DEP or the identified areas of need. Some PL activities focus on improving student achievement. No clear indication of how implementation of learning will be monitored or how effectiveness will be measured. There is no connection of how the PL will address the system's needs improvement status (if applicable). Resources may/may not be listed.	PL Plan is high quality and addresses the lack of achievement causing system to be in needs improvement. All PL is aligned with goals to increase student achievement. There is a clear connection of how PL will impact student learning. Appropriate instruments are used to monitor change in teacher effectiveness. Specific resources for support are listed.
Resources and Materials	No funds or amounts are defined. No source of funds stated to support the needed resources.	Resources, funds, and amounts are not specific. Source of funds may/may not be listed.	Specific funds and amounts related to each listed resource are given. There is a clear connection of how the resource and funding supports the strategy/action/intervention. Source of funding is given (i.e. local, Title I.)

Criteria	Not Evident	Progressing	Evident
Person(s) Responsible	Gives little or no information about the persons/positions that will be responsible for supporting the actions/strategies/interventions. Too few listed to effectively implement plan.	DEP may list some persons/positions that will be responsible for supporting the actions/strategies/interventions. The plan is covered, but the work distribution is unequal.	DEP lists specific persons/positions that will be responsible for supporting the implementation of the actions/strategies/interventions. Equal distribution of work is evident.
Timeline for Implementation	No timeline is given.	A timeline is included, but is not specific and is not outlined in the system calendar. Timeline may list specific dates but is not realistic. Timeline may use terms like 'by spring,' 'ongoing,' 'by end of year.'	The PL Plan is aligned to the DEP and identified in the needs assessment. PL is continuous, job-embedded, and ongoing and is included in the system calendar. Timeline is challenging, but specific and realistic. Timeline provides specific information for implementation of actions.
Monitoring of Actions/Strategies/Interventions (Artifacts)	No artifacts listed or items listed are not appropriate.	DEP lists some artifacts (i.e. reading logs, meeting agendas, portfolios), but does not include a sufficient amount of artifacts to indicate implementation of the action/intervention with fidelity.	DEP lists appropriate artifacts sufficient to show implementation of the action/intervention. A variety of artifacts provides a clear picture of how the action/intervention is used to address the targeted goal. Artifacts are the tangible products of the action or intervention.

Criteria	Not Evident	Progressing	Evident
Evidence of Impact Student Learning Data	No evidence is given or the evidence does not impact student learning.	Some evidence is given to show impact on student learning, but it is teacher-focused. Evidence is collected only at the end of implementation of the action/intervention. Most evidence is summative data and does not include sufficient formative data. There is little variety in the types of evidence provided and the evidence is collected over a short span of time.	Evidence is clearly aligned with the action/intervention. Evidence is student-focused and provides proof that the action/intervention will positively impact student achievement. Varied types of evidence are provided, both formative and summative. The evidence is gathered in a timely manner and is collected in a systematic process during the use of the action/ intervention.

Georgia’s School Standards have served as model for district standards that are in draft form at the current time. These district standards describe what an effective district should be doing and provide examples of when an initiative supports improved student achievement and when it might inhibit improvement.

District Performance Standards

STRAND I- SUPPORT AND MONITORING FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT (CIA)

A system level infrastructure exists for the support and monitoring of curriculum, assessment and instruction.

CIA Standard 1:

The system support and guides the development and implementation of the prescribed academic standards. CIA 1.1- System guidance for development, revision, and implementation of the academic standards.

CIA 1.2- Monitoring curriculum implementation

CIA 1.3- Support for curriculum articulation through the grade levels

CIA Standard 2:

The system supports a cohesive system to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

CIA 2.1- Support for systems to assess student progress

CIA 2.2- Infrastructure for collaboration regarding desired results and assessments

CIA 2.3- Support and expectations for using student work samples as data to drive instructional decisions

CIA 2.4- Support for monitoring the alignment of curriculum, instruction and assessment

CIA 2.5- Support for a variety of effective and balanced assessment techniques

CIA 2.6- Support for formative assessment

CIA 2.7- Support for summative assessment

CIA 2.8- Support for balanced assessment

CIA Standard 3:

The system holds clear expectations and provides support for the use of assessment data to plan for improvement for each student, sub-group of students, grade level, school and system as a whole.

CIA 3.1- Comprehensive feedback; Support for making adjustments based on data

CIA Standard 4:

The system expects and provides support for the instructional design and implementation in order for there to be clear and consistent alignment with the prescribed academic standards (CCGPS)

CIA 4.1- Support for shared, consensus-driven framework for instruction

CIA 4.2- Expectations for learning goals to be aligned to the prescribed academic standards (CCGPS)

CIA Standard 5:

The system expects and support research-based instruction as standard practice.

CIA 5.1- Support and expectations for research-based learning strategies and processes

CIA 5.2- Support and expectations for higher order thinking skills, processes and habits

CIA 5.3- Expectations and support for differentiated instruction

CIA 5.4- Expectations and support for the study of student products

CIA 5.5- Expectations and support for flexible grouping

CIA 5.6- Expectations and support for timely, systematic, data-driven interventions

CIA 5.7- Expectations and support for the use of technology for instruction

CIA Standard 6:

The system communicates and models high expectations for all learners (with students playing an active role in setting personal learning goals and monitoring their won progress based on clear evaluation criteria.

CIA 6.1- High and clear expectations

CIA 6.2- Support and expectations clear, challenging and aligned learning goals

CIA 6.3- Personal efficacy and responsibility

STRAND II- POLICIES, PROCEDURES, PLANNING AND COLLABORATON

The processes, procedures, structures and products that focus the operations of the school system to ensure attainment of standards and higher levels of learning for all students

Standard P1:

The system ensures that a comprehensive set of policies and procedures are consistently and uniformly enforced at both the system and school levels and that procedures or practices are not initiated that serve as barriers to student learning.

P 1.1- Rules, policies and procedures articulated

P 1.2- Support for safe, productive and inviting learning environment

Standard P2:

The culture of the school system is characterized by collaboration as a way of working, learning and solving problems.

P 2.1- Infrastructure for collaboration

P 2.2- Collaboration between regular education teachers and special / intervention program teachers

P 2.3- Collaboration in addressing GAPSS findings

P 2.4- Collaboration in data analysis and utilization of data to inform instruction

P 2.5- Collaboration in the school improvement process

P 2.6- Collaboration, coordination and equity in resource allocation

P 2.7- Monitoring of the use of resources

STRAND III- LEADERSHIP

A system of support for leadership development, school and system improvement and professional learning

Standard L1:

The system is proactive in developing a cadre of aspiring leaders.

L 1.1- Programs of aspiring leaders

L 1.2- Communication and marketing of leadership development programs

Standard L2:

The system has a defined set of expectations for high quality leaders.

L 2.1- Definition of high quality leaders

L 2.2- System for determining the effectiveness of leaders

L 2.3- Leader accountability for school / system improvement

Standard L3:

The system has a systematic and sustainable approach to the coordination and monitoring of school improvement

L 3.1- Common mission

L 3.2- System collaboration, involvement and visibility in the school improvement process

L3.3- Formal structures for school improvement initiatives

L3.4- Stability of school improvement initiatives

L3.5- Definition / delineation of system staff roles and responsibilities

STRAND IV- TEACHER EFFECTIVENESS AND PROFESSIONAL LEARNING

The system defines high quality teachers, measures performance accordingly and provides the means by which teachers acquire, enhance and refine the knowledge, skills and commitment necessary to create and support high levels of learning.

Standard TE 1:

The context of professional learning --the who, when, why and where—contributes to the development and quality of learning communities, ensuring that they are functioning, leadership is skillful and focused on continuous improvement, and resources have been allocated to support adult learning and collaboration.

TE 1.1- Support for learning teams

TE 1.2- Support for learning communities

TE 1.3- Support for a culture of team learning and continuous improvement

TE 1.4- Support for job-embedded learning and collaboration

Standard TE 2:

Support for process of professional —the how—of professional learning is aligned with articulated goals and purposes, data driven, research based, evaluated to determine its impact, aligned with adult learning theory, and collaborative in design and implementation.

TE 2.1- Support for collaborative analysis of data

TE 2.2- Support and guidance in the evaluation of the impact of professional learning

TE 2.3- Expectations and support for long-term, in-depth sustainable professional learning

TE 2.4- Expectations and support for interpreting and using research results

TE 2.5- Expectations for the alignment of professional learning to expected outcomes consistent with vision

TE 2.6- Support for development of knowledge of effective group processes

TE Standard 3:

System support the content—the what—of professional learning reinforces educators' understanding and use of strategies for promoting equity and high expectations for all

students, application of research-based teaching strategies and assessment processes, and involvement of families and other stakeholders in promoting student learning.

TE 3.1- Ensuring an emotionally and physically safe learning environment

TE 3.2- Ensuring deep understanding of subject matter and instructional strategies

TE 3.3- Support for partnerships to support student learning

TE Standard 4:

The system has a defined set of expectations for high quality teachers.

TE 4.1- Expectations for teacher quality and effectiveness

TE 4.2- System for measuring teacher quality and effectiveness

TE Standard 5:

The system has an organized approach to recruitment, selection and retention of high quality teachers.

TE 5.1- Recruitment, selection and retention of high quality teachers

TE 5.2- Equitable distribution of high quality personnel

STRAND V- VISION, MISSION AND CULTURE

The system articulates vision and mission that is pervasive and evident and the culture of the system reflects these values.

Standard V 1:

The culture of the system reflects norms, values, standards and practices that reinforce the academic, social emotional and relational growth of teach student and a commitment to the professional growth of all educators.

V 1.1- System culture supports academic achievement of learners.

V 1.2- Culture supports social growth of and development of learners.

V 1.3- System culture supports emotional growth and development of learners.

V 1.4- System culture supports relational growth and development of learners.

V 1.5- System culture promotes professional growth of adults.

Standard V 2:

System rules, practices and procedures foster a sense of community and belonging to ensure that staff and students maximize their capacity for teaching and learning.

V 2.1- Rules, practices and procedures support positive relationships and interactions.

V 2.2- The system celebrates and acknowledges achievement and accomplishments.

V 2.3- The system fosters and supports inclusion and celebrates diversity.

V 2.4- The system reinforces self-governance and self improvement of students and staff.

Using a rubric model, districts can identify the areas of greatest concern and develop plans for addressing these initiatives.

Support and Monitoring Standard 2: A cohesive and comprehensive process is used to ensure that all administrators and instructional personnel use assessment data to design and adjust instruction to maximize student achievement.

SM 2.1 Cohesive, Comprehensive System for Assessing Student Progress			
<input type="checkbox"/> Not Addressed	<input type="checkbox"/> Emergent	<input type="checkbox"/> Operational	<input type="checkbox"/> Fully Operational
A system for assessing student progress does not exist.	Although no formal system support is given, some teachers do use assessment data to monitor student achievement relative to GPS.	System support for the implementation of a formal assessment system has been provided with elements of collaboration between system staff, administrators and instructional personnel. However, greater evidence of shared analysis of data and related adjustment and support for the teaching-learning process would enhance overall and individual student achievement.	There is extensive system level support for a cohesive and comprehensive system for assessing student progress toward the standards. System staff, administrators and instructional personnel collaborate to use assessment data to align and adjust instruction to maximize student achievement.

In conjunction with the school improvement model included in this application, a district follows the same processes in establishing baseline data, goal, intervention strategies, and evaluation success of interventions.

Based on Priority School and Focus School performance flag data, specific districts will be identified to receive a district level performance review. The lowest five percent of the districts based on achievement performance flag data will be scheduled for review.

This review will assess implementation of the district standards and will provide district personnel with commendations and recommendations for improvement. During the district review a variety of data will be collected from multiple sources to assess the status of the district on each of the district standards. The data will be combined to inform the results of the district review, which, in turn, will inform the development and implementation of district improvement initiatives and support.

Title I, Part A Education Program Specialists will continue to provide training and technical assistance to all Title I, Part A schools and districts as they have done in the past. This would include one-on-one technical assistance sessions, regional workshops, Webinar sessions on selected Title I, Part A topics throughout the grant period, review for the district’s title I, Part A consolidated application plan, which includes the LES Comprehensive Improvement Plan (CLIP) and Title I, Part A original budget and amendments. Other Title I, Part A schools and districts will be eligible for the National Title I Distinguished Schools awards.

In an effort to develop an innovative LEA accountability measure, beginning in 2013, districts will have the expanded CCRPI scores and a wealth of disaggregated data for all their schools readily available for review. This review will allow districts to identify systemic needs and design plans to address those needs as well as offer specific, targeted support to schools with unique needs. The GaDOE will offer advisory support to districts as requested. The Financial Efficiency Rating will

apply to districts, as well as schools. Districts will be able to clearly see problems and better identify appropriate solutions.

Current state funding consists of approximately five million dollars. GaDOE will repurpose approximately \$350,000.00 in state funds to support district effectiveness efforts. These dollars will be used to hire staff. The primary use of state funds is for personnel to work directly with schools and districts in turnaround efforts. These staff members are located throughout the state in areas that are identified as having schools/districts in need of improving. Staff will be assigned to work with schools identified as Priority Schools and Focus Schools along with identified districts. Through the three year memorandum of agreement, the allocation of locally funded school improvement staff may be repurposed as a component of the agreement. The GaDOE will also work with US ED in leveraging any SIG funds available to work with Priority Schools.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Repurpose \$350,000 in state funds for district support	January 2012	School Improvement	Budget amendment Office of Planning and Budget approval	Human Resources OPB	
Post and hire positions for District Effectiveness Program Manager and Specialist	January – February 2012	School Improvement	Job postings	Human Resources	
Identify ~ 5 additional school improvement specialists to focus on district work	June 2012	School Improvement	Job Descriptions	Race to the Top District Effectiveness work District Effectiveness Team	Reframe the work to extend to the district

In addition, the GaDOE will work with Regional Educational Service Agencies 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 content specialists that will assist specific schools and districts based on the needs identified in the CCRPI and through monitoring visits. A comprehensive plan for implementation of district support is outlined below.

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Meet with RESA Directors to identify tasks and responsibilities for district focus	February – March 2012	School Improvement Curriculum, Instruction, and Assessment	District Plan	RESA Directors LEA staff Race to the Top staff School Improvement staff	Ensuring that all parties understand new focus and expectations

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Finalize draft of district standards	April – May 2012	School Improvement RESA Directors	District Standards	School Improvement specialists GAPSS team Teacher and Leader Team	
Implement school/district improvement process – Summer Leadership Academy	June 2012	School Improvement			
Identify ~ 5 additional school improvement specialists to focus on district work	June 2012	School Improvement	Job Descriptions	Race to the Top District Effectiveness work District Effectiveness Team	
Technical Assistance for districts	June 2012 – June 2013	School Improvement	District Standards District Improvement Process	District Effectiveness Specialists RESAs	Ensuring that there is consistency in message and expectations to all districts
Districts develop district effectiveness plan	June 2012 – August 2012	School Improvement	District Standards District improvement process	School Improvement Specialist District Effectiveness Specialist	Fine tuning the documents Time
Review District Effectiveness Plans	August – September 2012	School Improvement (District Effectiveness Specialists w/other GaDOE staff	District Standards DEP Improvement Plan Rubric	Content area specialists of alert areas	Refining new protocol
Monitoring of plan implementation	Quarterly ~Oct., Jan., Mar. June	School Improvement	Monitoring Protocol Monitoring Reports	District Effectiveness Specialists	

Milestones	Timeline	Responsibility	Evidence	Resources	Challenges
Identification of districts needing Performance Review	December 2012	School Improvement	Monitoring results of plan implementation	District Effectiveness Specialists	Refinement of process

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.

<p>Option A</p> <p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> 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). 	<p>Option B</p> <p><input checked="" type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> 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). 	<p>Option C</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> 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.
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The GaDOE has developed the Teacher Keys Evaluation System and the Leader Keys Evaluation System guidelines over the last twelve months with support from Race to the Top (RT3) resources. The Teacher Keys Evaluation System and the Leader Keys Evaluation System will be 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. 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 Evaluation System and a Leader Keys Evaluation System is supported by Georgia's RT3 signed assurances.

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 recently 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 Evaluation System and the Leader Keys Evaluation 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.

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 138 and beyond in the RT3 *Great Teachers and Leaders Overview*.

Prior to the 2011-2012 development of the Teacher Keys Evaluation System and the Leader Keys Evaluation System, teachers and principals served as co-collaborators in the pilot, study and implementation of CLASS KeysSM and Leader KeysSM. In the initial 2008-2009 field study of Class KeysSM, 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 for the past three years. 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 past 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. The twenty-six districts in Race to the Top, which educate 40% of Georgia’s students, will provide ongoing feedback when 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 successfully developing and implementing guidelines by the end of the 2011-2012 school year for the teacher and principal evaluation 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
<u>January-May 2012</u> Pilot Teacher and Leader Keys Evaluation 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
<u>February 7, 2012</u> 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	
<u>January-May 2012</u> 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 TLE central office staff at GaDOE and field specialists Videos illustrating each of the ten standards SLO guidance	Aggressive timeline for development of assessment resources to be available to districts Identification of additional subject area expertise for consultation on assessments

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			materials	Development of district level valid, reliable assessments
<u>January-May 2012</u> Modeling of state student growth percentile data at the teacher level in preparation for calculation of student growth percentile measures to be included in determining teacher and leader effectiveness measures	Assessment Division in Curriculum, Instruction, and Assessment Department Office of Technology Services	Completed SGP data runs for two previous school years (2009-2010 and 2010-2011)	External consultant on Student growth percentile model development and customization	
<u>February-March 2012</u> 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	
<u>February-May 2012</u> Development of Teacher and Leader Keys Evaluation System business rules for implementation and effectiveness determinations 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	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			assistance provider for district human resources perspective	
<u>April 1, 2012</u> Open electronic platform for data entry/collection on each district's ten piloted student learning objectives	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Working electronic platform Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in electronic platform	State data system as a basis for the TKES/LKES electronic platform	
<u>May 2012</u> Data analysis and determination of Teacher and Leader Effectiveness Measures based on multiple component measures from the Teacher and Leader Keys Evaluation 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	Aggressive timeline
<u>May 1-June 30, 2012</u> 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	Aggressive timeline

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
<p><u>May 1-June 30, 2012</u> Revise and strengthen training materials and print resources</p> <p>Develop trainer and evaluator certification protocols and modules</p>	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	Aggressive timeline
<p><u>July 1, 2012</u></p> <p>2012-2013 Student Learning Objectives submitted to GaDOE for review and approval</p>	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)	James H. Stronge and consultant group RT3 district collaborative work groups and content specialists SLO guidance materials Assessment database for district sharing and collaboration	Aggressive timeline for development of strong, appropriate assessments
<p><u>July 16-20, 2012</u></p> <p>Train trainers for Teacher and Leader Keys 2012-2013 full implementation year (GaDOE and RT3 districts)</p>	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district <u>certified</u> trainers	James H. Stronge and consultant group TLE central office staff at GaDOE 18 GaDOE evaluation specialists	Aggressive timeline
<p><u>August 27-31, 2012</u></p> <p>Train RT3 district representatives on full GaDOE electronic platform for TKES</p>	Teacher and Leader Effectiveness Division in School Improvement	Completed provisioning process at RT3 district level Completed roster verification process at	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
and LKES	Department Office of Technology Services	RT3 district level Successful collection of observation, documentation, survey, and SLO data	State data system as a basis for the TKES/LKES electronic platform	
<u>July 31-August 24, 2012</u> GaDOE trainers provide training and certify evaluators in RT3 districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and RT3 district <u>certified</u> evaluators	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 1, 2012</u> 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 18 GaDOE evaluation specialists James H. Stronge and consultant group SLO guidance materials Assessment database for district sharing and collaboration	Aggressive timeline for completion
<u>August 27-31, 2012</u> Train trainers in <u>new</u> districts for Teacher and Leader Keys 2012-2013 pilot year	Teacher and Leader Effectiveness Division in School Improvement Department	At least one <u>certified</u> trainer in each <u>new</u> district	James H. Stronge and consultant group TLE central office staff at GaDOE 18 GaDOE evaluation	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
			specialists	
<u>August 27-31, 2012</u> Train new district representatives on full GaDOE electronic platform for TKES and LKES	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Completed provisioning process at new district level Completed roster verification process at new district level	TLE central office staff at GaDOE 18 GaDOE evaluation specialists State data system as a basis for the TKES/LKES electronic platform	
<u>August 2012</u> 20 th day of school RT3 district teacher SLO instructional strategy planning forms due to evaluators	RT3 district staff	Uploaded documents in GaDOE electronic platform for TKES	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 2012</u> Teacher orientation for TKES using revised materials and procedures Principal orientation for LKES using revised materials and procedures	Teacher and Leader Effectiveness Division in School Improvement Department RT3 district staff	Electronic signatures indicating completion of orientation in GaDOE electronic platform for TKES/LKES	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 31, 2012</u> Teacher Self Assessment (TAPS) completed in RT3 districts RT3 Leader goals completed with	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	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
principals and evaluator agreement		learning planning Leader goals evident in electronic platform		
<u>September 2012</u> GaDOE trainers provide training and certify evaluators in new districts	Teacher and Leader Effectiveness Division in School Improvement Department	GaDOE and new district <u>certified</u> evaluators	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>September 2012</u> Teacher orientation for TKES using revised materials and procedures in new districts Principal orientation for LKES using revised materials and procedures in new districts	Teacher and Leader Effectiveness Division in School Improvement Department New district staff	Electronic signatures indicating completion of orientation in GaDOE electronic platform for TKES/LKES	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>September 30, 2012</u> Teacher Self Assessment (TAPS) completed in new districts Leader goals completed with principals and evaluator agreement	New 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 Leader goals evident in electronic platform	TLE central office staff at GaDOE 18 GaDOE evaluation specialists	
<u>August 2012- April 2013</u>	RT3 and new district staff	Analysis of teacher survey responses indicating understanding	TLE central office staff at GaDOE	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
Teacher Familiarization Activities with ten TKES performance standards in all districts	RT3 and <u>new</u> school principals	of the performance standards	18 GaDOE evaluation specialists	
<u>September 2012- April 2013</u> Formative TAPS and LAPS observations and documentation collection	RT3 and <u>new</u> school principals and teachers RT3 and <u>new</u> district staff	Data collected from observations using Teacher and Leader Assessments on Performance Standards Data collected by field team and external evaluators	18 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 as a basis for the TKES/LKES electronic platform	
<u>Nov. 15-Dec. 15, 2012</u> Survey window for courses taught only in first semester	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Completed student surveys Survey data analysis and reports at the teacher, school, district, and state level for each appropriate level	State data system as a basis for the TKES/LKES electronic platform	
<u>Feb. 15-March 30, 2013</u> Survey window for courses taught all year	Teacher and Leader Effectiveness Division in School Improvement	Completed student and teacher/staff surveys Survey data analysis and reports at the teacher, school, district, and state	State data system as a basis for the TKES/LKES electronic platform	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
	Department Office of Technology Services	level for each appropriate level		
<u>April 1-15, 2013</u> Survey window for courses taught only in second semester	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Completed student surveys Survey data analysis and reports at the teacher, school, district, and state level for each appropriate level	State data system as a basis for the TKES/LKES electronic platform	
<u>April 1, 2013</u> SLO post-assessments completed	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services RT3 and <u>new</u> district principals and teachers	Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in electronic platform	State data system as a basis for the TKES/LKES electronic platform	
<u>April 15, 2013</u> SLO class data and performance report due from teacher to evaluator	Teacher and Leader Effectiveness Division in School Improvement Department Office of Technology Services	Student performance data uploaded in spreadsheets Student work documentation Analysis of growth to target for each teacher in electronic platform	State data system as a basis for the TKES/LKES electronic platform 18 GaDOE evaluation specialists	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
	RT3 and new district principals and teachers			
<p><u>May 1, 2013</u> (or date specified in Georgia Code)</p> <p>TAPS and LAPS summative evaluations due completed</p>	<p>RT3 and new school principals and teachers</p> <p>RT3 and new district staff</p>	<p>Data collected from observations using Teacher and Leader Assessments on Performance Standards</p> <p>Completion and electronic signatures on summative annual evaluations for all teacher and leaders in the RT3 and new districts</p>	<p>State data system as a basis for the TKES/LKES electronic platform</p> <p>TLE central office staff at GaDOE</p> <p>18 GaDOE evaluation specialists</p>	
<p><u>May-August 2013</u></p> <p>GaDOE calculates TEM/LEM using all components of TKES and LKES</p>	<p>Teacher and Leader Effectiveness Division in School Improvement Department</p> <p>Race to the Top Implementation staff</p>	<p>Teacher Effectiveness Measures for each teacher involved in the RT3 and new districts</p> <p>Leader Effectiveness Measures for each principal involved in the RT3 and new districts</p>	<p>RT3 Educator Effectiveness Technical Advisory Committee</p> <p>Graduate interns or external consultants</p>	
<p><u>Summer 2013</u></p> <p>Validation and reliability studies completed for TKES and LKES</p>	<p>Teacher and Leader Effectiveness Division in School Improvement Department</p> <p>Race to the Top Implementation staff</p>	<p>Final report on validity and reliability of the Teacher Keys and Leader Keys Evaluation Systems</p>	<p>RT3 Educator Effectiveness Technical Advisory Committee</p> <p>Graduate interns or external consultants</p>	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
<p><u>October 2012- June 2014</u></p> <p>Expand and strengthen guidance, exemplars, and supporting assessments for student learning objectives</p>	<p>Teacher and Leader Effectiveness Division in School Improvement Department</p>	<p>Continuously updated SLO development plan, print materials (guidance, exemplars, table of specifications for assessments, etc.), database of shared, reviewed assessments</p>	<p>US Ed technical assistance providers</p> <p>Collaborating state partners</p> <p>TLE central office staff at GaDOE and field specialists</p> <p>SLO guidance materials</p>	<p>Aggressive timeline for development of assessment resources to be available to districts</p> <p>Identification of additional subject area expertise for consultation on assessments</p> <p>Development of district level valid, reliable assessments</p>
<p><u>School Year 2013-2014</u></p> <p>60 Addition Districts included in the implementation of Teacher and Leader Keys Evaluation System</p>	<p>Leader Effectiveness Division in School Improvement Department</p> <p>Race to the Top Implementation staff</p>	<p>Teacher Effectiveness Measures for each teacher involved in the existing and new districts</p> <p>Leader Effectiveness Measures for each principal involved in the existing and new districts</p>	<p>State data system as a basis for the TKES/LKES electronic platform</p> <p>TLE central office staff at GaDOE</p> <p>18 GaDOE evaluation specialists</p>	
<p><u>School Year 2014-2015</u></p> <p>Full implementation of Teacher and Leader Keys Evaluation</p>	<p>Leader Effectiveness Division in School Improvement Department</p>	<p>Teacher Effectiveness Measures for each teacher involved in all districts</p> <p>Leader Effectiveness</p>	<p>State data system as a basis for the TKES/LKES electronic platform</p> <p>TLE central office</p>	

Milestones & Timeline 2012-2013	Parties Responsible	Evidence	Resources	Challenges
System statewide	Race to the Top Implementation staff	Measures for each principal involved in all districts	staff at GaDOE 18 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 Evaluation System (TKES) and the Leader Keys Evaluation System (LKES) will result 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 Evaluation System will utilize 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 Evaluation System provides a focus on all students, including EL and SWD. The Leader Keys Evaluation System will utilize 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 leader has on student learning and growth. Both the TEM and the LEM will support effectiveness using multiple valid measures to determine performance levels of all students, evaluating teachers and principals on a regular basis, providing timely and useful feedback to guide classroom/school performance and professional learning, and informing personnel decisions. These measures will be used to evaluate teachers and leaders 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 KeysSM and Leader KeysSM, 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.

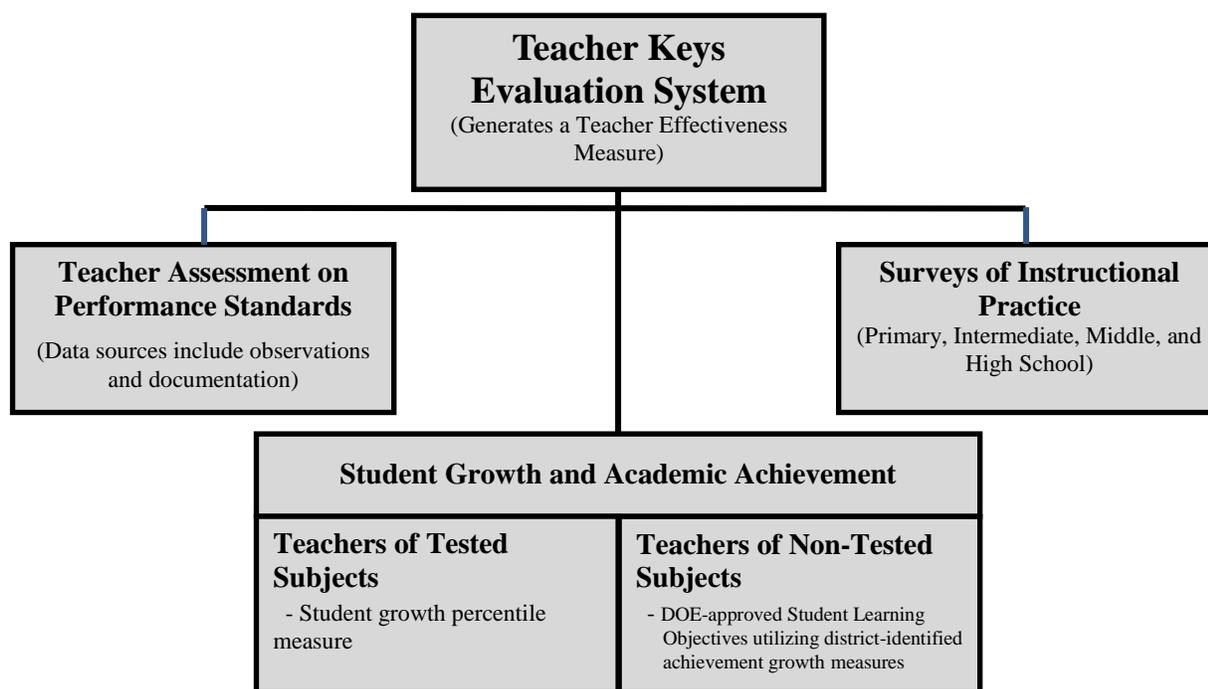
Prior to the 2011-2012 development of the Teacher Keys Evaluation System and the Leader Keys Evaluation System, teachers and principals served as co-collaborators in the pilot, study and implementation of CLASS KeysSM and Leader KeysSM. In the initial 2008-2009 field study of Class KeysSM, there were 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 for the past three years. 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 past 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. The twenty-six districts in Race to the Top, which educate 40% of Georgia's students, will provide ongoing feedback when 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 successfully developing and implementing guidelines by the end of the 2011-2012 school year for the teacher and principal evaluation systems. (Attachment 10, Teacher Keys/Leader Keys)

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 Teacher Keys Evaluation System are to:

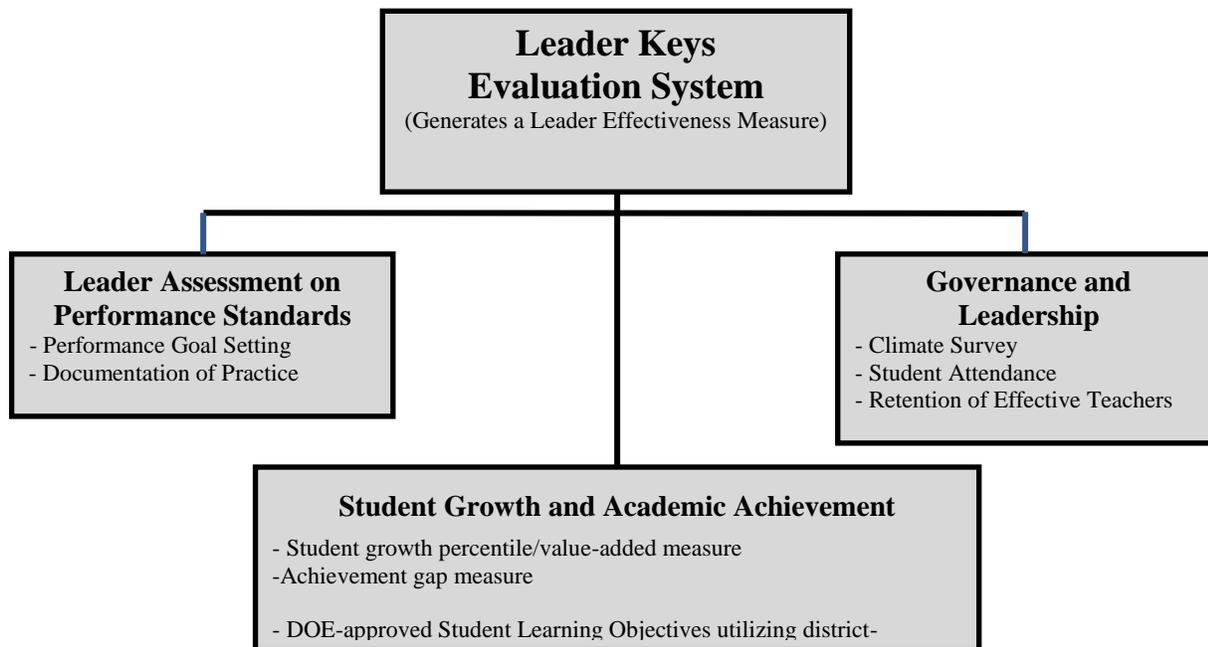
- Optimize student learning and academic growth;
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness;
- Contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of Georgia Public Schools;
- Provide a basis for instructional improvement through productive teacher performance appraisal and professional growth; and
- Implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.



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	<input type="checkbox"/> Focused on content standards	<input type="checkbox"/> SLO was developed by content experts and practitioners	<input type="checkbox"/> Selected standard(s) is an important and overarching concept
Measurable	<input type="checkbox"/> An appropriate instrument/measure is selected to assess SLO <input type="checkbox"/> Pre-assessment /post-assessment are utilized by multiple teachers/schools	<input type="checkbox"/> Is based on district baseline or trend data <input type="checkbox"/> Instrument(s) is used to measure student growth from beginning of instructional period to end of instructional period <input type="checkbox"/> Instrument(s) measures what it is intended to measure	<input type="checkbox"/> Utilizes externally developed, reliable and valid assessments or <input type="checkbox"/> Locally developed assessments have been approved by content experts/practitioners
Appropriate	<input type="checkbox"/> SLO is within teachers' control to effect change and is a worthwhile focus for the pilot period	<input type="checkbox"/> Expected growth is rigorous, yet attainable during instructional period	<input type="checkbox"/> Paper/pencil or performance based assessments are used as appropriate for the characteristics of the non-tested subject
Realistic	<input type="checkbox"/> SLO is feasible for teacher <input type="checkbox"/> Teachers are able to align their work directly to the district SLO	<input type="checkbox"/> Results of pre-assessments can be used to drive instruction and not for the sole purpose of SLO data.	
Time Bound	<input type="checkbox"/> SLO states the instructional period	<input type="checkbox"/> Standardized time frames for administration of pre and post-assessment have been determined and will be observed.	

Designed to be evaluated with Evaluation Rubric	<input type="checkbox"/> Designed so that, at the teacher level, data can be evaluated based on the SLO Evaluation Rubric (p. 30 of TKES Evaluation Manual)	<input type="checkbox"/> Results of pre-assessments drive instruction in individual classrooms	
Applicable for grade levels, schools, district	<input type="checkbox"/> Can be utilized by multiple teachers who teach this subject at this grade level across the school and/or the district.	<input type="checkbox"/> Is routinely used by schools across the district	
District approved	<input type="checkbox"/> District approves/recommends this SLO for teachers at the designated grade level(s) and in these subject area(s)	<input type="checkbox"/> District establishes a set of SLOs and provides guidance/requirements for their usage	<input type="checkbox"/> Rigor of SLO is comparable to the rigor of “tested” subjects
GaDOE Determination	<input type="checkbox"/> Total Required Elements (10/10) = Proceed		
	<input type="checkbox"/> Suggested Revision(s)		
	<input type="checkbox"/> 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 Subjects	Teachers of Non-Tested Subjects
TAPS	40%	60%
Surveys	10%	10%
SLOs	NA	30%
SGP	50%	NA

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
20 th day of school Teacher SLO instructional strategy forms due to evaluators	20 th 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 year's 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, eventually, on PARCC 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.

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 130 in the RT3 *Great Teachers and Leaders Overview*. See Chart in section 3A, pages 114-125.

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).

Key Projects/ Initiatives in chart below

The key projects under this initiative are:

#	Project Name	Description	Application Reference
13	Value-Added / Growth Model	<ul style="list-style-type: none"> The State will develop the model used to analyze student assessment results in such a way as to measure the value that a school or teacher contributes to a student's learning during a particular time period Used as an input into Teacher Effectiveness Measure (TEM), Leader Effectiveness Measure (LEM) and other effectiveness measures 	(D)(2)(i)
Lead(s): Melissa Fincher			
14	Development, testing and validation of other quantitative measures	<ul style="list-style-type: none"> Parent, student, peer (teacher) and climate surveys used as input into TEM, LEM and other effectiveness measures (see Section D2 in application) This project also includes personnel support at PSC to assist with implementation of changes 	(D)(2)(i)
Lead: Avis King and Martha Ann Todd			
15	Evaluation instrument and validation	<ul style="list-style-type: none"> The finalization of a research-based evaluation tool to provide both formative and summative feedback to teachers and leaders 	(D)(2)(i) and (D)(2)(ii)
Lead(s): Avis King and Martha Ann Todd			
16	Evaluation training and evaluation process feedback	<ul style="list-style-type: none"> Training for individuals who will conduct evaluations Feedback on the overall evaluation process and tools 	(D)(2)(i) and (D)(2)(ii)
Lead(s): Avis King and Martha Ann Todd			
17	Performance-based pay for teachers	<ul style="list-style-type: none"> Provide additional funding to implement of a performance-based compensation system based on a teacher's effectiveness in Cherokee County, Henry County and Pulaski County 	(D)(2)(iv)
Lead(s): Avis King and Martha Ann Todd			
18	Performance-based pay for leaders	<ul style="list-style-type: none"> Implementation a performance-based compensation system based on a leader's effectiveness 	(D)(2)(iv)
Lead(s): Avis King and Martha Ann Todd			

19	<i>Equitable distribution of incentives</i>	<ul style="list-style-type: none"> • <i>Relocation incentives given to teachers based on a TEM threshold to encourage movement to high-need areas</i> • <i>Incentives to teachers who reduce the achievement gap in science and math</i> 	(D)(3)
Lead(s): <i>Avis King and Martha Ann Todd</i>			
20	<i>Increasing supply of effective science and math teachers</i>	<ul style="list-style-type: none"> • <i>Partner with UTeach to increasing the number of science and math majors who go into teaching</i> 	(D)(3)
Lead: <i>Lauren Wright</i>			
21	<i>Focused professional development for teachers in math and science</i>	<ul style="list-style-type: none"> • <i>Partner with the Center for Education Integrating Science, Mathematics, and Computing (CEISMC) to further develop existing teachers in math and science</i> 	(D)(5) <i>STEM Competitive Preference</i>
Lead: <i>Juan-Carlos Aguilar</i>			
22	<i>Sharing of best practices</i>	<ul style="list-style-type: none"> • <i>Expand Summer Leadership Academies to bring leadership teams from low achieving schools together for professional development</i> 	(D)(5) (E)(2)
Lead(s): <i>Avis King and Barbara Lunsford</i>			

Activities and milestones:

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year			
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014	
Great Teachers and Leaders										
(D)(2) Improving teacher and principal effectiveness based on performance										
GOAL 1A: Establish a clear approach for measuring student growth by developing a value-added/growth model										
1	Established a Growth/Value add model (VAM) Steering Committees to investigate different models and approaches, prioritize Georgia’s needs and goals, narrow models of interest, and run impact data on the primary model of interest using assessment data. (Note: Working with technical experts Battelle for Kids and Center for Assessments)	1/11	6/11		x	x	x			
2	Establish vendor selection committee to include Executive Director of GOSA, Chief of Staff to the State Superintendent, Executive Secretary of the PSC and other representatives, as appropriate.	6/11	6/11				x			
3	Agree on selection criteria.	6/11	7/11				x			
4	Develop and issue a RFP to select a vendor if necessary. (note: may not require a formal RFP process)	7/11	9/11				x	x		
5	Build model with vendor and participating LEAs.	9/11	10/11					x		
5a	Finalize the teacher of record to be used in the model. (Teacher-Student Data Link).	9/10	12/11	x	x	x	x	x		
6	Develop communications materials and brochures in preparation for model rollout (key messages, rationale, and methodology).	10/11	9/12					x	x	
7	Hold a workshop/summit to provide feedback to the 26 partnering LEAs.	8/11	8/11				x			
8	Develop and provide training on interpreting the model and reports.	10/11	8/12					x	x	
9	Vendor to train GaDOE/OSA staff on model and on how to train districts.	10/11	11/11					x		
10	Roll out model in participating LEAs as part of overall new evaluation system.	2/12	3/12					x		
11	Offer workshops for teachers through districts’ central office staff who have attended training.	2/12	4/12					x		
12	Revise model as needed, based on results of phase 1 pilot. (Note: will not receive initial data until 6/12)	6/12	7/12					x		

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year			
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014	
13 Roll out model in additional LEAs (up to 60 per year) starting with the training of district office staff and principals. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	7/12	9/14							x	x
GOAL 1B: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.										
14 Established a “quantitative measures” steering committee comprised of participating LEA’s, state agency representatives, education related associations, and business leaders to develop “other quantitative measures” of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement. (Note: Working with technical experts with the National Center for Performance Incentives)	3/11	2/12			x	x	x			
15 Develop “other quantitative measures” of student achievement such as student, parent, and peer surveys and new ways of measuring student engagement.	6/11	2/12				x	x			
16 Field test new measures to determine degree of correlation between surveys and growth in student learning.	2/12	5/12					x			
17 Validate survey tools before use in high stakes evaluation.	5/12	7/12					x			
18 Revise measures as needed, based on field test results and feedback from key stakeholders.	7/12	8/12					x	x		
19 Once measures have been validated, communicate measures (rationale, value) broadly to school leaders and to teachers in participating LEAs.	9/12	9/14							x	x
20 Roll out “other quantitative measures” to other districts as they come board (up to 60 per year) The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	8/12	9/14						x	x	x
21 Hire a certification and education prep positions at the PSC to assist with implementation of new measures within their internal systems.	4/11	9/14			x	x	x	x	x	x
22 Provide funding for equipment for the two positions at PSC.	4/11	5/11			x					
GOAL 1C: Establish a clear approach for measuring student growth by developing other quantitative measures of student learning that are rigorous and comparable across classrooms.										
1 Establish a Technical Advisory Committee (TAC) to identify the specific method for calculating the reduction and the level of gap reduction needed to	7/11	7/11					x			

	Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
	be deemed significant.									
2	Determine the specific method for calculating the reduction and the level of gap reduction needed to be deemed significant.	7/11	2/12				x	x		
3	Develop communication materials around the methodology used to determine gap reduction.	10/11	2/12					x		
4	Roll out achievement gap measure to the 26 partnering LEAs.	2/12	8/12					x		
5	Roll out achievement gap measure to other districts as they come on board (up to 60 per year). The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	9/12	9/14						x	x
GOAL 2: Develop Rigorous, Transparent, and Fair Evaluation Systems for Districts, Principals and Teachers in collaboration with LEAs, principals and teachers.										
23	Established an evaluation steering committee comprised of participating LEAs, state agency representatives, education related associations, and business leaders to refine the qualitative evaluation system (CLASS Keys and Leader Keys).	3/11	7/12			x	x	x		
24a	Develop teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand)	2/11	3/11		x	x				
24 b	Administer teacher and administrator surveys to elicit feedback from sites currently piloting CLASS Keys and Leader Keys. Teachers and administrators will provide evidence regarding the degree of implementation, specific power elements, and other important issues of concern. (Note: Working with technical experts McREL and Rand)	3/11	5/11		x	x				
25	Analyze survey results.	6/11	6/11				x			
26	Modify evaluation tools as appropriate. (Note: Working with technical expert Dr. James Stronge)	7/11	10/11				x	x		
27	Develop training curriculum and materials for 15 trainers and for 26 partnering LEAs piloting the refined evaluation system. (Note: Working with technical expert Dr. James Strong)	7/11	10/11				x	x		
28	Hire 15 evaluation trainers to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	5/11	9/14			x	x	x	x	x

	Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
				Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
29	Provide funding for equipment for the 15 trainers.	5/11	5/11			x				
30	Provide travel funding for the 15 positions training the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	5/11	9/14			x	x	x	x	X
31	Provide funding for supplies to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4. The LEAs are not required to participate in the evaluation system. GaDOE will encourage additional LEAs to use the system.	5/11	9/14			x	x	x	x	X
32	Provide funding for per diems and facilities to train the 26 partnering LEAs in year 2 and up to 60 LEAs in year 3 and year 4.	10/11	9/14					x	x	x
33	Provide training to LEAs on the refined evaluation system.	10/11	12/11					x		
34	Provide funding for teacher training stipends to train on the revised evaluation system.	10/11	9/14					x	x	X
35	Pilot the refined evaluation system with the 26 partnering LEAs. (Note: Working with technical expert to collect data from the pilot)	1/12	6/12					x		
36	Select an external provider to validate the revised evaluation tools.	4/12	5/12					x		
37	Conduct a validation study of the revised CLASS and Leader Keys evaluation tools in Summer 2012.	6/12	8/12					x		
38	Revise training curriculum and materials and develop LEA support materials based on validity study. (Note: Working with technical expert Dr. James Stronge)	6/12	8/12					x		
39	Formalize, validate, and communicate a vertically aligned evaluation system with student achievement at its center.	5/12	12/12					x	x	
40	Finalize composition of the District Effectiveness Measure (DEM), Leader Effectiveness Measure (LEM) and Teacher Effectiveness Measure (TEM). The composition includes all four components of the evaluation system.	5/12	12/12					x	x	
41	Conduct ongoing analysis of the evaluation tools and effectiveness measures to allow for learning as part of the process. As the State and LEAs learn more from the pilots, there will be flexibility to tweak teacher evaluation inputs and metrics.	1/13	9/14						x	X
42	Evaluate results each year to test correlation between rubric-based evaluation tool and student outcomes.	1/13	9/14						x	X

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year			
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014	
43 Make any necessary adjustments to evaluation tool and measures based on findings, and roll out evaluation system and DEM, LEM and TEM to additional districts that come online (up to 60 per year).	1/13	9/14							x	X
GOAL 3: Conduct annual evaluations of teachers and leaders that include timely and constructive feedback and provide data on student growth.										
44 Signed MOU with participating LEAs that require the system to conduct annual evaluations of their principals and teachers and to make timely and constructive feedback a fundamental component of the evaluation system.	8/10	9/10	x							
45 Build capacity at the district level by developing communications and training materials that describe the entire evaluation system (purpose and use).	5/11	8/13			x	x	x	x		
46 Design a rigorous selection process for Master Teachers/Teacher Leaders through PSC and ask participating LEAs to appoint them as peer review positions.	6/12	9/12						x		
47 Provide funding for two Master Teacher positions at PSC.	1/11	9/14		x	x	x	x	x	x	X
48 Provide travel funding for the two Master Teacher positions at PSC.	1/11	9/14		x	x	x	x	x	x	X
49 Provide supply funding for the two Master Teacher positions at PSC.	1/11	9/14		x	x	x	x	x	x	X
50 Provide funding for the Master Teacher program to contract with a state review team to score Master Teacher applications.	1/11	9/14		x	x	x	x	x	x	X
51 Train 3-5 evaluators per school in a 3 day evaluation training session and train 1-2 central office representatives to provide a “train the trainer” model for ongoing evaluation training to LEA evaluators.	7/12	9/12						x		
52 Train additional LEA representatives over time (to subsequent summer sessions) as trainers, allowing them to share their experiences with evaluation system in their districts.	9/12	9/14							x	X
53 Train subsequent cohorts of districts (up to 60 per year) utilizing GaDOE training staff and resources.	9/12	9/14							x	X
54 Offer regional workshop for teachers when they return to classroom-- through districts’ central office staff who have attended summer training.	9/11	9/11						x		
55 Share key evaluation data with LEA leaders, school leaders and teachers to: • Create transparency around metrics;	5/12	6/13						x	x	

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year			
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014	
<ul style="list-style-type: none"> Provide guidance on how data should be used/interpreted; Vendor/GOSA will calculate growth/VAM model, TEM, LEM and DEM; GOSA will monitor / audit reported measures; and Capture data to allow for longitudinal analysis at all levels and create reports that can be accessed by teacher and administrators. 										
56	Share results of field tests for “other quantitative measures” with participants and key stakeholders.	5/12	6/13					x	x	
56a	Ensure that specifics of data trends are discussed in evaluation conversations.	5/12	9/14					x	x	x
57	Design and administer annual surveys for teachers/leaders in participating LEAs to seek feedback on evaluation system and provide summary results to stakeholders.	8/12	8/14					x	x	X
58	Utilize feedback from surveys to adjust evaluation process as needed.	9/12	9/14						x	x
59	Facilitate dissemination of best practices on how to support teachers and principals to drive student achievement. Best practices may be published or participating LEAs may be asked to present at the Summer Leadership Academies.	6/12	9/14					x	x	X
GOAL 4: Use annual evaluations to inform talent development and talent management decisions.										
60	Signed MOU with participating LEAs on reporting requirements to be submitted to US ED and include data on how LEAs utilize teacher and principal effectiveness data throughout their systems.	8/10	10/10	x						
61	Monitor LEA’s effectiveness in utilizing annual evaluations to inform talent decisions. (Activity is complemented by Section CPP Activity CPP4 pg 66)	6/12	9/14					x	x	X
62	Tie teacher and leader compensation in participating LEAs to TEM and LEM (assumes 2 years of data available including the pilot year). (Note: other LEAs may opt into the compensation system)	9/13	9/14							X
63	Develop and provide performance based career ladder guidelines through PSC to participating LEAs.	4/12	6/12					x		
(D)(3) Ensuring equitable distribution of effective teachers and principals										
GOAL 1: Ensure equitable access to highly effective teachers and principals										
GOAL 2: Increase number and percentage of effective educators teaching hard-to-staff subjects and hard-to-staff places.										

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year			
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014	
DEMAND SIDE –RETENTION BONUSES AND SIGNING BONUSES										
1	Pay individual bonuses to teachers and principals based on performance tied to student achievement. The TEM and LEM will measure teacher and principal effectiveness on four components. Data collection begins in 2011-12 and the 26 LEAs will provide performance based pay to teachers and leaders starting in school year 2013-2014.	9/13	9/14							X
2	Provide additional funding to three LEAs to help offset the cost of the individual bonuses to teachers and principals. Three Systems: Cherokee County, Henry County, & Pulaski County	9/13	9/14							X
3	Pay additional bonuses to principals and teachers in high-need schools for reducing the achievement gap each year. This is a retention-type bonus targeted at high-need schools where the achievement gaps are the largest.	9/13	9/14							x
4	Develop guidelines and provide a two year signing bonuses for teachers that move to high -need schools (give priority to rural schools). The bonus is contingent on meeting a high threshold TEM in each of the two years	9/12	9/14						x	X
SUPPLY SIDE – IMPROVING EXISTING CAPACITY										
5	Provide targeted training to teachers through online PLUs. Focus on modules such as: standards; teaching to standards; analysis, interpretation and use of assessment data to improve instruction. See detail in Section B Goal 4a Activity 22 for dependency.	6/12	9/14					x	x	X
6	Expand the Summer Leadership Academies currently organized for lowest-achieving schools to include RT3 LAS.	7/11	9/14				x	x	x	X
7	Signed MOUs with participating LEAs to require participation in all teacher and leader effectiveness reforms.	8/10	10/10	x						
8	Establish teacher induction guidelines in partnership with GaDOE and PSC.	5/11	9/11						x	
SUPPLY SIDE – INCREASING PIPELINE OF EFFECTIVE EDUCATORS										
9	Increase pipeline of effective teachers through partnership with Teach for America (TFA) in Atlanta Public Schools, Clayton County, DeKalb County and Gwinnett with the first class of new TFA recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x	x	x	X

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
9a Teach for America will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/12	x	x	x	x	x		
10 Increase pipeline of effective teachers through partnership with The New Teacher Project (TNTP) in Burke County, Chatham County, Dougherty County, Meriwether County, Muscogee County and Richmond County with the first class of new TNTP recruits beginning in school year 2011-12.	9/10	9/14	x	x	x	x	x	x	X
10a The New Teacher Project will complete the process to become a certification provider through the Professional Standards Commission.	10/10	8/11	x	x	x	x			
11 Provide competitive grant awards through the Innovation Fund for Grow Your Own Teacher (GYOT) programs. (Funding included in section A project 28)	9/11	9/14					x	x	X
12 Create alternative certification pathway for principals.	10/11	12/12					x	x	
13 PSC and alternative providers, including LEAs, work together to have their principal programs approved as a certification unit.	8/10	9/14	x	x	x	x	x	x	X
(D)(4) Improving the effectiveness of teacher and principal preparation programs									
GOAL 1: Link teachers' and principals' student achievement/student growth data to preparation programs									
1 Develop a Teacher Preparation Program Effectiveness Measure (TPPEM) and Leader Preparation Program Effectiveness Measure (LPPEM). The TPPEM and LPPEM include multiple components, including TEM and LEM of graduates aggregated by cohort, which provides the linkage between student growth data to in-State teacher and principal preparation programs.	5/11	7/12			x	x	x		
2 Calculate and publish TPPEM and LPPEM in the "report cards" for both traditional and alternative routes.	9/13	9/14							X
GOAL 2: Expand preparation programs that are successful at producing effective teachers and principals									
3 Use TPPEM and LPPEM to expand preparation and credentialing programs which are most effective. The TPPEM and LPPEM will serve as proxy for program effectiveness.	9/14	On-going							X

Project –Milestones	Start	End	Grant Year 2010-2011				Grant Year		
			Q 1	Q 2	Q 3	Q 4	2011-2012	2012-2013	2013-2014
4 Tie State funding and approval for preparation programs to TPPEM and LPPEM to support effective programs. The GaDOE/PSC/TCSG/BOR will move in this direction only after sufficient data has been collected, analyzed and validated, to ensure that these important funding decisions are being made based on reliable and valid data. The Governor and General Assembly will work with BOR to adjust internal policies with the system to ensure compliance with this activity. Additionally, the Governor and General Assembly will adjust funding for PSC, TCSG and GaDOE (RESAs) based on TPPEM and LPPEM.	9/14	On-going							

ATTACHMENTS AND APPENDICES

Attachment 1: Notice to LEAs

Georgia Department of Education - Title Programs I - Windows Internet Explorer

http://www.gadoe.org/tss_title.aspx

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Georgia Department of Education - Title Programs I

Staff Contact List
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RELATED INFORMATION

- ◀ U.S. Department of Education - ED Data Express
- ◀ To Report Waste, Fraud, and Abuses
- ◀ Adequate Yearly Progress
- ◀ LEA Consolidated Application
- ◀ State Board Rules

▶ More

Title I, Part A - Supplemental Educational Services
LEA Monitoring
FY12 Title I, Part A Monitoring Document
FY11 Self-Monitoring Document

Title Programs Newsletter
Spring/Summer 2010
Spring/Summer 2009
Fall 2008
Spring 2007
Winter 2007

Applications
LEA Consolidated Application

Outreach
Craig Geers, Director

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

Migrant Education Program
Migrant Education Program

Parent Engagement Program
Parent Engagement Program

21st Century Community Learning Centers
21st Century Community Learning Centers

Title I Conferences
◀ FY12 Regional Meeting Schedule

PARENT SUMMITS
◀ Secondary Level Parent Engagement Summit Letter

RESOURCES

- ◀ FY12 Public Notice Comment for Flexibility Waivers under ESEA
- ◀ Complaint Procedures
- ◀ Complaint Form
- ◀ Guidelines for Using Title I Equipment
- ◀ FY 12 - FY 14 LEA Monitoring Cycle

▶ More

SCHOOL REPORT OF AYP
◀ 2011 2010 2009 2008 2007 2006 2005 2004 2003 2002 2001

SYSTEM REPORT OF AYP
◀ 2009 2008 2007 2006 2005 2004 2003

ALLOCATIONS
◀ 2011 2010 2010 ARRA 2009 2008 2007 2006 2005 2004 2003

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Georgia Department of Education - Title Programs f - Windows Internet Explorer

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Georgia Department of Education - Title Programs f

All Families
Standard 1
Speaking Up for Every Child

Effectively
Standard 2
Sharing Power

Student Success
Standard 3
Collaborating with Community

The Georgia Department of Education has adopted National PTA Standards for Family-School Partnerships as the state's model in engaging parents, students and the community. To learn more about these standards, please visit www.pta.org/national_standards.asp

Georgia Parent Involvement Coordinators (PIC) Network

The Georgia PIC Network is divided into five regions and there are approximately 700 Parent Involvement Coordinators throughout the state. Their focus is to advocate for the parents in their school, offer a variety of informative workshops, link parents to resources in the community, and assist parents with navigating the school system so their child can obtain the resources required to help his/her child achieve their maximum academic potential.

Parent Engagement Professionals participate in professional development meetings that held semi-annually within their region. To locate your region, please refer to the color coded map below.

- ◀ [Parent Engagement Program Presentations, Workshops and Tools](#)
- ◀ [Homework Including Parents in the Process-Module 3](#)
- ◀ [Preparing for College](#)
- ◀ [Homework and Study Habits](#)
- ◀ [Helping your Teen Cope with Peer-Pressure](#)
- ▶ [More](#)

ADMINISTRATORS

- ◀ [Parent Leadership Award Application](#)
- ◀ [FY12 Public Notice Comment for Flexibility Waivers under ESEA](#)
- ◀ [Parent Engagement Brochure](#)
- ◀ [Parent Involvement Coordinator Guidance Job Description](#)
- ◀ [Parent Calendar \(2010-2011\)](#)
- ▶ [More](#)

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Attachment 2: Comments Received from LEAs



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:21 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: Request for Waivers for ESEA Flexibility

Glynn County comments on flexibility waivers

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
Atlanta, Georgia 30334
(404) 657-1796
Fax (770) 357-9477
E-mail: mdelaune@doe.k12.ga.us
www.doe.k12.ga.us

----- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:20 PM -----

From: "Darlene Moye, DR" <dmoye@glynn.k12.ga.us>
To: 'Margo DeLaune' <MDeLaune@doe.k12.ga.us>
Date: 10/04/2011 01:31 PM
Subject: Request for Waivers for ESEA Flexibility

Superintendent Howard Mann and the Glynn County School System applauds and supports the efforts the state is making to obtain waivers of ten provisions of the Elementary and Secondary Education Act of 1965 and their regulatory, administrative, and reporting requirements. We feel that these waivers will provide the flexibility that is needed to improve student achievement, enhance the quality of instruction, and move our schools forward in meeting the needs of all student in a positive manner.

Darlene M. Moye, Ed.D.
Director of Federal Programs
2301 Stonewall Street
Brunswick, GA 31520
dmoye@glynn.k12.ga.us
912-267-4100 Ext. 1518
912-261-3092 (fax)
912-577-0879 (cell)



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:20 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: GaDOE's Request for Public Comments Regarding US
ED's Flexibility Opportunity

Gwinnett County's comments on flexibility waiver

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--- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:19 PM ---

From: Carol_Grady@Gwinnett.k12.ga.us
To: mdelaune@doe.k12.ga.us
Cc: jedavenp@doe.k12.ga.us, Erin_Hahn@Gwinnett.k12.ga.us, Celeste_Strohl@Gwinnett.k12.ga.us,
Linda_S_Davis@Gwinnett.k12.ga.us
Date: 10/04/2011 02:08 PM
Subject: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Hi Margo,

Attached are two documents which provide Gwinnett County's responses to the recent waiver proposal. These provide clear, concise input from a wide range of stakeholders throughout the school district. I hope this will be helpful as you gather the public comments.

(See attached file: C&CR Indices Two Column Response Matrix revised.docx)

(See attached file: AYP - C&CR Indices Executive Summary of GCPS Feedback revised.docx)

Carol Grady
Director of Federal & Special Programs
437 Old Peachtree Rd. N.W.
Suwanee, GA 30024
Office 678-301-7060
Fax 678-301-7058

NOTE: Email is provided to employees for the instructional and administrative needs of the district. Email correspondence to/from a district email account may be considered public information and subject to release under Georgia laws or pursuant to subpoena.



C&CR Indices Two Column Response Matrix revised.docx



AYP - C&CR Indices Executive Summary of GCPS Feedback revised.docx

**College & Career Readiness Indices
HIGH SCHOOL**

PERFORMANCE INDEX	GCPS RESPONSE (COMMENT, QUESTION OR CONCERN)
EOCT – 9 th grade Literature – % of students passing	<p>What metrics will be used to compute multiple measures into a single performance score for schools?</p> <p>Will subgroup disaggregation be required?</p> <p>Will there be an annual measurable objective (AMO) for these indicators?</p> <p>Will the AMO be scheduled to increase to 100% over a set period of time?</p> <p>What adjustment will be made for districts like GCPS that do not include Physical Science in the standard sequence?</p>
EOCT – American Literature – % of students passing	
EOCT – Mathematics I – % of students passing	
EOCT – Mathematics II – % of students passing	
EOCT – Biology – % of students passing	
EOCT – U.S. History – % of students passing	
EOCT – Economics – % of students passing	
EOCT – Physical Science – % of students passing	
Completing 3 or more Pathway courses – % of students	<p>Course completion is determined by teacher grading which is a non-standard measure</p>
CTAE Pathway completers – % earning CTAE credential	
Work ready certificate – % of students earning	<p>Percentage reference should not apply to all students but to targeted groups of students based on interest and need.</p>
NOT requiring remediation courses in college - % of graduates	<p>Tracking student course registration especially out of state may be a challenge</p>
Earning high school credits for accelerated enrollment via IB, AP, Dual Enrollment, MOWR – % of students	<p>Determined by teacher grading which is a non-standard measure</p>
World Languages – % of students earning 2 or more credits	<p>Determined by teacher grading which is a non-standard measure</p>
Zell Miller Scholarship – % of students earning	<p>Endorsed by GCPS – appropriate reflection of student achievement</p>
AP Exams – % of students scoring 3 or higher	
IB Exams – % of students scoring 4 or higher	
ACT – % of students scoring a minimum of 22	
SAT – % of students scoring a minimum of 1550	
Cohort Graduation Rate – %	<p>What allowance is planned for 5th year completers?</p>
Attendance Rate – %	<p>Necessary indicator for student and school success.</p>
COMPANION INDEX	GCPS RESPONSE (COMMENT, QUESTION OR CONCERN)
EOCT – 9 th grade Literature – % of 9 th graders exceeding	<p>Consider including percent exceeds for all students on all EOCTs</p>
EOCT – Mathematics I or II – % of 9 th graders exceeding	
Credits in at least 4 core courses – % of 9 th graders earning	<p>Will retained students (2nd year 9th graders) be included in the %?</p>
Credit(s) in a STEM course(s) – % of students earning	<p>Which courses qualify as STEM? Definition of STEM courses?</p>
Soft Skills Assessment – % of tested students scoring proficient	<p>Could be manipulated by limiting the number of students tested.</p>
PSAT – % of sophomores participating	<p>Will retained students (2nd year 10th graders) be included in the %?</p>
Physics course – % of students earning credit	<p>Determined by teacher grading which is a non-standard measure</p>
SAT or ACT – % of graduated students participating during HS	<p>How will this data be reported and/or calculated?</p>
Post secondary programs – % of graduated students enrolling	<p>Tracking student enrollment especially out of state may present challenges</p>
GHSWT – % of students exceeding	<p>Exceeds performance level is endorsed as appropriate by GCPS</p>
World Language – % of students earning 3 or more credits	<p>Determined by teacher grading which is a non-standard measure</p>
Calculus, AP Calculus or AP Stat – % of students earning credit	

**College & Career Readiness Indices
ELEMENTARY SCHOOL**

PERFORMANCE INDEX	GCPS RESPONSE (COMMENT, QUESTION OR CONCERN)
CRCT – English/Language Arts – % of students passing	<p>What metrics will be used to compute multiple measures into a single performance score for schools?</p> <p>Will subgroup disaggregation be required?</p> <p>Will there be an annual measurable objective (AMO) for these indicators?</p> <p>Will the AMO be scheduled to increase to 100% over a set period of time?</p>
CRCT – Reading – % of students passing	
CRCT – Mathematics – % of students passing	
CRCT – Science – % of students passing	
CRCT – Social Studies – % of students passing	
5 th Grade Writing Assessment – % of students passing	
Lexile measure – % of 3 rd graders scoring greater than 650	
Lexile measure – % of 5 th graders scoring greater than 850	
ELLs – annual increase in number with positive movement between Performance Bands	Change to: % of ELLs with positive movement between performance bands
SWDs – % served in general education environment more than 80% of the school day	Arbitrary measure rather than focused on individual student needs
Career Awareness Modules – % of 5 th graders completing 10	Represents completion status rather than student achievement.
Career Portfolio in GaCollege411 – % of 5 th graders completing	Represents completion status rather than student achievement.
Attendance Rate – %	Necessary indicator for student and school success.
COMPANION INDEX	GCPS RESPONSE (COMMENT, QUESTION OR CONCERN)
CRCT – English/Language Arts – % of 5 th graders exceeding	<p>Consider including percent exceeds for all students at all grade levels rather than 5th grade only on all CRCTs</p>
CRCT – Reading – % of 5 th graders exceeding	
CRCT – Mathematics – % of 5 th graders exceeding	
CRCT – Science – % of 5 th graders exceeding	
CRCT – Social Studies – % of 5 th graders exceeding	
Fitnessgram – % of students (grades 1-5) with documented data	Represents completion status rather than student achievement.
Fine Arts or World Language – % of students enrolled	Represents enrollment status rather than student achievement.

College and Career Ready Performance Index

Executive Summary of Principal Feedback – August 2011

Gwinnett County Public Schools

The draft document of the College and Career Readiness Performance Index has been reviewed by selected district and school based leaders from Gwinnett County Public Schools. The following responses represent the district perspective on various issues relative to both the performance and companion indices.

Comments:

- This next generation accountability structure is a reasonable and appropriate method to determine AYP.
- A multi-measure, multi-criteria approach provides a better determination of school effectiveness.
- This design is more inclusive of high achieving students as well as those with learning disabilities, language barriers and limitations due to poverty.
- Percent of students earning credit in a Physics course adds an appropriate level of rigor to the high school companion index.

Concerns:

- Rewarding the inclusion model of instruction for students with disabilities (SWD) may push schools to a one size fits all approach rather than allowing individual student need to determine appropriate placement.
- High density ELL schools may face significant challenges in meeting performance band progress indicators.
- CTAE Pathway courses are typically not selected by students pursuing admission to a research university therefore career pathway indicators may prompt a return to the old technical track course of study.
- Schools need more information on the career readiness indicators for elementary and middle school students.
- Must define what constitutes a STEM course for indicator on percent of students earning STEM course credit.
- Cost factor is a concern with pathway completers earning industry recognized credential.
- Data reporting access on SAT results from College Board may be a problem because they do not generate reports such as “percent of students tested scoring a minimum of 1500”. Same concern for ACT.
- Data access is also an issue for tracking post-secondary enrollment in and out of state for some institutions.
- “Percent of students earning credit” is a non-standard measure since teacher grading and grade weighting is not consistent from school to school or district to district across the state.
- The indices seem designed to reflect school status rather than school performance. School status indicates where students are in their learning journeys; school performance reflects how far students have come.

Questions:

- What metrics are planned to consolidate these multiple criteria into one cumulative score result?
- Will these new criteria apply to subgroup performance results or only to overall school percentage averages?
- Will these new criteria apply only to Full Academic Year (FAY) students?
- What timeline for implementation is planned?
- Will cut score standards for performance results be established and then graduate to 100% by a predetermined time?
- Will school results be reported by scaled scores or translated into a category result such as a letter grade?
- What research supports these criteria as an accurate reflection of college and career readiness?

Recommendations:

- Apply “exceeds” performance results in all four core content areas for high school EOCTs on the companion index rather than language arts and math only.
- Apply “exceeds” performance results to grades 3 – 5 (rather than 5th only) and grades 6 – 8 (rather than 8th only) on the respective elementary and middle school companion indices.
- Consider weighting of indicators to reflect the importance of academic achievement performance results.
- Develop a Physics EOCT for districts that do not include Physical Science in their standard course sequence.
- Consider Calculus as another course area in addition to Physics to add rigor to the high school companion index.



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:20 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: ESEA flexibility

Coweta County flexibility waiver comments

Margo DeLaune
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— Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:19 PM —

From: "Warren, Sherry" <sherry.warren@cowetaschools.net>
To: "Margo DeLaune" <MDeLaune@doe.k12.ga.us>
Date: 10/10/2011 02:11 PM
Subject: ESEA flexibility

Margo, the changes sound good. Terms like achievable goals and continuous improvement, as opposed to a high bar that becomes impossible to reach.

Also, I did not see any wording specific to special education students. Please make sure that whatever the standard is for them....that it is a reasonable growth model. We have been labeled NI only because these students with disabilities could not perform at a level with their peers.

I am a little concerned about the amount of documentation that may be required for the career and college readiness.

I know that this is an area of extreme interest for our current superintendent. Please try to keep it simple for our schools and LEAS by using documentation that we may already be collecting.

Thank you for allowing input.



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:19 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: Request for Comments by Georgia's Committee of
Practitioners (COP) Membership

COP member flexibility waiver comments

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----- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:18 PM -----

From: "Sue Myers" <SMyers@paulding.k12.ga.us>
To: "DeLaune, Margo" <MDeLaune@doe.k12.ga.us>
Date: 10/12/2011 01:14 PM
Subject: Re: Request for Comments by Georgia's Committee of Practitioners (COP) Membership

Dear Ms. DeLaune,
Please see the attached review form and comments. Thank you for the opportunity to provide feedback.
Take care,
Sue Myers

Sue Myers
Director of Title I
Paulding County School District
770-443-8003 ext. 10158
smyers@paulding.k12.ga.us

>>> Margo DeLaune <MDeLaune@doe.k12.ga.us> 9/28/2011 4:15 PM >>>
Dear COP Member:

The Georgia Department of Education (GaDOE) is asking Title I COP members to review the attached documents regarding the U.S. Department of Education's (US ED) proposed opportunity for states to request flexibility, on its own behalf and of its LEAs, through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and report requirements. Please send your comments back to Margo DeLaune, GaDOE Title Programs Director at mdelaune@doe.k12.ga.us no later than October 12, 2011. Or to the mailing address listed below in my email signature.

You are receiving this email because you were a Title I Committee of Practitioners (COP) member for the 2010-2011 school year. As you know, a few of the 2010-2011 COP member terms have expired. The FY12 Title I COP membership, to replace those members whose terms have expired, will not become

official until the State Board of Education (SBOE) has approved the FY12 COP membership at the October SBOE meeting. Therefore, any new COP members will receive the opportunity to review the attached documents in October 2011.

Under this flexibility, the GaDOE would grant waivers for LEAs through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility from the US ED. Attached you will find:

- ESEA Flexibility Request Form
- ESEA Flexibility Plan
- COP Document Review Form
- Public Law 107-110 (NCLB)

The GaDOE will be seeking waiver permission for LEAs on the following:

- 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.
- 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. **Note: 1116(b) is in reference to Title I Public School Choice and Supplemental Educational Services (SES).**
- 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. **Note: 1116(c) is in reference to Notification Letters to publicize and disseminate to LEAs, teachers, other staff, parents, students and the community AYP results.**
- 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.
- 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 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.

- 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.
Note: 1117 is in reference to Title I Academic Achievement Awards.

- 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.

- 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.

- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

The GaDOE thanks you for your attention to this proposed flexibility request and appreciates your comments. Should you have additional questions, please contact me at (404) 657-1796.

Margo DeLaune
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www.doe.k12.ga.us

Committee of Practitioners Document Review Form.doc



**Georgia Department of Education
Committee of Practitioners Document Review Form
October , 2011**

ESEA Flexibility

October 7, 2011

Document Reviewed

Date Reviewed

DISTRICT LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
	<p>ESEA Flexibility would allow the SEA to develop rigorous yet achievable AMOs that would guide district, schools, and classrooms in improving student achievement. Flexibility would also allow districts to better focus on improving student achievement and to increase the quality of learning by determining how best to allocate funds to meet the specific needs of the schools and students in their district.</p> <p>Flexibility in Implementation of School Improvement Requirements would be extremely beneficial as it would allow the LEA to develop strategic plans for use of funds to improve instruction and provide resources as an alternative to current requirements. It would also allow for long range instructional planning at the school and district level as funding would remain within the school district.</p> <p>“Reducing Duplication and Unnecessary Burden” would allow for districts to focus on student needs and school and district priorities.</p>
SCHOOL LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
	<p>ESEA Flexibility would allow the SEA to develop rigorous yet achievable AMOs that would guide schools in improving student achievement.</p> <p>Incentives and recognition would be provided to Title I schools for making significant progress, closing achievement gaps and increasing student achievement. These incentives would then be applied to</p>



**Georgia Department of Education
Committee of Practitioners Document Review Form
October , 2011**

	<p>continue the positive work at the school and classroom level.</p> <p>"Reducing Duplication and Unnecessary Burden" would allow for schools to focus on student needs and school priorities.</p>
CLASSROOM LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS--Why This Is A Good Idea
	<p>ESEA Flexibility would allow the SEA to develop rigorous yet achievable AMOs that would guide classroom instruction in improving student achievement.</p> <p>Incentives and recognition would be provided to Title I schools for making significant progress, closing achievement gaps and increasing student achievement. These incentives would then be applied to continue the positive work at the school and classroom level.</p> <p>"Reducing Duplication and Unnecessary Burden" would allow for schools to focus on student needs and school priorities.</p>

General Comments:

The opportunity for ESEA Flexibility allows SEAs and LEAs to look closely at the work they are currently doing, fully support what is working, and address issues of specific need in regards to student achievement and increasing the quality of instruction in our classrooms. To truly prepare students for college and career readiness, SEAs and LEAs must evaluate programs and practices, provide interventions and support systems, and implement effective teacher and leader evaluation methods. The outlined flexibility continues to ensure accountability of SEAs, LEAs, and schools, but also allows for needs based application of ESEA.



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:18 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: Request for Comments by Georgia's Committee of
Practitioners (COP) Membership

COP member flexibility waiver comments

Margo DeLaune
Title Programs Director
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----- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:17 PM -----

From: "Allen Kicklighter" <akicklighter@burke.k12.ga.us>
To: "Margo DeLaune" <MDeLaune@doe.k12.ga.us>
Date: 10/12/2011 03:56 PM
Subject: RE: Request for Comments by Georgia's Committee of Practitioners (COP) Membership

Good Afternoon,

Here are my comments for COP.

Thanks,

Allen

Allen Kicklighter, Ed.D.
Director of Federal Programs
Burke County Public School District
789 Burke Veterans Parkway (Perimeter Rd)
Waynesboro, Ga. 30830
akicklighter@burke.k12.ga.us
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From: Margo DeLaune [mailto:MDeLaune@doe.k12.ga.us]
Sent: Wednesday, September 28, 2011 4:15 PM

To: bsstrickland@camden.k12.ga.us; (bgeeslin; debbie.peabody@henry.k12.ga.us; sherry.warren@cowetaschool.org; audria_berry@fc.dekalb.k12.ga.us; pam_speaks@fc.dekalb.k12.ga.us; amueller@atlanta.k12.ga.us; ken.owen@cherokee.k12.ga.us; carol_grady@gwinnett.k12.ga.us; tclayton@irwin.k12.ga.us; patty.robinson@hallco.org; mnoble@elbert.k12.ga.us; Constance.Carter@cobbk12.org; rlancaster@smsrome.org; SMyers@paulding.k12.ga.us; akicklighter@burke.k12.ga.us; jtorp_2@yahoo.com; lucia.ribeiro@cobbk12.org; MurielColes@djj.state.ga.us; blunford@doe.k12.ga.us; jcortez@doe.k12.ga.us; smcgloho@doe.k12.ga.us; tom.dickson@house.ga.gov
Cc: Jennifer Davenport; Judy Alger; Phyllis Conn; Anthony Threat; James Everson; Evelyn Maddox; Randy Phillips; Marijo Pitts-Sheffield; Grace McElveen; Kathy Pruet; Robyn Planchard; Bobby Trawick; Elaine Dawsey; Olufunke Osunkoya; Barbara Lunsford; Avis King; Michelle Tarbutton; Margo DeLaune
Subject: Request for Comments by Georgia's Committee of Practitioners (COP) Membership

Dear COP Member:

The Georgia Department of Education (GaDOE) is asking Title I COP members to review the attached documents regarding the U.S. Department of Education's (US ED) proposed opportunity for states to request flexibility, on its own behalf and of its LEAs, through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and report requirements. Please send your comments back to Margo DeLaune, GaDOE Title Programs Director at mdelaune@doe.k12.ga.us no later than **October 12, 2011**. Or to the mailing address listed below in my email signature.

You are receiving this email because you were a Title I Committee of Practitioners (COP) member for the 2010-2011 school year. As you know, a few of the 2010-2011 COP member terms have expired. The FY12 Title I COP membership, to replace those members whose terms have expired, will not become official until the State Board of Education (SBOE) has approved the FY12 COP membership at the October SBOE meeting. Therefore, any new COP members will receive the opportunity to review the attached documents in October 2011.

Under this flexibility, the GaDOE would grant waivers for LEAs through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility from the US ED. Attached you will find:

- ESEA Flexibility Request Form
- ESEA Flexibility Plan
- COP Document Review Form
- Public Law 107-110 (NCLB)

The GaDOE will be seeking waiver permission for LEAs on the following:

- 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.
- 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. **Note: 1116(b) is in reference to Title I Public School Choice and Supplemental Educational Services (SES).**

- 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. **Note: 1116(c) is in reference to Notification Letters to publicize and disseminate to LEAs, teachers, other staff, parents, students and the community AYP results.**

- 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.

- 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

- 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.

- 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. **Note: 1117 is in reference to Title I Academic Achievement Awards.**

- 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.

- 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.

- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

The GaDOE thanks you for your attention to this proposed flexibility request and appreciates your comments. Should you have additional questions, please contact me at (404) 657-1796.

Margo DeLaune
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AK - Committee of Practitioners Document Review Form.doc



**Georgia Department of Education
Committee of Practitioners Document Review Form
October , 2011**

Allen Kicklighter

10/12/11

Document Reviewed

Date Reviewed

DISTRICT LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
<p>The only barrier I see to we should not request the ESEA flexibility, is that we do not know the final measurable objectives that will be required for meeting AYP at this time. This is by far outweighed by the ability to determine more appropriate measures to determine the successful performance of students in schools within a system.</p>	<p>The flexibility that this opportunity gives to SEA's and LEA's by far outweighs the risks associated with this flexibility. Collage and Career readiness expectations is by far a more reasonable and justifiable way to determine accountability for systems rather than a one-size-fits-all everyone will achieve at a certain level determination that we have been required to use up until this point.</p> <p>The possibility of redirecting SES funds to extended day services within the school system and the elimination of a cumbersome process driven by for-profit companies would be of great benefit to school systems.</p>
SCHOOL LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
<p>The only reason that we would not do this at the school level is again we do not understand the final determinations of the performance measurable objectives that will be required</p>	<p>Schools will have an opportunity to realistically understand and work towards the annual measurable objectives that will be required for success under the flexibility that will be given.</p>



**Georgia Department of Education
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October , 2011**

CLASSROOM LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS—Why This Is A Good Idea
<p>Well there will be a certain amount of anxiety due to a lack of concrete indications of final performance objectives; this will be offset by the possibility of being able to achieve success based on growth models.</p>	<p>This will give classroom level data to support growth in the narrowing of achievement gaps and the ability to measure the improvement of students rather than trying to achieve an arbitrary level for all students year regardless of their abilities or limitations.</p>

General Comments:

It is my sincerest hope that Georgia will exercise the flexibility necessary to allow school systems to use money designated to choice and SES for meaningful extended learning opportunities within the school system itself. With the flexibility of determining how these services would be provided for the students. The current method of mail outs and dealing with numerous supplemental educational services providers with varying levels of concerns for the students within the district is at best a cumbersome process and at worst a process that requires a significant amount of staff time to monitor and process with at best and ambiguous return on the investment.



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:17 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: Request for Comments by Georgia's Committee of
Practitioners (COP) Membership

Cop member's comments on flexibility waiver

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
Atlanta, Georgia 30334
(404) 657-1796
Fax (770) 357-9477
E-mail: mdelaune@doe.k12.ga.us
www.doe.k12.ga.us
---- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:16 PM ----

From: "AUDRIA BERRY" <AUDRIA_BERRY@fc.dekalb.k12.ga.us>
To: MDeLaune@doe.k12.ga.us
Date: 10/12/2011 04:02 PM
Subject: Re: Request for Comments by Georgia's Committee of Practitioners (COP) Membership

Hello Margo,

I hope all is well. Attached are my comments regarding the ESEA flexibility.

Thanks.

Margo DeLaune <MDeLaune@doe.k12.ga.us> on Wednesday, September 28, 2011 at 4:15 PM -0400 wrote:

>Dear COP Member:

>

>The Georgia Department of Education (GaDOE) is asking Title I COP members
>to review the attached documents regarding the U.S. Department of
>Education's (US ED) proposed opportunity for states to request
>flexibility, on its own behalf and of its LEAs, through waivers of ten
>provisions of the Elementary and Secondary Education Act of 1965 (ESEA)
>and their associated regulatory, administrative, and report requirements.
> Please send your comments back to Margo DeLaune, GaDOE Title Programs
>Director at mdelaune@doe.k12.ga.us no later than October 12, 2011. Or to
>the mailing address listed below in my email signature.

>

>You are receiving this email because you were a Title I Committee of
>Practitioners (COP) member for the 2010-2011 school year. As you know, a
>few of the 2010-2011 COP member terms have expired. The FY12 Title I COP
>membership, to replace those members whose terms have expired, will not
>become official until the State Board of Education (SBOE) has approved
>the FY12 COP membership at the October SBOE meeting. Therefore, any new
>COP members will receive the opportunity to review the attached documents
>in October 2011.

>

>Under this flexibility, the GaDOE would grant waivers for LEAs through

>the 2013-2014 school year, after which time an SEA may request an
>extension of this flexibility from the US ED. Attached you will find:
> • ESEA Flexibility Request Form

>ESEA Flexibility Plan

>COP Document Review Form

>Public Law 107-110 (NCLB)

>The GaDOE will be seeking waiver permission for LEAs on the following:

>

>• 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.

>

>• 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. Note: 1116(b) is
>in reference to Title I Public School Choice and Supplemental Educational
>Services (SES).

>

>• 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. Note: 1116(c) is in reference to Notification
>Letters to publicize and disseminate to LEAs, teachers, other staff,
>parents, students and the community AYP results.

>

>• 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.

>

>• 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 schoolwide
>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, as appropriate, even if those schools do not have a
>poverty percentage of 40 percent or more.

>

>• 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.

>

>• 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. Note: 1117 is in
>reference to Title I Academic Achievement Awards.

>
>· 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.

>
>· 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.

>
>· The requirements in ESEA section 1003(g)(4) and the definition
>of a Tier I school in Section I.A.3 of the School Improvement Grants
>(SIG) final requirements. The SEA requests this waiver so that it may
>award SIG funds to an LEA to implement one of the four SIG models in any
>of the State's priority schools.

>
>The GaDOE thanks you for your attention to this proposed flexibility
>request and appreciates your comments. Should you have additional
>questions, please contact me at (404) 657-1796.

>
>
>

>Margo DeLaune
>Title Programs Director
>Georgia Department of Education
>1858 Twin Towers East
>Atlanta, Georgia 30334
>(404) 657-1796
>Fax (770) 357-9477
>E-mail: mdelaune@doe.k12.ga.us
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-Audria

Dr. Audria M. Berry
Executive Director
Office of School Improvement
DeKalb County School System
1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

(678) 676-0380 (telephone)
(678) 676-0304 (fax)
Audria_Berry@fc.dekalb.k12.ga.us



ESEA Flexibility Document Review.doc



**Georgia Department of Education
Committee of Practitioners Document Review Form
October , 2011**

Audria Berry

October 11, 2011

Document Reviewed

Date Reviewed

DISTRICT LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS--Why This Is A Good Idea
<p>Parents of transfer students will be very upset with the new rules.</p>	<p>Places the responsibility of student achievement back on the home school.</p> <p>Ensures tutoring is conducted by trained instructors.</p> <p>Ensures that the curriculum is taught.</p> <p>Reduces the number of hours needed to facilitate Public School Choice.</p>
SCHOOL LEVEL	
BARRIERS-Reason Why We Should Not Do	ENABLERS--Why This Is A Good Idea
	<p>Reduces the number of high achieving students leaving low performing schools, essentially a "brain drain."</p> <p>Increases accountability.</p> <p>Reduces the labeling of schools, especially if the lack of success is based on one subgroup and not the entire school.</p> <p>Encourages more collaboration between teachers, parents, administrators and community.</p>
CLASSROOM LEVEL	



**Georgia Department of Education
Committee of Practitioners Document Review Form
October , 2011**

BARRIERS-Reason Why We Should Not Do	ENABLERS--Why This Is A Good Idea
	Increases accountability. Encourages more collaboration between teachers, parents, administrators and community.

General Comments:



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:17 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: GaDOE's Request for Public Comments Regarding US
ED's Flexibility Opportunity

CoP members comments on flexibility waiver

Margo DeLaune
Title Programs Director
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— Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:16 PM —

From: "Miller, Tawana D" <MillerT@fultonschools.org>
To: "Margo DeLaune" <MDeLaune@doe.k12.ga.us>
Cc: <Oosunkoya@doe.k12.ga.us>, "Krause, Amy" <KrauseA@fultonschools.org>, "Carter, Marrietta J" <CarterMJ@fultonschools.org>
Date: 10/16/2011 03:06 PM
Subject: RE: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Good Afternoon Mrs. DeLaune,

Comments regarding the waivers are highlighted below.

Thank-you,

Tawana

Tawana D. Miller, Ed.D.

Director, Title I
Teaching Museum South
689 North Avenue
Hapeville, GA 30354
404 669-8217 – OFF
404 669-8218 – FAX
millert@fulton.k12.ga.us

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify me immediately by telephone and/or e-mail. Thank-you for your cooperation.

From: Margo DeLaune [mailto:MDeLaune@doe.k12.ga.us]

Sent: Wednesday, September 28, 2011 4:28 PM

To: K12 - Title I Directors

Cc: Margo DeLaune; Jennifer Davenport; Judy Alger; Phyllis Conn; Anthony Threat; James Everson; Evelyn Maddox; Randy Phillips; Marijo Pitts-Sheffield; Grace McElveen; Kathy Pruett; Robyn Planchard; Bobby Trawick; Elaine Dawsey; Olufunke Osunkoya

Subject: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Dear Title I Directors:

The Georgia Department of Education (GaDOE) will be seeking to exercise the offer for State educational agency's (SEAs) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. The GaDOE intends to seek this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the GaDOE would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility. The GaDOE will be seeking waiver permission for LEAs on the following:

- 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.
- 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.
- 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.
- 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.
- 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

For large school systems – when one goes below the 40 percent threshold for SWP eligibility – it would appear that we are moving away from the research that correlates poverty with student achievement. The flexibility offered through SWP Title I programs aligns with the thinking that larger percentages of eligible students receiving free or reduced lunch impact the entire school in ways that are different from those schools having smaller percentages of students eligible for free or reduced lunch. The formation of the SWP program should in our estimation align with the original intent and purpose of schoolwide programs as taken from the GaDOE guidance on Schoolwide programs

“For the first year of the schoolwide program the school serves a school attendance area in which not less than 40 percent of the children are from low-income families or 40 percent of the students enrolled in the school are from low-income families”.

- 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.

Some of the State's priority and focus schools in rural areas might preclude some funding to larger metro area systems and schools that could have a smaller percentage of schools in corrective action or restructuring as compared to smaller school systems.

- 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.
- 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.
- 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.
- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

In the case of a waiver request submitted by GaDOE, prior to submitting its request, the GaDOE must provide all interested LEAs in Georgia with notice and a reasonable opportunity to comment on the request (ESEA section 9401(b)(3)(A)(i)). GaDOE must submit all comments it receives from those LEAs to the US ED along with its waiver request (ESEA section 9401(b)(3)(A)(ii)). US ED will consider these comments when determining whether to grant the waiver request. The GaDOE must also provide notice and information regarding the waiver request to the public in the manner in which the GaDOE customarily

provides such notice and information to the public (ESEA section 9401(b)(3)(A)(iii)), such as through a public Web site.

In order for the GaDOE to have time to receive comments from your district and stakeholders the GaDOE is asking that you submit your comments to GaDOE no later than **October 15, 2011**. Comments may be submitted to **Margo DeLaune, Title Programs Director** at **mdelaune@doe.k12.ga.us** if you have additional comments or questions, I may be reached by phone at (404) 657-1796.

Margo DeLaune
Title Programs Director
Georgia Department of Education
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Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:16 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: GaDOE's Request for Public Comments Regarding US
ED's Flexibility Opportunity

COP member comments on flexibility waiver

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— Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:15 PM —

From: Ken Owen <Ken.Owen@cherokee.k12.ga.us>
To: Margo DeLaune <MDeLaune@doe.k12.ga.us>
Cc: Carla Cohen <Carla.Cohen@cherokee.k12.ga.us>
Date: 10/17/2011 04:25 PM
Subject: RE: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Margo,

Please see the attached letter relative to the CCRPI that our Superintendent sent to Martha Reichrath several weeks ago. However, since this was sent outside the input window, I am sending to you now so it can be recognized as our official response to the state's plan. If you have any questions or need additional information, please do not hesitate to contact me at any time.

Thank you!

Ken

Kenneth Owen
Director, School Improvement
Cherokee County School District
111 Academy Street, Box 769
Canton, GA 30169
Phone (770) 704-4283
Cell (678) 614-7412
Fax (770) 479-2532

From: Margo DeLaune [mailto:MDeLaune@doe.k12.ga.us]
Sent: Wednesday, September 28, 2011 4:28 PM
To: K12 - Title I Directors
Cc: Margo DeLaune; Jennifer Davenport; Judy Alger; Phyllis Conn; Anthony Threat; James Everson; Evelyn Maddox; Randy Phillips; Marijo Pitts-Sheffield; Grace McElveen; Kathy Pruett; Robyn Planchard;

Bobby Trawick; Elaine Dawsey; Olufunke Osunkoya

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The Georgia Department of Education (GaDOE) will be seeking to exercise the offer for State educational agency's (SEAs) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. The GaDOE intends to seek this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the GaDOE would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility. The GaDOE will be seeking waiver permission for LEAs on the following:

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- 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.

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In order for the GaDOE to have time to receive comments from your district and stakeholders the GaDOE is asking that you submit your comments to GaDOE no later than **October 15, 2011**. Comments may be submitted to **Margo DeLaune, Title Programs Director at mdelaune@doe.k12.ga.us** if you have additional comments or questions, I may be reached by phone at (404) 657-1796.

Margo DeLaune
Title Programs Director
Georgia Department of Education
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Atlanta, Georgia 30334
(404) 657-1796
Fax (770) 357-9477
E-mail: mdelaune@doe.k12.ga.us



www.doe.k12.ga.us CCRPI Input Letter 8-29-11.pdf

Cherokee County School District

221 West Main Street
Canton, Georgia 30114
Phone 770-479-1871 ~ Fax 770-479-1236

DR. FRANK R. PETRUZIELO
SUPERINTENDENT OF SCHOOLS

ROBERT RECHSTEINER
SCHOOL BOARD CHAIR

KIM COCHRAN
SCHOOL BOARD VICE-CHAIR

MIKE CHAPMAN

MICHAEL GEIST

JANET READ

ROB USHER

ROBERT WOFFORD

August 29, 2011

Dr. Martha Reichrath
Deputy State Superintendent
205 Jesse Hill Jr. Drive
1770 Twin Towers East
Atlanta, GA 30334

Dear Dr. Reichrath:

Pursuant to recent correspondence from the Georgia Department of Education (GDOE) relative to the proposed College and Career Ready Performance Index (CCRPI), the following reflects Cherokee County School District feedback concerning this new/alternative accountability measure.

In light of the many congenital defects of the federal No Child Left Behind Act (NCLB) that have had numerous unintended negative consequences for our schools, school district and communities, we truly appreciate the fact that the GDOE is seeking waivers of this law for the 2011-12 school year. I am especially pleased to see the state is asking that the 2011 Academic Measureable Objectives (AMO) for determining Adequate Yearly Progress (AYP) remain in place for the 2011-12 school year and that no further identification of schools and school districts as "needs improvement" will occur during the "hold harmless" phase of implementing a new state accountability plan.

We respectfully recommend that Georgia request in its waiver that these features remain in place for at least two years (NCLB allows up to three years of flat AMOs), as has been requested by several other states (Tennessee, Idaho, South Dakota, Montana, etc.)...thereby providing adequate time for the state to fully develop and validate a viable accountability plan and instrument(s) that will be more likely to be aligned with a reauthorized Elementary and Secondary Education Act (ESEA). GDOE should strive to avoid placing schools and school districts at risk of being under three different accountability plans (NCLB, CCRPI and a reauthorized ESEA) in a span of just a few years.

The following recommendations for the CCRPI, as it is currently envisioned, are offered for your consideration:

- The CCRPI, at this point, is presented without background information to put the data and indicators in perspective. GDOE can avoid this by better defining the indicators and providing a rationale as to why the data are important, defining more specifically the

Education Today For A Better Tomorrow

targeted student groups, and subsequently explaining how the data can or should be used by schools, parents and stakeholders. It is imperative that all entities fully understand the meaning and purpose of any accountability measure to assure appropriate reporting and use of the resulting data and outcomes.

- As you know, current AYP and State Report Card data is disaggregated by student subgroup...is the intent to report this data in a like manner? Additionally, when percentages are listed, it is unclear as to percentages of what group or groups. For example, on the Elementary School Model for Grades K – 5, one indicator is “percent of students scoring at meets or exceeds in ELA.” Is this the percent of all students in grades K – 5? Or a percentage of students in grades 3 – 5 only? Likewise, on the high school model, one indicator is “Percent of students earning a Work Ready Certificate.” Does this mean a percentage of the total school student population? Only seniors are eligible to take the Work Ready assessment. As such, this indicator should be qualified to read “Percent of *seniors* earning a Work Ready Certificate.”
- In the sections labeled Career Awareness (Elementary School model) and Career Exploration (Middle School model), GaCollege411, a specific software package, is mandated to be used at all schools. As the State is working on an extensive and comprehensive pipeline through which other data throughout the state will be collected, could this not be “built” into that system? Also, what about those school districts that have invested resources into other, more user friendly and robust career awareness/exploration software? Would those districts now be forced to abandon that product in favor of a potentially inferior product? Also, when a specific tool or product is listed, it has the tendency of requiring schools and school districts to utilize something that may or may not be worthwhile in the future.
- While we concur that Career Awareness is essential in the elementary schools, we are concerned about fifth grade students completing ten “Career Awareness Modules” in an already heavy curriculum and with less minutes of instruction per school day. Could this be dropped from the Index?

Again, we applaud the State’s initiative to develop and implement a more viable instrument to measure student achievement. Thank you for the opportunity to provide input in this regard!

Sincerely,



Dr. Frank R. Petruzielo
Superintendent of Schools

FRP/CDC/KO

cc: School Board Members
School Board Attorney
Agenda Preparation Group
Principals
PTA Presidents

Education Today For A Better Tomorrow



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:16 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: GaDOE's Request for Public Comments Regarding US
ED's Flexibility Opportunity

COP member's comments on flexibility waiver

Margo DeLaune
Title Programs Director
Georgia Department of Education
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Atlanta, Georgia 30334
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Fax (770) 357-9477
E-mail: mdelaune@doe.k12.ga.us
www.doe.k12.ga.us

----- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:15 PM -----

From: Ken Owen <Ken.Owen@cherokee.k12.ga.us>
To: Margo DeLaune <MDeLaune@doe.k12.ga.us>
Date: 10/17/2011 04:41 PM
Subject: RE: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Thank you, Margo!

Ken

Kenneth Owen
Director, School Improvement
Cherokee County School District
111 Academy Street, Box 769
Canton, GA 30169
Phone (770) 704-4283
Cell (678) 614-7412
Fax (770) 479-2532

From: Margo DeLaune [mailto:MDeLaune@doe.k12.ga.us]
Sent: Monday, October 17, 2011 4:39 PM
To: Ken Owen
Subject: RE: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Ken: thank you. I appreciate you sending this to me so we can include these comments in GaDOE's public comments to US ED.

Margo DeLaune
Title Programs Director
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www.doe.k12.ga.us

From: Ken Owen <Ken.Owen@cherokee.k12.ga.us>
To: Margo DeLaune <MDeLaune@doe.k12.ga.us>
Cc: Carla Cohen <Carla.Cohen@cherokee.k12.ga.us>
Date: 10/17/2011 04:25 PM
Subject: RE: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Margo,

Please see the attached letter relative to the CCRPI that our Superintendent sent to Martha Reichrath several weeks ago. However, since this was sent outside the input window, I am sending to you now so it can be recognized as our official response to the state's plan. If you have any questions or need additional information, please do not hesitate to contact me at any time.

Thank you!

Ken

Kenneth Owen
Director, School Improvement
Cherokee County School District
111 Academy Street, Box 769
Canton, GA 30169
Phone (770) 704-4283
Cell (678) 614-7412
Fax (770) 479-2532

From: Margo DeLaune [<mailto:MDeLaune@doe.k12.ga.us>]
Sent: Wednesday, September 28, 2011 4:28 PM
To: K12 - Title I Directors
Cc: Margo DeLaune; Jennifer Davenport; Judy Alger; Phyllis Conn; Anthony Threat; James Everson; Evelyn Maddox; Randy Phillips; Marijo Pitts-Sheffield; Grace McElveen; Kathy Pruet; Robyn Planchard; Bobby Trawick; Elaine Dawsey; Olufunke Osunkoya
Subject: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Dear Title I Directors:

The Georgia Department of Education (GaDOE) will be seeking to exercise the offer for State educational

agency's (SEAs) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. The GaDOE intends to seek this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the GaDOE would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility. The GaDOE will be seeking waiver permission for LEAs on the following:

- 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.
- 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.
- 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.
- 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.
- 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 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.
- 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.

- 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.
- 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.
- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

In the case of a waiver request submitted by GaDOE, prior to submitting its request, the GaDOE must provide all interested LEAs in Georgia with notice and a reasonable opportunity to comment on the request (ESEA section 9401(b)(3)(A)(i)). GaDOE must submit all comments it receives from those LEAs to the US ED along with its waiver request (ESEA section 9401(b)(3)(A)(ii)). US ED will consider these comments when determining whether to grant the waiver request. The GaDOE must also provide notice and information regarding the waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (ESEA section 9401(b)(3)(A)(iii)), such as through a public Web site.

In order for the GaDOE to have time to receive comments from your district and stakeholders the GaDOE is asking that you submit your comments to GaDOE no later than **October 15, 2011**. Comments may be submitted to **Margo DeLaune, Title Programs Director** at mdelaune@doe.k12.ga.us if you have additional comments or questions, I may be reached by phone at (404) 657-1796.

Margo DeLaune
 Title Programs Director
 Georgia Department of Education
 1858 Twin Towers East
 Atlanta, Georgia 30334
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[www.doe.k12.ga.us/attachment "CCRPI Input Letter 8-29-11.pdf" deleted by Margo DeLaune/ESI/DOE/GADOE\]](http://www.doe.k12.ga.us/attachment/CCRPI%20Input%20Letter%208-29-11.pdf)



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:15 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: COP Review of ESEA Flexibility Waivers

Committee of Practitioners Comment on Flexibility waiver.

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
Atlanta, Georgia 30334
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----- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:14 PM -----

From: "Georgia Thomas" <Georgia.Thomas@dec.al.ga.gov>
To: "Margo DeLaune" <MDeLaune@doe.k12.ga.us>
Date: 10/20/2011 06:00 PM
Subject: Re: COP Review of ESEA Flexibility Waivers

Margo,

Please see my embedded comments in blue. I look forward to the meeting next month.

Georgia E. Thomas

Federal Grants Coordinator
Bright from the Start: Georgia Department of Early Care and Learning
2 Martin Luther King Jr. Drive, Suite 670, East Tower
Atlanta, GA 30334
Ph 404-657-5729 FAX 404-651-7430
Georgia.Thomas@dec.al.ga.gov

>>> Margo DeLaune <MDeLaune@doe.k12.ga.us> 10/12/2011 3:06 PM >>>

Dear COP Member:

The Georgia Department of Education (GaDOE) is asking Title I COP members to review the attached documents regarding the U.S. Department of Education's (US ED) proposed opportunity for states to request flexibility, on its own behalf and of its LEAs, through waivers of ten provisions of the Elementary and Secondary Education Act of 1965 (ESEA) and their associated regulatory, administrative, and report requirements. Please send your comments back to Margo DeLaune, GaDOE Title Programs Director at mdelaune@doe.k12.ga.us no later than October 21, 2011. Or to the mailing address listed below in my

email signature.

You are receiving this email because you were a Title I Committee of Practitioners (COP) member for the 2010-2011 school year. As you know, a few of the 2010-2011 COP member terms have expired. The FY12 Title I COP membership, to replace those members whose terms have expired, will not become official until the State Board of Education (SBOE) has approved the FY12 COP membership at the October SBOE meeting. Therefore, any new COP members will receive the opportunity to review the attached documents in October 2011.

Under this flexibility, the GaDOE would grant waivers for LEAs through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility from the US ED. Attached you will find:

- ESEA Flexibility Request Form
- ESEA Flexibility Plan
- COP Document Review Form
- Public Law 107-110 (NCLB)

The GaDOE will be seeking waiver permission for LEAs on the following:

- 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.
- 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. **Note: 1116(b) is in reference to Title I Public School Choice and Supplemental Educational Services (SES). I fully support as I believe the ability to opt -out creates even greater divisions and gaps between high-performing/scoring schools and lower performing schools. It also creates a hardship on local budgets that must provide support services beyond planned capacity.**
- 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. **Note: 1116(c) is in reference to Notification Letters to publicize and disseminate to LEAs, teachers, other staff, parents, students and the community AYP results. I support a more constructive approach to improve lower - performing schools rather than the more punitive one the current provision requires.**
- 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. **Absolutely; rural communities sometimes lack the technological capability to help their students compete.**
- 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more. **Does this refer to the Title I designation? Is the plan to lower the percentage of families in poverty to be more inclusive?**

- 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. **Would like to hear discussion on this.**

- 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. **Note: 1117 is in reference to Title I Academic Achievement Awards.**

- 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. **Would like to hear pros and cons of this issue; this speaks to teacher preparation. Does the proposed support system include working with institutions of higher education to ensure rigorous, challenging course work and practicums to adequately prepare students to enter the workforce and classroom? This should not be a trade-off to developing meaningful evaluation and support systems; we need to keep the bar high.**

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. **How will we prevent arbitrary decision -making?**

- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools. **Yes**

The GaDOE thanks you for your attention to this proposed flexibility request and appreciates your comments. Should you have additional questions, please contact me at (404) 657-1796.

My questions do not require a response; my hope is that we will be able to engage in meaningful dialogue at an appropriate point in this process.

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
Atlanta, Georgia 30334
(404) 657-1796
Fax (770) 357-9477
E-mail: mdelaune@doe.k12.ga.us

www.doe.k12.ga.us



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:14 PM

To: Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject: Fw: GaDOE's Request for Public Comments Regarding US
ED's Flexibility Opportunity

Jeff-Davis County's comment on flexibility waiver.

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
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----- Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:13 PM -----

From: Martha McBride <mmcbride@jeff-davis.k12.ga.us>
To: Margo DeLaune <MDeLaune@doe.k12.ga.us>, Marijo Pitts-Sheffield <mpitts@doe.k12.ga.us>
Date: 09/28/2011 09:05 PM
Subject: Re: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Hi! While you are in the flexibility mode, is there any chance we could ask to be released from having to compute the per pupil amount per school when completing Title I budgets? It would certainly speed up the process if we could just list how much each school receives from Title I.

Thanks for sending this wealth of information to us. Have a great day!

On Wed, Sep 28, 2011 at 4:27 PM, Margo DeLaune <MDeLaune@doe.k12.ga.us> wrote:

Dear Title I Directors:

The Georgia Department of Education (GaDOE) will be seeking to exercise the offer for State educational agency's (SEAs) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. The GaDOE intends to seek this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the GaDOE would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility. The GaDOE will be seeking waiver permission for LEAs on the following:

- □□□□ 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.

- □ □ □ □ 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.

- □ □ □ □ 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.

- □ □ □ □ 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.

- □ □ □ □ 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

- □ □ □ □ 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.

- □ □ □ □ 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._

- □ □ □ □ 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.

- □ □ □ □ 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.

- □ □ □ □ The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that

it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

In the case of a waiver request submitted by GaDOE, prior to submitting its request, the GaDOE must provide all interested LEAs in Georgia with notice and a reasonable opportunity to comment on the request (ESEA section 9401(b)(3)(A)(i)). GaDOE must submit all comments it receives from those LEAs to the US ED along with its waiver request (ESEA section 9401(b)(3)(A)(ii)). US ED will consider these comments when determining whether to grant the waiver request. The GaDOE must also provide notice and information regarding the waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (ESEA section 9401(b)(3)(A)(iii)), such as through a public Web site.

In order for the GaDOE to have time to receive comments from your district and stakeholders the GaDOE is asking that you submit your comments to GaDOE no later than **October 15, 2011**. Comments may be submitted to **Margo DeLaune, Title Programs Director** at mdelaune@doe.k12.ga.us if you have additional comments or questions, I may be reached by phone at **(404) 657-1796**.

Margo DeLaune
Title Programs Director
Georgia Department of Education
1858 Twin Towers East
Atlanta, Georgia 30334
(404) 657-1796
Fax **(770) 357-9477**
E-mail: mdelaune@doe.k12.ga.us
www.doe.k12.ga.us

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Martha M. McBride, Ed.D.
Director of Instruction and Title I
Jeff Davis County Board of Education
P.O. Box 1780
Hazlehurst, GA 31539
912-375-6705 phone
912-375-6020 fax
mmcbride@jeff-davis.k12.ga.us



Margo
DeLaune/ESI/DOE/GADOE
10/24/2011 02:13 PM

To Jessica Johnson/ESI/DOE/GADOE@GADOE
cc
bcc
Subject Fw: GaDOE's Request for Public Comments Regarding US
ED's Flexibility Opportunity

Greene County comment on flexibility

Margo DeLaune
Title Programs Director
Georgia Department of Education
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— Forwarded by Margo DeLaune/ESI/DOE/GADOE on 10/24/2011 02:12 PM —

From: Dee Kilgore <dee.kilgore@greene.k12.ga.us>
To: 'Margo DeLaune' <MDeLaune@doe.k12.ga.us>
Date: 09/29/2011 03:59 PM
Subject: RE: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

THANK YOU!

From: Margo DeLaune [mailto:MDeLaune@doe.k12.ga.us]
Sent: Wednesday, September 28, 2011 4:28 PM
To: K12 - Title I Directors
Cc: Margo DeLaune; Jennifer Davenport; Judy Alger; Phyllis Conn; Anthony Threat; James Everson; Evelyn Maddox; Randy Phillips; Marijo Pitts-Sheffield; Grace McElveen; Kathy Pruett; Robyn Planchard; Bobby Trawick; Elaine Dawsey; Olufunke Osunkoya
Subject: GaDOE's Request for Public Comments Regarding US ED's Flexibility Opportunity

Dear Title I Directors:

The Georgia Department of Education (GaDOE) will be seeking to exercise the offer for State educational agency's (SEAs) the opportunity to request flexibility on behalf of itself, its local educational agencies (LEAs), and its schools, in order to better focus on improving student learning and increasing the quality of instruction. This voluntary opportunity will provide educators and State and local leaders with flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) in exchange for rigorous and comprehensive State-developed plans designed to improve educational outcomes for all students, close achievement gaps, increase equity and improve the quality of instruction. The GaDOE intends to seek this flexibility pursuant to the authority in section 9401 of the Elementary and Secondary Education Act of 1965 (ESEA), which allows the Secretary to waive, with certain exceptions, any statutory or regulatory requirement of the ESEA for an SEA that receives funds under a program authorized by the ESEA and requests a waiver. Under this flexibility, the GaDOE would grant waivers through the 2013-2014 school year, after which time an SEA may request an extension of this flexibility. The GaDOE will be seeking waiver permission for LEAs on the following:

- 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.
- 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.
- 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.
- 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.
- 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 schoolwide 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, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 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.
- 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.
- 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.
- 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.

- The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools.

In the case of a waiver request submitted by GaDOE, prior to submitting its request, the GaDOE must provide all interested LEAs in Georgia with notice and a reasonable opportunity to comment on the request (ESEA section 9401(b)(3)(A)(i)). GaDOE must submit all comments it receives from those LEAs to the US ED along with its waiver request (ESEA section 9401(b)(3)(A)(ii)). US ED will consider these comments when determining whether to grant the waiver request. The GaDOE must also provide notice and information regarding the waiver request to the public in the manner in which the GaDOE customarily provides such notice and information to the public (ESEA section 9401(b)(3)(A)(iii)), such as through a public Web site.

In order for the GaDOE to have time to receive comments from your district and stakeholders the GaDOE is asking that you submit your comments to GaDOE no later than **October 15, 2011**. Comments may be submitted to **Margo DeLaune, Title Programs Director** at mdelaune@doe.k12.ga.us if you have additional comments or questions, I may be reached by phone at (404) 657-1796.

Margo DeLaune
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Georgia Seeks Alternative to No Child Left Behind

MEDIA CONTACT: Matt Cardoza, GaDOE Communications Office, (404) 651-7358, mcardoza@gadoe.org
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September 21, 2011 -- U.S. Senator Johnny Isakson (R-Ga.) and State School Superintendent Dr. John Barge yesterday personally delivered Georgia's request for a waiver to certain provisions of No Child Left Behind (NCLB), and an alternative, to U.S. Secretary of Education Arne Duncan. Georgia is one of the first states seeking a waiver from some of the requirements within NCLB. The State requests permission to replace NCLB with Georgia's College and Career Ready Performance Index (CCRPI) for each public school, school district, and the state for the 2011 – 2012 school year. This CCRPI determination will vary based upon grade levels. However, it will measure the extent to which a school, school district, and the state are successfully making progress on a number of accountability indicators such as content mastery, student attendance, and the next level of preparation.

Governor Nathan Deal said, "The College and Career Ready Performance Index developed by Dr. Barge and his team at the Georgia Department of Education moves us in the right direction for 21st century accountability. Rather than focusing on one test given on one school day, the CCRPI takes a comprehensive look at the things that go into making successful elementary, middle and high schools. I commend Dr. Barge and Sen. Isakson for personally delivering this important request, and I'm appreciative of Secretary Duncan's willingness to entertain accountability waivers from states. I wholeheartedly support Georgia's request."

"Through Georgia's College and Career Ready Performance Index, we will be able to use multiple indicators to determine a school's overall impact on our students", said Superintendent Barge. "This approach will do more to ensure that the K-12 experience provides students with the academic preparation to compete globally, as well as the career development skills aligned with the evolving requirements of our workforce."

The proposed CCRPI for high schools, middle schools, and elementary schools represents more than 18 months of work dedicated to continuing a rigorous statewide accountability plan that is more indicative of a focus on school improvement and students' preparedness for the future than the current AYP calculations. The Georgia Department of Education has worked with a number of education stakeholders throughout the state including: district superintendents; K-12 principals, counselors, and teachers; higher education leaders; business/industry partners. Also, the formation of CCRPI has been guided by the U.S. Department of Education's Blueprint for Reform, the Council of Chief State School Officers' Roadmap for Next-Generation Accountability Systems, as well as technical advice from a number of other education partners.

The implementation of the CCRPI will yield an in-depth analysis of students' college and career readiness, which is not currently provided by data collected for Adequate Yearly Progress (AYP). Separate scores will be provided in three areas to capture the essential work of individual schools: Achievement Score (based upon current year data); Progress Score (based upon current and prior year data); and Achievement Gap Closure Score (based upon gap closure at the state or school level). The school-wide scores in these three areas will be weighted to produce the school's Overall CCRPI Score.

"We have a unique opportunity to implement a state-specific performance index that communicates a clear pathway towards school improvement and transparent accountability and charts the course for ensuring that more of Georgia's students are truly college and career ready," said Superintendent Barge. "This index will give schools a score that better reflects their efforts to educate students and will be much easier to communicate to the general public."

For the 2011 – 2012 school year, Georgia requests "stay put" permission relative to the current 2011

AYP determinations, Needs Improvement (NI) interventions as outlined in the Georgia Single Statewide Accountability System and in Georgia's Consolidated State Application Accountability workbook, and consequence structure. The CCRPI calculations will be communicated to Georgia schools and school districts to establish baseline data for 2011-2012 within the context of a "hold harmless" consequence structure.

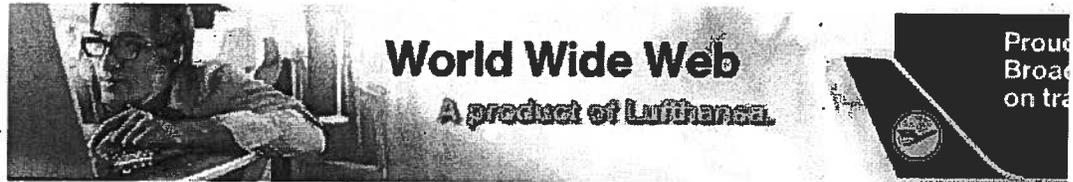
[NCLB Waiver Request Letter to Secretary Duncan](#)

[NCLB Waiver Appendix A \(College and Career Ready Performance Index\)](#)

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No Child Left Behind changes... broadening how student achievement is measured

Nicole Bailey-Covin, Atlanta Public Schools Examiner
 September 21, 2011 - Like this? Subscribe to get instant updates.

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"We're not afraid of accountability. But we want people to understand a school is so much more than a test score." State School Superintendent, Dr. John Barge
 Credits: johnbarge.com

The U-S Department of education has already laid the ground work for states to move away from the "test results only" based guidelines measuring student and school performance under the No Child Left Behind Act. On Tuesday Georgia was among the first states to request a waiver from some of the requirements of the controversial No Child Left Behind law. For years critics have expressed concern that No Child Left Behind puts extreme pressure on educators to demonstrate high achievement on test scores which determines the success of a system. With the recent test cheating scandals in Atlanta Public Schools and school districts across the country, some have augured that the pressure to score high on standardized test like the CRCT has taken the focus from providing a well rounded education for students and created an unhealthy learning environment.

Tuesday, State School Superintendent John Barge and U.S. Senator Johnny Isakson hand-delivered Georgia's waiver request to Washington. According to www.ajc.com John

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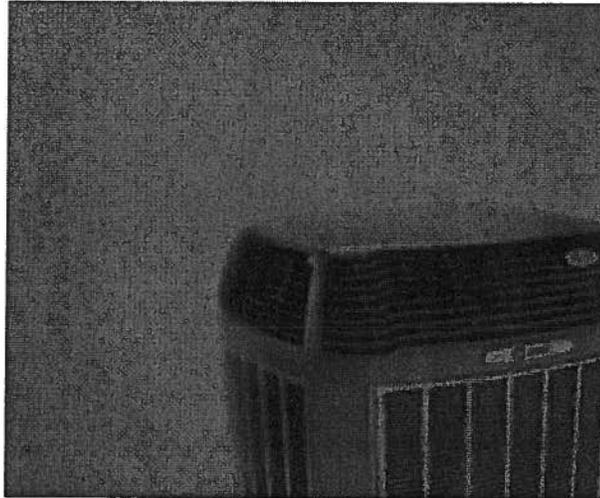
No Child Left Behind

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GA waiver

Barge says, "It is important that Georgia's students are judge not just by one standardized test but by using a 'college- and career-ready' performance index." Barge says, "Our new plan is looking at a whole host of indicators that look at the full scope of work schools do to prepare students to be ready for college and career. He also says, "We're not afraid of accountability. But we want people to understand a school is so much more than a test score."

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Georgia's "college- and career-ready performance index" plan does count for CRCT scores, but also includes: ACT and SAT college entrance exam scores; Student performance on Advanced Placement tests; Student success in career tech classes, such as automotive repair; Reading levels in elementary and middle schools; And students' performance in dual enrollment classes, where they earn both high school and college credit.

Georgia's waiver request also includes exemption from the No Child Left Behind goal that schools be 100 percent proficient in reading and math by 2014 or face serious sanctions. Those sanctions include loss of federal aid. Many in Congress agree that the reading and math proficiency is unrealistic.

U-S Secretary of Education Arne Duncan says as the bar continues to rise each year, U-S school districts are struggling and not meeting standards. For that reason, states are being allowed to seek waivers. For Georgia the number of schools not making AYP, Adequate Yearly Progress, rose by nearly

10% between 2010 and 2011. When a school does not make AYP the results include what many Metro Atlanta schools have already experienced this year, the School Choice rule where students can transfer to higher-performing schools in the same district. In the most serious of cases, basing school achievement solely on test scores could result in replacing and removing educators or even shutting a school down.

The Professional Association of Georgia Educators is in favor of the state's waiver request. Tim Callahan, spokesman for the organization told the AJC, "We also think it's good to broaden the definition of AYP and move away from focusing solely on test scores." Georgia should learn the results of its appeal of the No Child Left behind Act by the end of this year.



By Nicole Bailey-Covin
Atlanta Public Schools Examiner

With more than 12 years of broadcast news experience, Nicole Bailey-Covin has reported on educational topics across Georgia while working for two...

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Barge Presents New Schools Accountability Plan in D.C.

September 21, 2011 09:26 AM



(AJC) — State Schools Superintendent John Barge on Tuesday presented a plan to measure school performance on a broader basis to the Secretary of Education, attempting to procure an exemption for Georgia from test-focused federal requirements. Barge and Sen. Johnny Isakson, R-Ga., asked Education Secretary Arne Duncan for a waiver for the adequate yearly progress measure of the controversial No Child Left Behind law. Isakson said Barge's plan would be a template for other states, consisting of scores on the Criterion Referenced Competency Test along with other factors in a "performance index." The waiver suggested that schools be judged on multiple criteria (20 for high schools, 13 for middle and elementary schools). Student attendance would be a factor at each school level. ACT, SAT and End of Course test scores would count in high school, plus the percentage of students who attend technical schools or colleges without requiring remedial or support sources.

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OPINION 6:35 p.m. Friday, September 30, 2011

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Why Georgia wants a No Child waiver

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By John Barge

Without doubt, the No Child Left Behind Act was a step in the right direction for k-12 education. It forced us to look at the achievement of all students, by subgroups, rather than just an average.

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Prior to NCLB, many of us thought our schools were doing a better job of educating all students than they actually were. One of the flaws with NCLB, however, is that since the focus was on a single test score, and because of very unrealistic measures, such as requiring that 100 percent of all students be proficient by 2014, many in the general public now think our schools are doing a terrible job of educating any of our students.

Columns and blogs

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- Maureen Downey
- Kyle Wingfield
- Mike Luckovich
- Atlanta Forward

Nothing could be further from the truth. Many of our schools do a tremendous job educating students with the knowledge and skills they will need to be successful in the 21st century. Unfortunately, the current accountability process under NCLB gives our schools no credit for those successes. It limits their "progress" to a single test score given at a single point in time. We know that there is much more to educating a child than preparing him or her to pass a test.

That's why U.S. Sen. Johnny Isakson (R-Ga.) and I recently met in Washington to hand-deliver a waiver of NCLB to U.S. Education Secretary Arne Duncan. We feel that Georgia has a new and vastly improved plan to effectively and appropriately measure the real progress of our schools, while increasing accountability.

We delivered an accountability plan called the College and Career Ready Performance Index. Georgia has been working on this index for more than a year and it has been vetted throughout the state and beyond. This index will take us to the next level of accountability and allow us to give schools a grade that is comprehensive, meaningful and easy to understand. It will look at various indicators designed to determine what schools are doing to prepare our students to be college and career ready.

Secretary Duncan summed up our proposal well when he stated, "Georgia has a real chance to help lead the country where we need to go. Georgia did not use this as an opportunity to perpetuate the status quo, but to continue to push forward in a very thoughtful way."

I sincerely appreciate and am encouraged by Secretary Duncan's willingness to let the states determine how they approach the guiding principles of accountability. We are strengthening our accountability while returning control to the states and local systems, something I agree with wholeheartedly.

I want to be clear. Seeking a waiver of NCLB is in no way stepping backward with respect to accountability. Our schools are not afraid of accountability; they want to be held accountable for the full scope of work that they do and not just a test score. That is why we are seeking a waiver from NCLB.

John Barge is Georgia's state school superintendent

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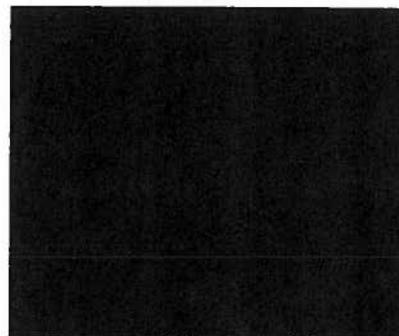
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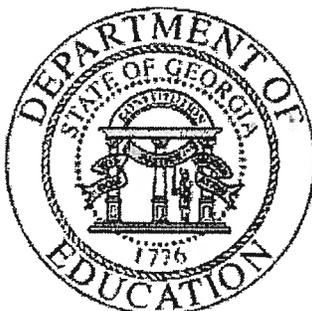


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Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Superintendent Barge to Join U.S. Education Secretary Arne Duncan
and Kentucky Commissioner Holliday for a Press Call on No Child Left
Behind Reform**

MEDIA CONTACTS: Matt Cardoza, mcardoza@gadoe.org, (404) 651-7358 or U.S. Education Press Office, press@ed.gov, (202) 401-1576

September 23, 2011 -- State School Superintendent Dr. John Barge will join U.S. Secretary of Education Arne Duncan and Kentucky Commissioner of Education Terry Holliday **TODAY** for a press call to discuss how No Child Left Behind (NCLB) reform will impact Georgia, Kentucky, and states across the South.

The call will follow President Obama's announcement outlining how the Administration will work with states to provide relief from NCLB in exchange for state-led education reform.

A question and answer period will follow remarks.

Media interested in joining the call should dial 888-456-0353 and give the passcode "NCLB reform."

WHO:

U.S. Secretary of Education Arne Duncan
State School Superintendent Dr. John Barge
Kentucky Commissioner of Education Terry Holliday

WHAT:

Press call on NCLB reform

WHEN:

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THE WHITE HOUSE
Office of the Press Secretary

OBAMA ADMINISTRATION SETS HIGH BAR FOR FLEXIBILITY FROM NO CHILD LEFT BEHIND IN ORDER TO ADVANCE EQUITY AND SUPPORT REFORM

WASHINGTON - In an effort to support local and state education reform across America, the White House today outlined how states can get relief from provisions of the Elementary and Secondary Education Act - or No Child Left Behind (NCLB) - in exchange for serious state-led efforts to close achievement gaps, promote rigorous accountability, and ensure that all students are on track to graduate college- and career-ready.

States can request flexibility from specific NCLB mandates that are stifling reform, but only if they are transitioning students, teachers, and schools to a system aligned with college- and career-ready standards for all students, developing differentiated accountability systems, and undertaking reforms to support effective classroom instruction and school leadership.

"To help states, districts and schools that are ready to move forward with education reform, our administration will provide flexibility from the law in exchange for a real commitment to undertake change. The purpose is not to give states and districts a reprieve from accountability, but rather to unleash energy to improve our schools at the local level," President Obama said.

Release of this package comes nearly a decade after NCLB became law, and four years after it was due to be rewritten by Congress. NCLB shined light on achievement gaps and increased accountability for high-need students, but it also encouraged states to lower standards and narrow curriculum, focused on absolute test scores instead of student growth and gains, and created one-size-fits-all federal mandates.

Education Secretary Arne Duncan said, "We want to get out of the way and give states and districts flexibility to develop locally-tailored solutions to their educational challenges while protecting children and holding schools accountable for better preparing young people for college and careers."

In recent months, states have led a "quiet revolution" to move beyond NCLB's vision. States have taken the lead in pursuing reform and innovations, including widespread adoption of college- and career-ready standards, development of new assessments, and other reforms in areas including teacher and principal evaluation and support, and turning around low-performing schools.

The ESEA flexibility package announced today, developed with input from chief state school officers from 45 states, will spur momentum across America to implement a new educational system aligned to college- and career- readiness, even as the more comprehensive reforms outlined in the President's Blueprint for Reform await Congressional reauthorization of the ESEA.

This flexibility package was developed under the waiver authority explicitly granted to the U.S. Department of Education under the ESEA, and has been exercised under the previous Administration. The flexibility will begin to have an impact during the 2011-2012 school year and will have increasing impact in subsequent years.

For a fact sheet on the details of the flexibility announcement click [HERE](#).

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State School Superintendent Dr. John Barge Discusses the No Child Left Behind Waiver and Career Pathways

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Attachment 4: Evidence of Adoption of Common Core State Standards

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State Board of Education Adopts Common Core State Standards

MEDIA CONTACTS:

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July 8, 2010 -- The State Board of Education today adopted the Common Core State Standards (CCSS) in English language arts and mathematics for grades K-12. These state-led academic standards were initiated by the National Governor's Association (NGA), co-chaired by Governor Sonny Perdue, and the Council of Chief State School Officers (CCSSO). The CCSS for grades K-12 were developed in collaboration with a variety of stakeholders including content experts, states, teachers, school administrators and parents.

"The State Board's vote to adopt the Common Core State Standards is a huge step toward giving us a meaningful comparison of our students' achievement with that of students in other states," said State Board of Education Chair Wanda Barrs. "Our students will be competing for jobs with students from all over the world and we must be able to compare ourselves to the rest of the U.S. and other countries to ensure that we are providing students with the tools they need to be globally competitive."

The CCSS is a state-led initiative - not a federal mandate. Georgia teachers and other experts in standards setting have been at the table since the process began. When the expert development groups that the CCSSO and NGA pulled together began writing the standards in mathematics and English language arts, they built off of the work of states that had already developed rigorous college- and career-ready standards. Georgia was one of these select states, and when reading the CCSS, it is clear that there are many elements of the Georgia Performance Standards (GPS) throughout. Therefore, the adoption of the CCSS in Georgia will not be a drastic change for either teachers or students. Some of the standards are introduced at different grade levels, but teachers have, essentially, been implementing the CCSS while they've been teaching the GPS.

"Georgia has been ahead of the curve in the development of rigorous standards," said State School Superintendent Brad Bryant. "The Common Core standards enhance the Georgia Performance Standards and ensure that all of our students will be taught a world-class curriculum that will prepare them for college or a career."

The Common Core Georgia Performance Standards (CCGPS) define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school fully prepared for college and careers. The standards are:

- Aligned with college and work expectations;
- Clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Built upon strengths and lessons of current state standards;
- Informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Evidence- and research-based.

"Today's students must be prepared to compete in a global economy," said Governor Sonny Perdue. "These state developed standards make sure that our students are prepared for college and the workforce."

More Information:
 - [Frequently Asked Questions](#)

**Georgia Department of Education
Item for State Board of Education Approval
– Curriculum Adoption & Revision –**

Tracking Number: 10 –281	Fast Track: No
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Item Name

SIA – K-12 Common Core State Standards for English Language Arts and Mathematics

Summary for Associates’ and Cabinet eBoard

The draft K-12 Common Core State Standards for English language arts and mathematics which includes literacy in social studies and science, released by the National Governor’s Association and the Council of Chief State School Officers, are closely aligned with the Georgia Performance Standards (GPS) and will be presented to the State Board of Education for approval at the July 8, 2010, State Board of Education meeting.

SBOE Approval Process Schedule

1	2	3	4	5
Date Concept Paper was Approved by Executive Cabinet	Policy Committee	Associates Initial Viewing	Cabinet Viewing 1	Dry Run Action- To Post for Comment
N/A	03/26/2010, Friday	03/18/2010, Thursday	03/30/2010, Tuesday	N/A
6	7*	8	9	10**
SBOE Action To Post for Comment	Cabinet Viewing 2	Dry Run Item for Info	State Board Item for Info	Cabinet Viewing 3
N/A	N/A	06/04/2010, Friday	06/10/2010, Thursday	N/A
11	12			
Dry Run Action - Approval	State Board Action - Adoption			
07/01/2010, Friday	07/8/2010, Thursday			

* If the item has not changed since Cabinet Viewing 1, this step should be omitted. Place "N/A" in the box if this step is omitted.

** If the item has not changed since Cabinet Viewing 1 or 2, this step should be omitted. Place "N/A" in box if this step is omitted.

Recommendation – Action – Approval to Post for Comment

N/A

Recommendation – Item for Information – Curriculum Approval

At its July 2010 Board meeting, the State Board of Education will be asked to adopt the K-12 Common Core State Standards in English language arts, mathematics, and literacy in social studies and science.

Recommendation – Action - Curriculum Approval

It is recommended that the State Board of Education adopt the K-12 Common Core State Standards in English language arts, mathematics, and literacy in social studies and science.

Rationale (Explain which goal(s) and strategic initiatives this item supports and why. Maximum of 2,000 character limit)

The Common Core State Standards support Strategic Plan Goal 1: Increase high school graduation rate, decrease high school drop-out rate, and increase post-secondary enrollment rate. The corresponding strategy is to implement rigorous standards for high school graduation and align these standards, curriculum and assessments with expectations for post-secondary and/or the workforce. The Common Core State Standards for English language arts and mathematics support Strategic Plan Goal 5: Improve the SAT, ACT, and achievement scores of Georgia students. The corresponding strategy is to provide an effective curriculum and assessment system to improve student achievement.

The K-12 Common Core State Standards in ELA, mathematics, and literacy in social studies and science are internationally benchmarked, closely aligned to the GPS, and support rigorous and relevant content to prepare students for success in college and careers.

Details (2,000 character maximum)

The Common Core State Standards (CCSS) initiative is a state-led effort coordinated by the National Governors' Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). Members of the CCSS advisory committee include experts from Achieve, Inc., ACT, the College Board, the National Association of State Boards of Education and the State Higher Education Executive Officers. The draft CCSS standards were released for public comment in March 2010. The final standards were released on May 26, 2010. If approved by the State Board of Education in July 2010, the K-12 CCSS in ELA, mathematics, and literacy in social studies and science will be implemented during the school year 2011-2012.

Summary (unlimited characters)

The Common Core State Standards (CCSS) were developed in collaboration with teachers, school administrators, and experts across the nation and provide a clear and consistent framework to prepare our students for college and the workforce. The CCSS were posted in March 2010 for public review and comment by the NGA Center and the CCSSO. A summary of public feedback regarding the CCSS is posted on the NGA Center and CCSSO website. Georgia feedback was requested at the state level and received via e-mail and webinars from K-12 and postsecondary educators. Georgia feedback for ELA, mathematics, and literacy in social studies and science was used in the revision of the crosswalk documents showing the alignment between the Georgia Performance Standards and the CCSS.

Goals

- 1: Increase high school graduation rate, decrease high school drop-out rate, and increase post-secondary enrollment
- 2: Strengthen teacher quality, recruitment, and retention.
- 3: Improve workforce readiness skills.
- 4: Develop strong education leaders, particularly at the building level.
- 5: Improve the SAT, ACT, and achievement scores of Georgia students.
- 6: Make policies that ensure maximum academic and financial accountability.

Contacts (300 character maximum)

Pam Smith, Director of Academic Standards
Thomas Wilson, Associate Superintendent for Standards-Based Instruction
Janet Davis, Mathematics Program Manager
Mary Stout, English Language Arts Program Manager

Attachments (Include the name of the attachments that will be included on eBoard)

Draft CCSS ELA and Literacy in Social Studies and Science
CCSS ELA Appendix A
CCSS ELA Appendix B
CCSS ELA Appendix C
Draft CCSS Math
CCSS Math Appendix A
Crosswalk Comparison of GPS and Common Core State Standards for Reading
Crosswalk Comparison of GPS and Common Core State Standards for Writing
Crosswalk Comparison of GPS and Common Core State Standards for Listening/Speaking
Crosswalk Comparison of GPS and Common Core State Standards for Language
Crosswalk Comparison of GPS and Common Core State Standards for Literacy in Social Studies
Crosswalk Comparison of GPS and Common Core State Standards for Literacy in Science
Crosswalk Comparison of GPS and Common Core State Standards for Math

Internal Review

This State Board of Education item must be reviewed by the appropriate offices before being presented to Cabinet. Provide the date that you sent the item to be reviewed.

Communications

Date Submitted: Monday, March 22, 2010

Submitted To: Matt Cardoza

Summarize Feedback or Comments Received

Click here to enter text.

ELA and Mathematics

Common Core GPS Timeline

- July 8, 2010 - Adopted by SBOE
- 2010 - 2011 - Administrator Professional Learning/ Resource Development
- 2011-2012- Teacher Professional Learning for CCGPS and resources supporting “Bridging the Gap” (Transition for standards that shifted to different grade levels)
- 2012-2013 – ELA and Math CCGPS Year 1 Implementation (Transition Standards)
- 2013-2014 – ELA and Math CCGPS Year 2 Implementation; Field Test
- 2014-2015 – ELA and Math CCGPS Year 3 Implementation and Common Assessment

Attachment 6: Race to the Top Assessment Memorandum

MEMORANDUM OF UNDERSTANDING
For
Race To The Top – Comprehensive Assessment Systems Grant

PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS MEMBERS

November 1, 2010

I. Parties

This Memorandum of Understanding (“MOU”) is made and effective as of this 1 day of November 2010, (the “Effective Date”) by and between the State of Georgia and all other member states of the Partnership For Assessment of Readiness for College and Careers (“Consortium” or “PARCC”) who have also executed this MOU.

II. Scope of MOU

This MOU constitutes an understanding between the Consortium member states to participate in the Consortium. This document describes the purpose and goals of the Consortium, presents its background, explains its organizational and governance structure, and defines the terms, responsibilities and benefits of participation in the Consortium.

III. Background – Comprehensive Assessment Systems Grant

On April 9, 2010, the Department of Education (“ED”) announced its intent to provide grant funding to consortia of States for two grant categories under the Race to the Top Fund Assessment Program: (a) Comprehensive Assessment Systems grants, and (b) High School Course Assessment grants. 75 Fed. Reg. 18171 (April 9, 2010) (“Notice”).

The Comprehensive Assessment Systems grant will support the development of new assessment systems that measure student knowledge and skills against a common set of college- and career-ready standards in mathematics and English language arts in a way that covers the full range of those standards, elicits complex student demonstrations or applications of knowledge and skills as appropriate, and provides an accurate measure of student achievement across the full performance continuum and an accurate measure of student growth over a full academic year or course.

IV. Purpose and Goals

The states that are signatories to this MOU are members of a consortium (Partnership For Assessment of Readiness for College and Careers) that have organized themselves to apply for and carry out the objectives of the Comprehensive Assessment Systems grant program.

Consortium states have identified the following major purposes and uses for the assessment system results:

- To measure and document students' college and career readiness by the end of high school and progress toward this target. Students meeting the college and career readiness standards will be eligible for placement into entry-level credit-bearing, rather than remedial, courses in public 2- and 4-year postsecondary institutions in all participating states.
- To provide assessments and results that:
 - Are comparable across states at the student level;
 - Meet internationally rigorous benchmarks;
 - Allow valid measures of student longitudinal growth; and
 - Serve as a signal for good instructional practices.
- To support multiple levels and forms of accountability including:
 - Decisions about promotion and graduation for individual students;
 - Teacher and leader evaluations;
 - School accountability determinations;
 - Determinations of principal and teacher professional development and support needs; and
 - Teaching, learning, and program improvement.
- Assesses all students, including English learners and students with disabilities.

To further these goals, States that join the Consortium by signing this MOU mutually agree to support the work of the Consortium as described in the PARCC application for funding under the Race to the Top Assessment Program.

V. Definitions

This MOU incorporates and adopts the terms defined in the Department of Education's Notice, which is appended hereto as Addendum 1.

VI. Key Deadlines

The Consortium has established key deadlines and action items for all Consortium states, as specified in Table (A)(1)(b)(v) and Section (A)(1) of its proposal. The following milestones represent major junctures during the grant period when the direction of the Consortium's work will be clarified, when the Consortium must make key decisions, and when member states must make additional commitments to the Consortium and its work.

- A. The Consortium shall develop procedures for the administration of its duties, set forth in By-Laws, which will be adopted at the first meeting of the Governing Board.
- B. The Consortium shall adopt common assessment administration procedures no later than the spring of 2011.

- C. The Consortium shall adopt a common set of item release policies no later than the spring of 2011.
- D. The Consortium shall adopt a test security policy no later than the spring of 2011.
- E. The Consortium shall adopt a common definition of “English learner” and common policies and procedures for student participation and accommodations for English learners no later than the spring of 2011.
- F. The Consortium shall adopt common policies and procedures for student participation and accommodations for students with disabilities no later than the spring of 2011.
- G. Each Consortium state shall adopt a common set of college- and career-ready standards no later than December 31, 2011.
- H. The Consortium shall adopt a common set of common performance level descriptors no later than the summer of 2014.
- I. The Consortium shall adopt a common set of achievement standards no later than the summer of 2015.

VII. Consortium Membership

A. Membership Types and Responsibilities

- 1. **Governing State:** A State becomes a Governing State if it meets the eligibility criteria in this section.
 - a. The eligibility criteria for a Governing State are as follows:
 - (i) A Governing State may not be a member of any other consortium that has applied for or receives grant funding from the Department of Education under the Race to the Top Fund Assessment Program for the Comprehensive Course Assessment Systems grant category;
 - (ii) A Governing State must be committed to statewide implementation and administration of the assessment system developed by the Consortium no later than the 2014-2015 school year, subject to availability of funds;
 - (iii) A Governing State must be committed to using the assessment results in its accountability system, including for school accountability determinations;

teacher and leader evaluations; and teaching, learning and program improvement;

(iv) A Governing State must provide staff to the Consortium to support the activities of the Consortium as follows:

- Coordinate the state's overall participation in all aspects of the project, including:
 - ongoing communication within the state education agency, with local school systems, teachers and school leaders, higher education leaders;
 - communication to keep the state board of education, governor's office and appropriate legislative leaders and committees informed of the consortium's activities and progress on a regular basis;
 - participation by local schools and education agencies in pilot tests and field test of system components; and
 - identification of barriers to implementation.
- Participate in the management of the assessment development process on behalf of the Consortium;
- Represent the chief state school officer when necessary in Governing Board meetings and calls;
- Participate on Design Committees that will:
 - Develop the overall assessment design for the Consortium;
 - Develop content and test specifications;
 - Develop and review Requests for Proposals (RFPs);
 - Manage contract(s) for assessment system development;
 - Recommend common achievement levels;
 - Recommend common assessment policies; and
 - Other tasks as needed.

(v) A Governing State must identify and address the legal, statutory, regulatory and policy barriers it must change in order for the State to adopt and implement

the Consortium's assessment system components by the 2014-15 school year.

b. A Governing State has the following additional rights and responsibilities:

- (i) A Governing State has authority to participate with other Governing States to determine and/or to modify the major policies and operational procedures of the Consortium, including the Consortium's work plan and theory of action;
- (ii) A Governing State has authority to participate with other Governing States to provide direction to the Project Management Partner, the Fiscal Agent, and to any other contractors or advisors retained by or on behalf of the Consortium that are compensated with Grant funds;
- (iii) A Governing State has authority to participate with other Governing States to approve the design of the assessment system that will be developed by the Consortium;
- (iv) A Governing State must participate in the work of the Consortium's design and assessment committees;
- (v) A Governing State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan;
- (vi) A Governing State must develop a plan for the statewide implementation of the Consortium's assessment system by 2014-2015, including removing or resolving statutory, regulatory and policy barriers to implementation, and securing funding for implementation;
- (vii) A Governing State may receive funding from the Consortium to defray the costs associated with staff time devoted to governance of the Consortium, if such funding is included in the Consortium budget;
- (viii) A Governing State may receive funding from the Consortium to defray the costs associated with intra-State communications and engagements, if such funding is included in the Consortium budget.

- (ix) A Governing State has authority to vote upon significant grant fund expenditures and disbursements (including awards of contracts and subgrants) made to and/or executed by the Fiscal Agent, Governing States, the Project Management Partner, and other contractors or subgrantees.

2. **Fiscal Agent:** The Fiscal Agent will be one of the Governing States in the Consortium.

- (i) The Fiscal Agent will serve as the “Applicant” state for purposes of the grant application, applying as the member of the Consortium on behalf of the Consortium, pursuant to the Application Requirements of the Notice (Addendum 1) and 34 C.F.R. 75.128.
- (ii) The Fiscal Agent shall have a fiduciary responsibility to the Consortium to manage and account for the grant funds provided by the Federal Government under the Race to the Top Fund Assessment Program Comprehensive Assessment Systems grants, including related administrative functions, subject to the direction and approval of the Governing Board regarding the expenditure and disbursement of all grant funds, and shall have no greater decision-making authority regarding the expenditure and disbursement of grant funds than any other Governing State;
- (iii) The Fiscal Agent shall issue RFPs in order to procure goods and services on behalf of the Consortium;
- (iv) The Fiscal Agent has the authority, with the Governing Board’s approval, to designate another Governing State as the issuing entity of RFPs for procurements on behalf of the Consortium;
- (v) The Fiscal Agent shall enter into a contract or subgrant with the organization selected to serve as the Consortium’s Project Management Partner;
- (vi) The Fiscal Agent may receive funding from the Consortium in the form of disbursements from Grant funding, as authorized by the Governing Board, to cover the costs associated with carrying out its

responsibilities as a Fiscal Agent, if such funding is included in the Consortium budget;

(vii) The Fiscal Agent may enter into significant contracts for services to assist the grantee to fulfill its obligation to the Federal Government to manage and account for grant funds;

(viii) Consortium member states will identify and report to the Fiscal Agent, and the Fiscal Agent will report to the Department of Education, pursuant to program requirement 11 identified in the Notice for Comprehensive Assessment System grantees, any current assessment requirements in Title I of the ESEA that would need to be waived in order for member States to fully implement the assessment system developed by the Consortium.

3. Participating State

a. The eligibility criteria for a Participating State are as follows:

(i) A Participating State commits to support and assist with the Consortium's execution of the program described in the PARCC application for a Race to the Top Fund Assessment Program grant, consistent with the rights and responsibilities detailed below, but does not at this time make the commitments of a Governing State;

(ii) A Participating State may be a member of more than one consortium that applies for or receives grant funds from ED for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems grant category.

b. The rights and responsibilities of a Participating State are as follows:

(i) A Participating State is encouraged to provide staff to participate on the Design Committees, Advisory Committees, Working Groups or other similar groups established by the Governing Board;

(ii) A Participating State shall review and provide feedback to the Design Committees and to the Governing Board regarding the design plans,

strategies and policies of the Consortium as they are being developed;

(iii) A Participating State must participate in pilot and field testing of the assessment systems and tools developed by the Consortium, in accordance with the Consortium's work plan; and

(iv) A Participating State is not eligible to receive reimbursement for the costs it may incur to participate in certain activities of the Consortium.

4. Proposed Project Management Partner:

Consistent with the requirements of ED's Notice, the PARCC Governing States are conducting a competitive procurement to select the consortium Project Management Partner. The PARCC Governing Board will direct and oversee the work of the organization selected to be the Project Management Partner.

B. Recommitment to the Consortium

In the event that the governor or chief state school officer is replaced in a Consortium state, the successor in that office shall affirm in writing to the Governing Board Chair the State's continued commitment to participation in the Consortium and to the binding commitments made by that official's predecessor within five (5) months of taking office.

C. Application Process For New Members

1. A State that wishes to join the Consortium after submission of the grant application may apply for membership in the Consortium at any time, provided that the State meets the prevailing eligibility requirements associated with its desired membership classification in the Consortium. The state's Governor, Chief State School Officer, and President of the State Board of Education (if applicable) must sign a MOU with all of the commitments contained herein, and the appropriate state higher education leaders must sign a letter making the same commitments as those made by higher education leaders in the states that have signed this MOU.
2. A State that joins the Consortium after the grant application is submitted to the Department of Education is not authorized to re-open settled issues, nor may it participate in the review of proposals for Requests for Proposals that have already been issued.

D. Membership Opt-Out Process

At any time, a State may withdraw from the Consortium by providing written notice to the chair of the Governing Board, signed by the individuals holding the same positions that signed the MOU, at least ten (10) days prior to the effective date of the withdrawal, including an explanation of reasons for the withdrawal.

VIII. Consortium Governance

This section of the MOU details the process by which the Consortium shall conduct its business.

A. Governing Board

1. The Governing Board shall be comprised of the chief state school officer or designee from each Governing State;
2. The Governing Board shall make decisions regarding major policy, design, operational and organizational aspects of the Consortium's work, including:
 - a. Overall design of the assessment system;
 - b. Common achievement levels;
 - c. Consortium procurement strategy;
 - d. Modifications to governance structure and decision-making process;
 - e. Policies and decisions regarding control and ownership of intellectual property developed or acquired by the Consortium (including without limitation, test specifications and blue prints, test forms, item banks, psychometric information, and other measurement theories/practices), provided that such policies and decisions:
 - (i) will provide equivalent rights to such intellectual property to all states participating in the Consortium, regardless of membership type;
 - (ii) will preserve the Consortium's flexibility to acquire intellectual property to the assessment systems as the Consortium may deem necessary and consistent with "best value" procurement principles, and with due regard for the Notice requirements regarding broad availability of such intellectual property except as otherwise protected by law or agreement as proprietary information.

3. The Governing Board shall form Design, Advisory and other committees, groups and teams (“committees”) as it deems necessary and appropriate to carry out the Consortium’s work, including those identified in the PARCC grant application.
 - a. The Governing Board will define the charter for each committee, to include objectives, timeline, and anticipated work product, and will specify which design and policy decisions (if any) may be made by the committee and which must be elevated to the Governing Board for decision;
 - b. When a committee is being formed, the Governing Board shall seek nominations for members from all states in the Consortium;
 - c. Design Committees that were formed during the proposal development stage shall continue with their initial membership, though additional members may be added at the discretion of the Governing Board;
 - d. In forming committees, the Governing Board will seek to maximize involvement across the Consortium, while keeping groups to manageable sizes in light of time and budget constraints;
 - e. Committees shall share drafts of their work products, when appropriate, with all PARCC states for review and feedback; and
 - f. Committees shall make decisions by consensus; but where consensus does not exist the committee shall provide the options developed to the Governing Board for decision (except as the charter for a committee may otherwise provide).
4. The Governing Board shall be chaired by a chief state school officer from one Governing State.
 - a. The Governing Board Chair shall serve a one-year term, which may be renewed.
 - b. The Governing States shall nominate candidates to serve as the Governing Board Chair, and the Governing Board Chair shall be selected by majority vote.
 - c. The Governing Board Chair shall have the following responsibilities:
 - (i) To provide leadership to the Governing Board to ensure that it operates in an efficient, effective, and

orderly manner. The tasks related to these responsibilities include:

- (a) Ensure that the appropriate policies and procedures are in place for the effective management of the Governing Board and the Consortium;
 - (b) Assist in managing the affairs of the Governing Board, including chairing meetings of the Governing Board and ensure that each meeting has a set agenda, is planned effectively and is conducted according to the Consortium's policies and procedures and addresses the matters identified on the meeting agenda;
 - (c) Represent the Governing Board, and act as a spokesperson for the Governing Board if and when necessary;
 - (d) Ensure that the Governing Board is managed effectively by, among other actions, supervising the Project Management Partner; and
 - (e) Serve as in a leadership capacity by encouraging the work of the Consortium, and assist in resolving any conflicts.
5. The Consortium shall adhere to the timeline provided in the grant application for making major decisions regarding the Consortium's work plan.
- a. The timeline shall be updated and distributed by the Project Management Partner to all Consortium states on a quarterly basis.
6. Participating States may provide input for Governing Board decisions, as described below.
7. Governing Board decisions shall be made by consensus; where consensus is not achieved among Governing States, decisions shall be made by a vote of the Governing States. Each State has one vote. Votes of a supermajority of the Governing States are necessary for a decision to be reached.
- a. The supermajority of the Governing States is currently defined as a majority of Governing States plus one additional State;
 - b. The Governing Board shall, from time to time as necessary, including as milestones are reached and additional States become

Governing States, evaluate the need to revise the votes that are required to reach a decision, and may revise the definition of supermajority, as appropriate. The Governing Board shall make the decision to revise the definition of supermajority by consensus, or if consensus is not achieved, by a vote of the supermajority as currently defined at the time of the vote.

8. The Governing Board shall meet quarterly to consider issues identified by the Board Chair, including but not limited to major policy decisions of the Consortium.

B. Design Committees

1. One or more Design Committees will be formed by the Governing Board to develop plans for key areas of Consortium work, such as recommending the assessment system design and development process, to oversee the assessment development work performed by one or more vendors, to recommend achievement levels and other assessment policies, and address other issues as needed. These committees will be comprised of state assessment directors and other key representatives from Governing States and Participating States.
2. Design Committees shall provide recommendations to the Governing Board regarding major decisions on issues such as those identified above, or as otherwise established in their charters.
 - a. Recommendations are made on a consensus basis, with input from the Participating States.
 - b. Where consensus is not achieved by a Design Committee, the Committee shall provide alternative recommendations to the Governing Board, and describe the strengths and weaknesses of each recommendation.
 - c. Design Committees, with support from the Project Management Partner, shall make and keep records of decisions on behalf of the Consortium regarding assessment policies, operational matters and other aspects of the Consortium's work if a Design Committee's charter authorizes it to make decisions without input from or involvement of the Governing Board.
 - d. Decisions reserved to Design Committees by their charters shall be made by consensus; but where consensus is not achieved decisions shall be made by a vote of Governing States on each Design Committee. Each Governing State on the committee has one vote. Votes of a majority of the Governing States on a Design Committee, plus one, are necessary for a decision to be reached.

3. The selection of successful bidders in response to RFPs issued on behalf of the Consortium shall be made in accordance with the procurement laws and regulations of the State that issues the RFP, as described more fully in Addendum 3 of this MOU.
 - a. To the extent permitted by the procurement laws and regulations of the issuing State, appropriate staff of the Design Committees who were involved in the development of the RFP shall review the proposals, shall provide feedback to the issuing State on the strengths and weaknesses of each proposal, and shall identify the proposal believed to represent the best value for the Consortium members, including the rationale for this conclusion.

C. General Assembly of All Consortium States

1. There shall be two convenings of all Consortium states per year, for the purpose of reviewing the progress of the Consortium's work, discussing and providing input into upcoming decisions of the Governing Board and Design Committees, and addressing other issues of concern to the Consortium states.
 - a. A leadership team (comprised of chief state school officers, and other officials from the state education agency, state board of education, governor's office, higher education leaders and others as appropriate) from each state shall be invited to participate in one annual meeting.
 - b. Chief state school officers or their designees only shall be invited to the second annual convening.
2. In addition to the two annual convenings, Participating States shall also have the opportunity to provide input and advice to the Governing Board and to the Design Committees through a variety of means, including:
 - a. Participation in conference calls and/or webinars;
 - b. Written responses to draft documents; and
 - c. Participation in Google groups that allow for quick response to documents under development.

IX. Benefits of Participation

Participation in the Consortium offers a number of benefits. For example, member States will have opportunities for:

- A. Possible coordinated cooperative purchase discounts;

- B. Possible discount software license agreements;
- C. Access to a cooperative environment and knowledge-base to facilitate information-sharing for educational, administrative, planning, policy and decision-making purposes;
- D. Shared expertise that can stimulate the development of higher quality assessments in an efficient and cost-effective manner;
- E. Cooperation in the development of improved instructional materials, professional development and teacher preparation programs aligned to the States' standards and assessments; and
- F. Obtaining comparable data that will enable policymakers and teachers to compare educational outcomes and to identify effective instructional practices and strategies.

X. Binding Commitments and Assurances

A. Binding Assurances Common To All States – Participating and Governing

Each State that joins the Consortium, whether as a Participating State or a Governing State, hereby certifies and represents that it:

1. Has all requisite power and authority necessary to execute this MOU;
2. Is familiar with the Consortium's Comprehensive Assessment Systems grant application under the ED's Race to the Top Fund Assessment Program and is supportive of and will work to implement the Consortium's plan, as defined by the Consortium and consistent with Addendum 1 (Notice);
3. Will cooperate fully with the Consortium and will carry out all of the responsibilities associated with its selected membership classification;
4. Will, as a condition of continued membership in the Consortium, adopt a common set of college- and career-ready standards no later than December 31, 2011, and common achievement standards no later than the 2014-2015 school year;
5. Will, as a condition of continued membership in the Consortium, ensure that the summative components of the assessment system (in both mathematics and English language arts) will be fully implemented statewide no later than the 2014-2015 school year, subject to the availability of funds;
6. Will conduct periodic reviews of its State laws, regulations and policies to identify any barriers to implementing the proposed assessment system and

address any such barriers prior to full implementation of the summative assessment components of the system:

- a. The State will take the necessary steps to accomplish implementation as described in Addendum 2 of this MOU.
7. Will use the Consortium-developed assessment systems to meet the assessment requirements in Title I of the ESEA;
8. Will actively promote collaboration and alignment between the State and its public elementary and secondary education systems and their public Institutions of Higher Education ("IHE") or systems of IHEs. The State will endeavor to:
 - a. Maintain the commitments from participating public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - b. Obtain commitments from additional public IHEs or IHE systems to participate in the design and development of the Consortium's high school summative assessments;
 - c. Involve participating public IHEs or IHE systems in the Consortium's research-based process to establish common achievement standards on the new assessments that signal students' preparation for entry level, credit-bearing coursework; and
 - d. Obtain commitments from public IHEs or IHE systems to use the assessment in all partnership states' postsecondary institutions, along with any other placement requirement established by the IHE or IHE system, as an indicator of students' readiness for placement in non-remedial, credit-bearing college-level coursework.
9. Will provide the required assurances regarding accountability, transparency, reporting, procurement and other assurances and certifications; and
10. Consents to be bound by every statement and assurance in the grant application.

B. Additional Binding Assurances By Governing States

In addition to the assurances and commitments required of all States in the Consortium, a Governing State is bound by the following additional assurances and commitments:

1. Provide personnel to the Consortium in sufficient number and qualifications and for sufficient time to support the activities of the Consortium as described in Section VII (A)(1)(a)(iv) of this MOU.

XI. Financial Arrangements

This MOU does not constitute a financial commitment on the part of the Parties. Any financial arrangements associated with the Consortium will be covered by separate project agreements between the Consortium members and other entities, and subject to ordinary budgetary and administrative procedures. It is understood that the ability of the Parties to carry out their obligations is subject to the availability of funds and personnel through their respective funding procedures.

XII. Personal Property

Title to any personal property, such as computers, computer equipment, office supplies, and office equipment furnished by a State to the Consortium under this MOU shall remain with the State furnishing the same. All parties agree to exercise due care in handling such property. However, each party agrees to be responsible for any damage to its property which occurs in the performance of its duties under this MOU, and to waive any claim against the other party for such damage, whether arising through negligence or otherwise.

XIII. Liability and Risk of Loss

- A. To the extent permitted by law, with regard to activities undertaken pursuant to this MOU, none of the parties to this MOU shall make any claim against one another or their respective instrumentalities, agents or employees for any injury to or death of its own employees, or for damage to or loss of its own property, whether such injury, death, damage or loss arises through negligence or otherwise.
- B. To the extent permitted by law, if a risk of damage or loss is not dealt with expressly in this MOU, such party's liability to another party, whether or not arising as the result of alleged breach of the MOU, shall be limited to direct damages only and shall not include loss of revenue or profits or other indirect or consequential damages.

XIV. Resolution of Conflicts

Conflicts which may arise regarding the interpretation of the clauses of this MOU will be resolved by the Governing Board, and that decision will be considered final and not subject to further appeal or to review by any outside court or other tribunal.

XV. Modifications

The content of this MOU may be reviewed periodically or amended at any time as agreed upon by vote of the Governing Board.

XVI. Duration, Renewal, Termination

- A. This MOU will take effect upon execution of this MOU by at least five States as “Governing States” and will have a duration through calendar year 2015, unless otherwise extended by agreement of the Governing Board.
- B. This MOU may be terminated by decision of the Governing Board, or by withdrawal or termination of a sufficient number of Governing States so that there are fewer than five Governing States.
- C. Any member State of the Consortium may be involuntarily terminated by the Governing Board as a member for breach of any term of this MOU, or for breach of any term or condition that may be imposed by the Department of Education, the Consortium Governing Board, or of any applicable bylaws or regulations.

XVII. Points of Contact

Communications with the State regarding this MOU should be directed to:

Name: Melissa Fincher

Mailing Address: 205 Jesse Hill Jr. Drive, 1554 Twin Towers East, Atlanta, GA 30334

Telephone: 404-651-9405

Fax: 404-656-5976

E-mail: mfincher@doe.k12.ga.us

Or hereafter to such other individual as may be designated by the State in writing transmitted to the Chair of the Governing Board and/or to the PARCC Project Management Partner.

XVIII. Signatures and Intent To Join in the Consortium

The State of Georgia hereby joins the Consortium as a *Governing State*, and agrees to be bound by all of the assurances and commitments associated with the *Governing State* membership classification. Further, the State of Georgia agrees to perform the duties and carry out the responsibilities associated with the *Governing State* membership classification.

Signatures required:

- Each State’s Governor;
- Each State’s chief school officer; and
- If applicable, the president of the State board of education.

Addenda:

- **Addendum 1:** Department of Education Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010.

- **Addendum 2:** Each State describes the process it plans to follow to ensure that it will be able to implement the assessment systems developed by the Consortium by the 2014-2015 school year, pursuant to Assurance 6 in Section X of this MOU.
- **Addendum 3:** Signature of each State's chief procurement official confirming that the State is able to participate in the Consortium's procurement process.

ADDENDUM 2:
[STATE NAME] ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

MEMORANDUM OF UNDERSTANDING

For

Race To The Top -- Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Members

ADDENDUM 2: ASSURANCE REGARDING PROCESS AND PLANS FOR
IMPLEMENTING PROPOSED ASSESSMENT SYSTEM

June 3, 2010

Plan of Georgia

Barrier	Issue
Funding	Additional funding will be required to support operational administration. The Georgia Department of Education will work with the Governor's Office and the State Legislature to secure funding.
Technology	Once minimum system requirements are determined for the administration of the assessment system, the Georgia Department of Education will evaluate district readiness. Implementation may require additional infrastructure (such as hardware and bandwidth) for some districts.
State Board of Education Policies and Regulations	As the assessment systems is developed, including administration policies and protocols, Georgia policies and regulations will be reviewed and updated as needed.

ADDENDUM 3:
GEORGIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS

MEMORANDUM OF UNDERSTANDING

For

**Race To The Top – Comprehensive Assessment Systems Grant Partnership For
Assessment of Readiness for College and Careers Consortium Members**

**ADDENDUM 3: ASSURANCE REGARDING PARTICIPATION
IN CONSORTIUM PROCUREMENT PROCESS**

June 9, 2010

The signature of the chief procurement official of the State of Georgia on Addendum 3 to the Memorandum of Understanding for Race to the Top Comprehensive Assessment Systems Grant Partnership For Assessment of Readiness for College and Careers Consortium Members constitutes an assurance from that the chief procurement official has determined that the Georgia Department of Education may, consistent with its applicable procurement laws and regulations, participate in and make procurements using the Consortium's procurement processes described herein.

I. Consortium Procurement Process

This section describes the procurement process that will be used by the Consortium. The Governing Board of the Consortium reserves the right to revise this procurement process as necessary and appropriate, consistent with its prevailing governance and operational policies and procedures. In the event of any such revision, the Consortium shall furnish a revised Addendum Three to each State in the Consortium for the signature by its chief procurement official.

1. *Competitive Procurement Process; Best Value Source Selection.* The Consortium will procure supplies and services that are necessary to carry out its objectives as defined by the Governing Board of the Consortium and as described in the grant application by a competitive process and will make source selection determinations on a "best value" basis.
2. *Compliance with federal procurement requirements.* The Consortium procurement process shall comply with all applicable federal procurement requirements, including the requirements of the Department of Education's grant regulation at 34 CFR § 80.36, "Procurement," and the requirements applicable to projects funded under the American Recovery and Reinvestment Act of 2009 ("ARRA").
3. *Lead State for Procurement.* The Fiscal Agent of the Consortium shall act as the Lead State for Procurement on behalf of the Consortium, or shall designate another Governing State to serve the Consortium in this capacity. The Lead State for Procurement shall conduct procurements in a manner consistent with its own procurement statutes and regulations.
4. *Types of Procurements to be Conducted.* The Lead State for Procurement shall conduct two types of procurements: (a) procurements with the grant funds provided by the

**ADDENDUM 3:
GEORGIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

Department of Education to the Fiscal Agent, and (b) procurements funded by a Consortium member State's non-grant funds.

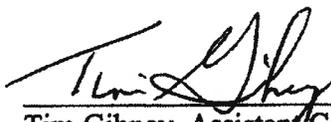
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5. *Manner of Conducting Procurements with Grant Funds.* Procurements with grant funds shall be for the acquisition of supplies and/or services relating only to the design, development, and evaluation of the Consortium's assessment system, and a vendor awarded a contract in this category shall be paid by grant funds disbursed by the Fiscal Agent at the direction of the Governing Board of the Consortium. The Lead State for Procurement shall conduct the procurement and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
- a. Issue the RFP;
 - b. Receive and evaluate responsive proposals;
 - c. Make source selection determinations on a best value basis;
 - d. Execute a contract with the awardee(s);
 - e. Administer awarded contracts.
6. *Manner of Conducting Procurements with State Funds.* The Consortium shall conduct procurements related to the implementation of operational assessments using the cooperative purchasing model described in this section.
- a. The Lead State for Procurement shall conduct such procurements and perform the following tasks, and such other tasks as may be required or necessary to conduct the procurement effectively, in a manner consistent with its own State procurement laws and regulations, provided however that such procurements involve a competitive process and best value source selection:
 - i. Issue the RFP, and include a provision that identifies the States in the Consortium and provides that each such State may make purchases or place orders under the contract resulting from the competition at the prices established during negotiations with offerors and at the quantities dictated by each ordering State;
 - ii. Receive and evaluate responsive proposals;
 - iii. Make source selection determinations on a best value basis;
 - iv. Execute a contract with the awardee(s);
 - v. Administer awarded contracts.
 - b. The Georgia Department of Education (as a participating Consortium State other than the Lead State for Procurement) may place orders or make purchases under a contract awarded by the Lead State for Procurement pursuant to the cooperative purchasing authority provided for under Georgia's state procurement code and regulations, or other similar authority as may exist or be created or permitted under the applicable laws and regulations of that State.

**ADDENDUM 3:
GEORGIA ASSURANCE REGARDING PARTICIPATION IN CONSORTIUM
PROCUREMENT PROCESS**

- i. The Georgia Department of Education may execute an agreement (“Participating Addendum”) with the contractor, which shall be incorporated into the contract. The Participating Addendum will address, as necessary, the scope of the relationship between the contractor and the State; any modifications to contract terms and conditions; the price agreement between the contractor and the Georgia Department of Education; the use of any servicing subcontractors and lease agreements; and shall provide the contact information for key personnel in the State, and any other specific information as may be relevant and/or necessary.

II. Assurance Regarding Participation in Consortium Procurement Process

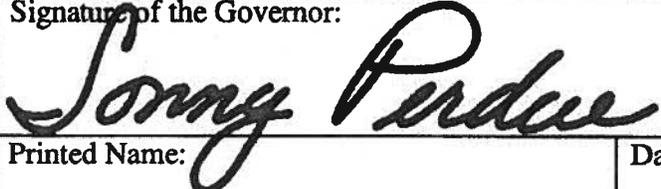
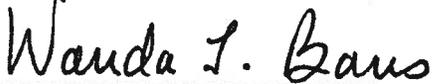
I, Tim Gibney, in my capacity as the chief procurement official for the State of Georgia, confirm by my signature below that the Georgia Department of Education may, consistent with the procurement laws and regulations of the State of Georgia, participate in the Consortium procurement processes described in this Addendum 3 to the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Consortium Members. Nothing in this Addendum 3 or the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Consortium Members shall obligate the Georgia Department of Administrative Services or any other state agency to be financially responsible for any purchases made pursuant to this Addendum 3 or the Memorandum of Understanding For Race To The Top -- Comprehensive Assessment Systems Grant Partnership for Assessment of Readiness for College and Careers Consortium Members.



Tim Gibney, Assistant Commissioner-Purchasing
Georgia Department of Administrative Services

June 9, 2010
[DATE]

STATE SIGNATURE BLOCK

State of: Georgia	
Signature of the Governor: 	
Printed Name: George "Sonny" Perdue	Date: 10-13-10
Signature of the Chief State School Officer: 	
Printed Name: William Bradley Bryant	Date: 10-14-10
Signature of the State Board of Education President (if applicable): 	
Printed Name: Wanda Barrs	Date: 10-14-10

*Signature Block for Recommitment to Participation as a Governing State in PARCC
as outlined in the*
**MEMORANDUM OF UNDERSTANDING for
PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND
CAREERS MEMBERS (June 2010)**

State of: GEORGIA	
Signature of the Governor: <i>Nathan Deal</i>	
Printed Name: Nathan Deal	Date: 3/24/11
Signature of the Chief State School Officer: <i>John D. Barge</i>	
Printed Name: John D. Barge	Date: 3/24/11

Attachment 8: "All Students" Proficiency, 2010-2011

**Percent of Students Performing at the Proficient Level on the
2011 High School End-of-Course Tests**

CCRPI Level	Statewide Assessment	Student Group	2011 Proficiency Rate
High School	9th Grade Literature	All Students	82.1
High School	American Literature	All Students	87.7
High School	Biology	All Students	69.1
High School	Economics	All Students	72.7
High School	Mathematics I*	All Students	61.0
High School	Mathematics II**	All Students	57.2
High School	Physical Science	All Students	75.0
High School	U.S. History	All Students	64.6

* Mathematic I will be transitioning to Common Core Georgia Performance Standards (CCGPS) Coordinate Algebra

** Mathematics II will be transitioning to Common Core Georgia Performance Standards (CCGPS) Analytic Geometry

**Percent of Students Performing at the Proficient Level on the
2011 Elementary and Middle Schools CRCT Tests**

CCRPI Level	Statewide Assessment	Student Group	2011 Proficiency Rate
Elementary / Middle	English Language Arts	All Students	91.2
Elementary / Middle	Mathematics	All Students	84.4
Elementary / Middle	Reading	All Students	93.2
Elementary / Middle	Science	All Students	76.1
Elementary / Middle	Social Studies	All Students	74.8

Attachment 9: Table 2

Priority Schools

School Number	Priority Schools	School Type
School 1	C	6...11
School 2	C	H
School 3	C	H
School 4	E	H
School 5	E	H
School 6	C	E
School 7	C	H
School 8	C	H
School 9	C	H
School 10	C	H
School 11	C	H
School 12	E	H
School 13	C	E
School 14	E	H
School 15	C	E
School 16	C	E
School 17	E	H
School 18	E	H
School 19	E	H
School 20	E	H
School 21	E	H
School 22	E	H
School 23	E	H
School 24	E	H
School 25	E	H
School 26	C	H
School 27	C	H
School 28	C	2...12
School 29	E	H
School 30	C	E
School 31	E	H
School 32	C	H
School 33	C	M
School 34	C	H
School 35	D	H
School 36	C	E
School 37	C	M
School 38	E	H
School 39	E	H
School 40	E	H
School 41	E	H
School 42	C	H
School 43	C	H
School 44	C	2...11
School 45	E	H
School 46	D	H

Priority Schools

School 47	E	H
School 48	C	H
School 49	C	6...12
School 50	C	H
School 51	E	H
School 52	E	H
School 53	E	H
School 54	C	E
School 55	C	E
School 56	E	H
School 57	E	H
School 58	E	H
School 59	C	M
School 60	E	H
School 61	E	H
School 62	C	H
School 63	E	H
School 64	E	H
School 65	E	H
School 66	E	H
School 67	E	H
School 68	C	M
School 69	E	H
School 70	E	K-12
School 71	E	H
School 72	E	H
School 73	C	H
School 74	C	H
School 75	C	H
School 76	E	H
School 77	E	H
School 78	C	H

Focus Schools

School Number	Focus Schools	School Type
School 1	F	M
School 2	F	M
School 3	F	M
School 4	F	E
School 5	G	H
School 6	F	E
School 7	F	M
School 8	F	E
School 9	F	M
School 10	F	E
School 11	G	H
School 12	F	E
School 13	F	M
School 14	F	M
School 15	F	M
School 16	F	M
School 17	F	M
School 18	F	E
School 19	F	M
School 20	G	H
School 21	F	M
School 22	F	M
School 23	F	M
School 24	F	E
School 25	F	M
School 26	F	M
School 27	F	E
School 28	F	M
School 29	G	H
School 30	G	H
School 31	F	M
School 32	F	M
School 33	F	E
School 34	F	E
School 35	F	E
School 36	F	M
School 37	F	M
School 38	G	H
School 39	G	H
School 40	F	M
School 41	F	M
School 42	F	M
School 43	F	E
School 44	F	E
School 45	F	E
School 46	F	M

Focus Schools

School 47	F	E
School 48	F	E
School 49	F	E
School 50	F	M
School 51	F	E
School 52	F	M
School 53	F	E
School 54	G	H
School 55	F	E
School 56	G	H
School 57	F	M
School 58	F	M
School 59	F	E
School 60	F	M
School 61	F	M
School 62	G	H
School 63	F	E
School 64	F	E
School 65	F	E
School 66	F	E
School 67	F	M
School 68	G	H
School 69	F	E
School 70	F	M
School 71	F	M
School 72	F	M
School 73	F	M
School 74	F	E
School 75	F	M
School 76	F	E
School 77	F	M
School 78	G	H
School 79	F	M
School 80	G	H
School 81	F	E
School 82	F	E
School 83	F	E
School 84	F	M
School 85	F	M
School 86	F	E
School 87	F	M
School 88	G	H
School 89	F	M
School 90	G	H
School 91	F	M
School 92	F	E
School 93	F	M

Focus Schools

School 94	G	H
School 95	G	H
School 96	F	M
School 97	G	H
School 98	F	E
School 99	F	M
School 100	F	M
School 101	F	E
School 102	F	E
School 103	F	M
School 104	F	E
School 105	F	E
School 106	F	M
School 107	G	H
School 108	G	H
School 109	F	E
School 110	F	E
School 111	F	M
School 112	F	E
School 113	F	M
School 114	F	M
School 115	F	M
School 116	F	E
School 117	G	H
School 118	F	M
School 119	F	M
School 120	F	M
School 121	F	E
School 122	F	M
School 123	F	E
School 124	F	E
School 125	F	E
School 126	F	E
School 127	G	H
School 128	F	E
School 129	F	E
School 130	G	H
School 131	F	E
School 132	F	M
School 133	F	M
School 134	F	M
School 135	G	H
School 136	G	H
School 137	G	H
School 138	G	H
School 139	F	M
School 140	F	M

Focus Schools

School 141	G	H
School 142	F	E
School 143	F	M
School 144	F	E
School 145	F	M
School 146	F	M
School 147	G	H
School 148	F	M
School 149	F	E
School 150	F	E
School 151	F	E
School 152	G	H
School 153	F	M
School 154	F	E
School 155	F	E
School 156	F	M

Reward Schools

School Number	Reward Schools	School Type
School 1	B	E
School 2	B	E
School 3	B	M
School 4	A	E
School 5	A	M
School 6	B	M
School 7	A	E
School 8	B	E
School 9	B	E
School 10	B	M
School 11	A	E
School 12	B	E
School 13	B	E
School 14	B	H
School 15	B	M
School 16	A	E
School 17	B	M
School 18	B	M
School 19	B	E
School 20	B	M
School 21	B	H
School 22	B	E
School 23	B	E
School 24	B	E
School 25	B	H
School 26	A	E
School 27	B	M
School 28	A	E
School 29	A	E
School 30	B	E
School 31	B	M
School 32	A	E
School 33	B	M
School 34	B	E
School 35	B	M
School 36	A	E
School 37	B	H
School 38	A	E
School 39	B	E
School 40	B	M
School 41	B	E
School 42	B	E
School 43	B	E
School 44	B	E
School 45	B	M
School 46	B	E

Reward Schools

School 47	B	M
School 48	B	E
School 49	B	E
School 50	B	M
School 51	B	E
School 52	B	E
School 53	B	M
School 54	B	M
School 55	B	M
School 56	A	E
School 57	A	E
School 58	B	M
School 59	B	E
School 60	B	M
School 61	B	E
School 62	B	E
School 63	B	E
School 64	B	E
School 65	B	E
School 66	B	E
School 67	B	M
School 68	B	E
School 69	B	E
School 70	B	H
School 71	B	E
School 72	B	E
School 73	B	E
School 74	B	E
School 75	B	E
School 76	B	M
School 77	B	E
School 78	B	E
School 79	B	E
School 80	B	M
School 81	B	E
School 82	B	H
School 83	B	E
School 84	A	E
School 85	B	E
School 86	B	M
School 87	A	E
School 88	B	E
School 89	B	E
School 90	A	E
School 91	A	E
School 92	A	E
School 93	B	M

Reward Schools

School 94	B	E
School 95	A	E
School 96	A	M
School 97	B	E
School 98	B	H
School 99	A	E
School 100	A	M
School 101	A	E
School 102	B	E
School 103	B	M
School 104	B	E
School 105	B	E
School 106	B	M
School 107	A	E
School 108	B	M
School 109	A	E
School 110	B	E
School 111	A	M
School 112	A	E
School 113	A	M
School 114	A	E
School 115	A	E
School 116	A	E
School 117	A	M
School 118	A	M
School 119	B	M
School 120	B	H
School 121	B	E
School 122	A	M
School 123	B	E
School 124	B	E
School 125	A	E
School 126	B	E
School 127	B	E
School 128	B	E
School 129	B	E
School 130	B	E
School 131	B	M
School 132	B	E
School 133	A	E
School 134	B	E
School 135	B	M
School 136	B	E
School 137	B	E
School 138	A	E
School 139	B	E
School 140	B	E

Reward Schools

School 141	B	E
School 142	B	E
School 143	A	E
School 144	B	E
School 145	B	E
School 146	B	E
School 147	A	E
School 148	B	E
School 149	A	E
School 150	A	E
School 151	A	M
School 152	A	M
School 153	B	M
School 154	A	E
School 155	A	M
School 156	B	M
School 157	B	M
School 158	A	E
School 159	A	E
School 160	A	M
School 161	A	E
School 162	A	E
School 163	A	E
School 164	B	E
School 165	B	H
School 166	B	M
School 167	B	E
School 168	A	E
School 169	A	E
School 170	B	H
School 171	B	M
School 172	B	M
School 173	A	M
School 174	A	E
School 175	A	E
School 176	B	H
School 177	B	M
School 178	B	E
School 179	B	M
School 180	B	E
School 181	B	E
School 182	B	E
School 183	A	E
School 184	A	M
School 185	A	E
School 186	B	E
School 187	B	E

Reward Schools

School 188	B	E
School 189	A	E
School 190	A	M
School 191	B	E
School 192	A	E
School 193	B	E
School 194	B	E
School 195	A	E
School 196	A	M
School 197	A	E
School 198	B	E
School 199	A	M
School 200	A	E
School 201	B	H
School 202	B	M
School 203	B	E
School 204	B	E
School 205	B	M
School 206	B	H
School 207	A	E
School 208	A	E
School 209	A	M
School 210	B	E
School 211	B	M
School 212	B	E
School 213	B	H
School 214	A	E
School 215	B	E
School 216	B	E
School 217	A	E
School 218	B	E
School 219	B	M
School 220	A	E
School 221	A	M
School 222	B	M
School 223	B	H
School 224	B	H
School 225	B	M
School 226	A	E
School 227	B	H
School 228	A	E
School 229	A	E
School 230	B	E
School 231	B	E
School 232	A	E
School 233	B	E
School 234	B	E

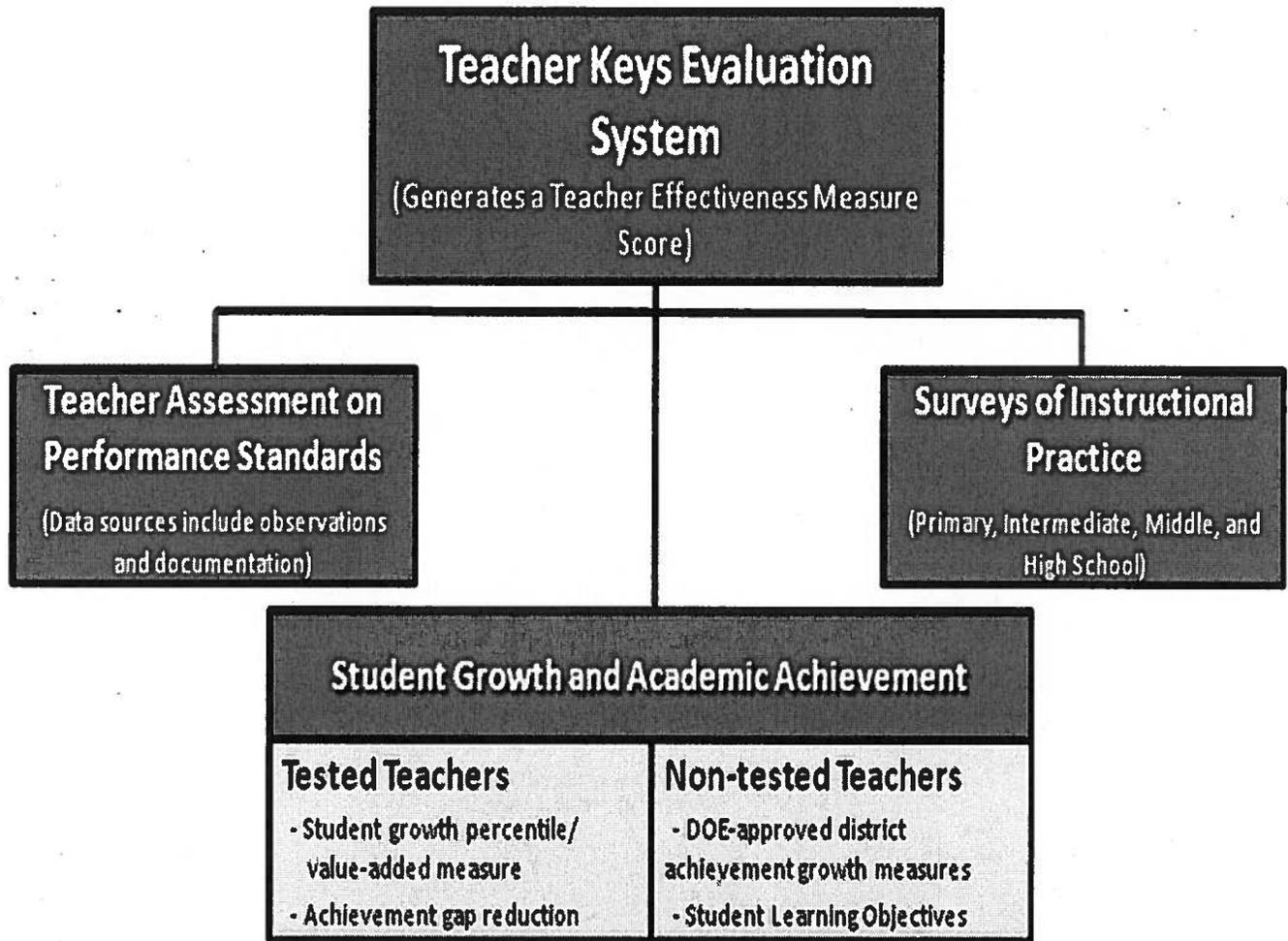
Key for Priority, Focus, and Reward Schools

Key
A: Reward Schools - Highest Performance
B: Reward Schools - High Progress
C: Priority School - Among the lowest 5% of Title I schools in the State based on the proficiency and lack of progress of the "all students" group
D: Priority School - Title I-participating or Title I-eligible high school with graduation rate less than 60% over a number of years
E: Priority School - Tier I or Tier II SIG school implementing a school intervention model
F: Focus School - Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, had the largest within-schools gaps in the graduation rate
G: Focus School - Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate
H: Focus School - A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school

Total # of Reward Schools	234
Total # of Priority Schools	78
Total # of Title I Schools in the State	1560
Total # of Title I Participating high schools in the state with graduation rates less than 60%	32

Attachment 10: Teacher Keys and Leader Keys Guidelines

Teacher Keys Evaluation System



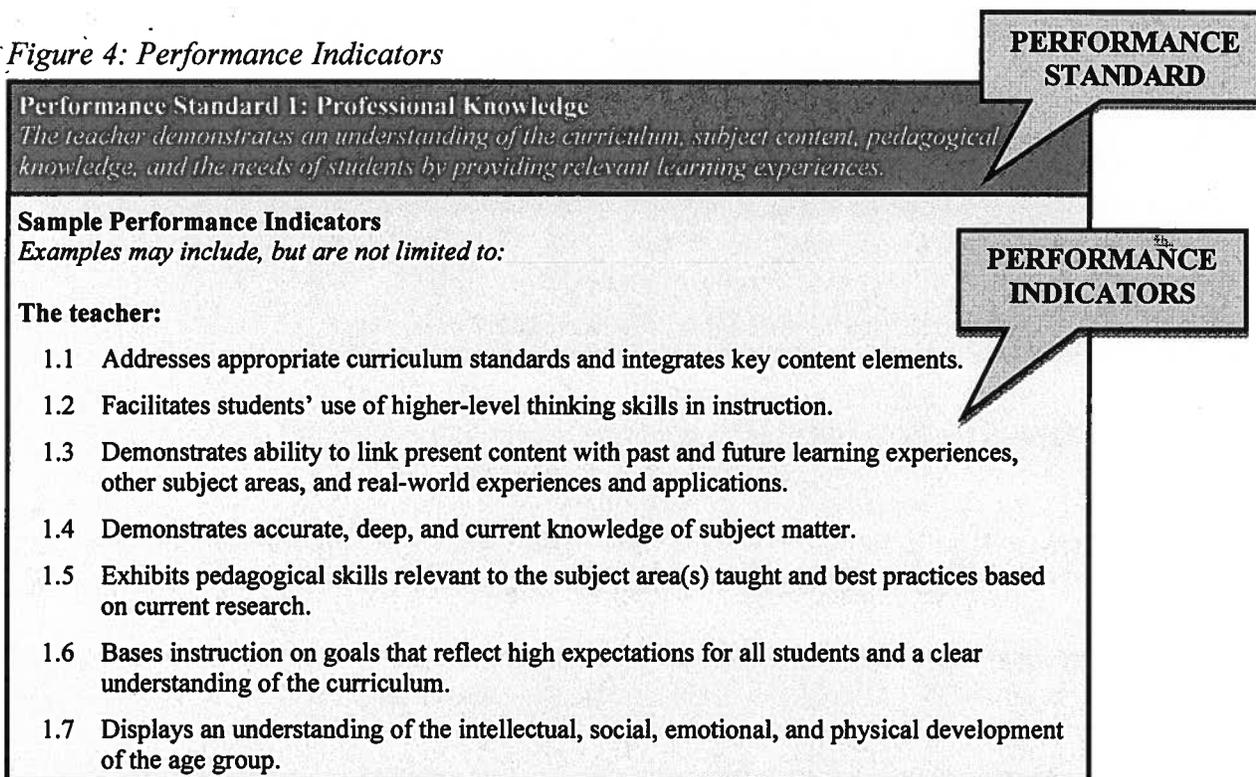
PART I: Teacher Assessment on Performance Standards

Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard (see Appendix 1). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Further, **all teachers are not expected to demonstrate each performance indicator.**

Using Standard 1 (Professional Knowledge) as an example, a set of teacher performance indicators is provided in the Figure 4.

Figure 4: Performance Indicators



The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching assignment.

Ratings are made at the performance standard level, NOT at the performance indicator level.

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The**

description provided in the *Proficient* level of the performance appraisal rubric is the actual performance standard, thus *Proficient* is the expected level of performance. Teachers who earn an *Exemplary* rating must meet the requirements for the *Proficient* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Appendix 1 includes rubrics related to each performance standard. An explanation of each rating level is provided in the *Assessment* section. Figure 5 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 5: Performance Appraisal Rubric

Exemplary* <i>In addition to meeting the requirements for Proficient...</i>	Proficient <i>Proficient is the expected level of performance.</i>	Developing/Needs Improvement	Ineffective
The teacher consistently demonstrates extensive content and pedagogical knowledge, and regularly enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of curriculum, content, pedagogical knowledge, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, content, pedagogical knowledge, or inadequately addresses the needs of students.

* Teachers rated as Exemplary frequently serve as role models or teacher leaders.

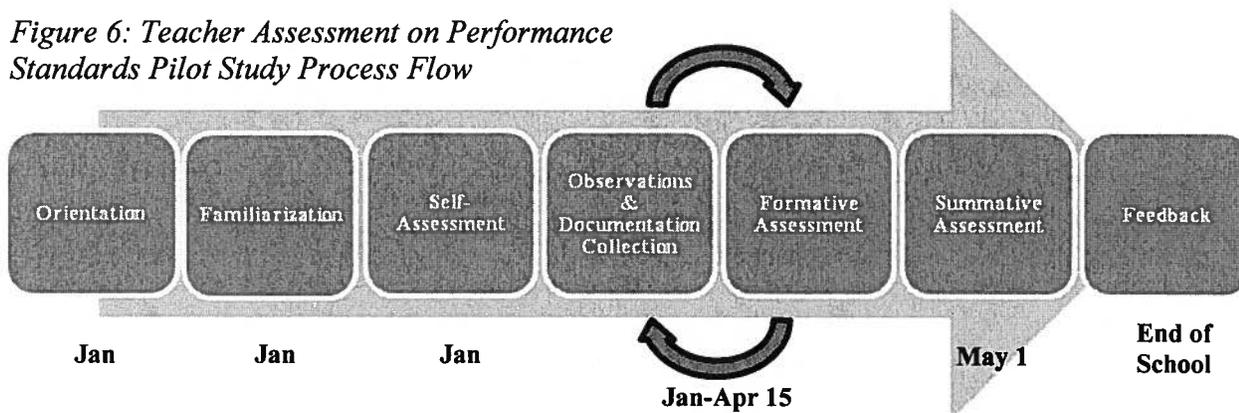
Responsibilities of Site Administrators

The term *site administrator* will be used for principals/supervisors. A site administrator may designate an administrator to collect information on employee job performance. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

Process for Building-level Implementation of the Teacher Assessment on Performance Standards Pilot Study

The process by which participating school districts will implement the TAPS portion of the Teacher Keys Evaluation System during the pilot study is depicted in Figure 6.

Figure 6: Teacher Assessment on Performance Standards Pilot Study Process Flow



A detailed description of each step, including an explanation, suggestions, and useful resources, is provided in the evaluation handbook.

PART II: Student Growth and Academic Achievement

SLO Pilot Requirements

1. SLOs should be written for all non-tested subject areas Pre-K through grade 12. For clarification this includes:
 - a. All subjects in Pre-K through 2rd grade (e.g. ELA/Reading, Mathematics, Science, Social Studies, fine arts, etc.) are non-tested subjects
 - b. All subjects in 3rd grade are considered non-tested because there is no prior test score on which to determine value-added/growth.
 - c. High school subjects with EOCTs may be required to have SLOs, pending the technical decisions that will be made for the value-added/growth measure.
2. Teachers will be evaluated by one district SLO for each non-tested subject/course that they teach.
3. Teachers who teach both tested and non-tested subjects will be evaluated by SLOs for their non-tested subjects and by the value added/growth measure for their tested subjects.
4. SLOs should be designed and written so that individual student growth between the pre-assessment and the post-assessment can be determined.
5. SLO results are reported at the student and class/group level. As teachers work with the district-designated SLOs, they should maintain a spreadsheet of each student's pre-assessment score and post-assessment score, as well as any other data needed to ascertain attainment of the SLO.
6. Districts will submit SLOs on the District SLO Form for the GaDOE approval before but no later than December 1, 2012. A separate form should be used for each SLO.
7. Prior to submission of district SLOs, appropriate district leaders should collect, review, and verify that each SLO is complete, aligned with content standards, and has rigor that is comparable to the standardized measures for tested subjects. Superintendents or his/her designee should sign all SLOs prior to submission to the GaDOE.
8. SLOs must be scored as Exemplary or Proficient on the SLO Setting Rubric by the GaDOE in order to be approved for district use (located in Appendix). SLOs not scored at the appropriate level will be returned for revision.

Figure 10: SMART Acronym for Developing Student Learning Objectives

Specific:	The objective is focused, for example, by content standards; by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the objective.
Appropriate:	The objective is within the teacher's control to effect change and is a worthwhile focus for the students' academic year.
Realistic:	The objective is feasible for the teacher.
Time limited:	The objective is contained within a single school year.

Figure 11 contains samples of the objectives that districts may develop. They are intended to serve as models for how objectives may be written.

Figure 11: Sample Student Learning Objectives

<p>First Grade Reading Sample Student Learning Objective: At the end of the year, all first grade students will read on or above grade level as measured by the Developmental Reading Assessment (DRA). All first grade students will improve from the pre-assessment levels as follows: Students scoring at levels 1-7 will improve by a minimum of 4 levels, and students scoring at 8+ will reach or exceed level 18.</p>
<p>Middle School Chorus Sample Student Learning Objective: Using the district four-level rubric for sight-singing composition and sight-singing performance, all students will demonstrate an increase of 1 or more levels from the common pre-assessment to the common post-assessment.</p>
<p>High School American Government Sample Student Learning Objective: 100% of high school students enrolled in American Government will demonstrate measureable improvement from their pre-assessment score to their post-assessment score as determined by the following criteria:</p> <ul style="list-style-type: none"> • Minimum expectation for individual student growth on a 100-point test is based on the formula which requires students to grow by at least ½ of what would be required to improve to a 100. • Pre-assessment score + (100 – pre-assessment score) / 2 = Target for post-assessment <p><i>Example using 40 on a pre-assessment: 40 + (100-40)/2</i> $40 + (60)/2$ $40 + 30$ <i>70 is the target for post-assessment</i></p>

Timeline for Student Learning Objectives

Normally, the districts would create a Student Learning Objective at the beginning of the academic year. The timeline in Figure 15 describes the truncated deadlines for the pilot.

Figure 15: Student Learning Objectives Timeline

October 2011	<ul style="list-style-type: none"> • The district completes Assessment of Student Needs based on previous year’s results and other baseline data and information
October 2011	<ul style="list-style-type: none"> • The district considers needs of students, demands of grade level standards, and baseline data and create SLOs, including pre- and post-assessments
October –December 1, 2011	<ul style="list-style-type: none"> • The district submits SLOs to the GaDOE for review and approval
January 2012	<ul style="list-style-type: none"> • Teachers use District SLO to administer Pre-Assessment or the decision is made to utilize Pre-assessments administered in the fall of 2011
January 15, 2012	<ul style="list-style-type: none"> • Teachers complete a spreadsheet with student pre-assessment scores, analyze the class/group data, complete the Teacher Section of the District SLO Form, and implement teaching strategies. Teachers meet with their evaluators to finalize their SLO plan.
January – April 2012	<ul style="list-style-type: none"> • Teachers implement teaching strategies and monitor student progress toward attainment of SLO.
April 1, 2012	<ul style="list-style-type: none"> • Teachers administer Post-assessment.
April 15, 2012	<ul style="list-style-type: none"> • Teachers submit class/group data to building level evaluator. Evaluator completes SLO Evaluation Rubric and submits SLO information (TBD) to the GaDOE.
May 2012	<ul style="list-style-type: none"> • GaDOE calculates TEM using all components of the TKES.

PART III: Surveys of Instructional Practice

The third component of the Teacher Keys Evaluation System consists of student surveys of instructional practice. Surveys are an important data collection tool used to gather client (in this instance, student) data from individuals regarding the clients' perceptions of teacher performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals. In the Teacher Keys Evaluation System, surveys will be used as a measure of teacher effectiveness.

Student surveys provide information about their perceptions of how a teacher is performing. One of the benefits of using student surveys is that the collected information may help the teacher set goals for continuous improvement (i.e., for formative evaluation) — in other words, to provide feedback directly to the teacher for professional growth and development. Student surveys also may be used to provide information to evaluators that may not be accurately obtained during observation or through other types of documentation.

The surveys to be included in the pilot program ask students to report on items that they have directly experienced. Four different versions of the student survey (grades K-2, 3-5, 6-8, and 9-12) will be provided. These different versions were designed to reflect developmental differences in students' ability to provide useful feedback regarding their teacher. All surveys are to be completed anonymously to promote honest feedback.

Although the results of the survey will be factored directly into the Teacher Effectiveness Measure, each survey contains questions that address each of the teacher performance standards in the TAPS component of the evaluation system. The table of specifications in Figure 16 illustrates the alignment between the survey items and performance standards.

Figure 16: Table of Specifications

Teacher Performance Standards	Grade K-2 Student Survey Item #	Grade 3-5 Student Survey Item #	Grade 6-8 Student Survey Item #	Grade 9-12 Student Survey Item #
1-Professional Knowledge	1	1	1, 2	1, 2
2-Instructional Planning	2	2	3, 4	3, 4
3-Instructional Strategies	3, 4	3, 4	5, 6	5, 6
4-Differentiated Instruction	5, 6	5	7, 8	7, 8
5-Assessment Strategies	7	6, 7	9, 10	9, 10
6-Assessment Uses	8, 9	8, 9	11, 12	11, 12
7-Positive Learning Environment	10, 11, 12	10, 11, 12	13, 14, 15	13, 14
8-Academically Challenging Environment	13	13	16, 17	15, 16
9-Professionalism	14	14	18	17, 18
10-Communication	15	8, 15	9, 19, 20	19, 20

In addition, all surveys were examined to ensure they were written at an appropriate readability level using the Flesch-Kincaid Readability Scale. Figure 17 summarizes the results of this analysis.

Figure 17: Flesch-Kincaid Readability Levels of Surveys

Grade	Flesch-Kincaid Readability Level
K-2	2.3*
3-5	4.3
6-8	5.2
9-12	8.4

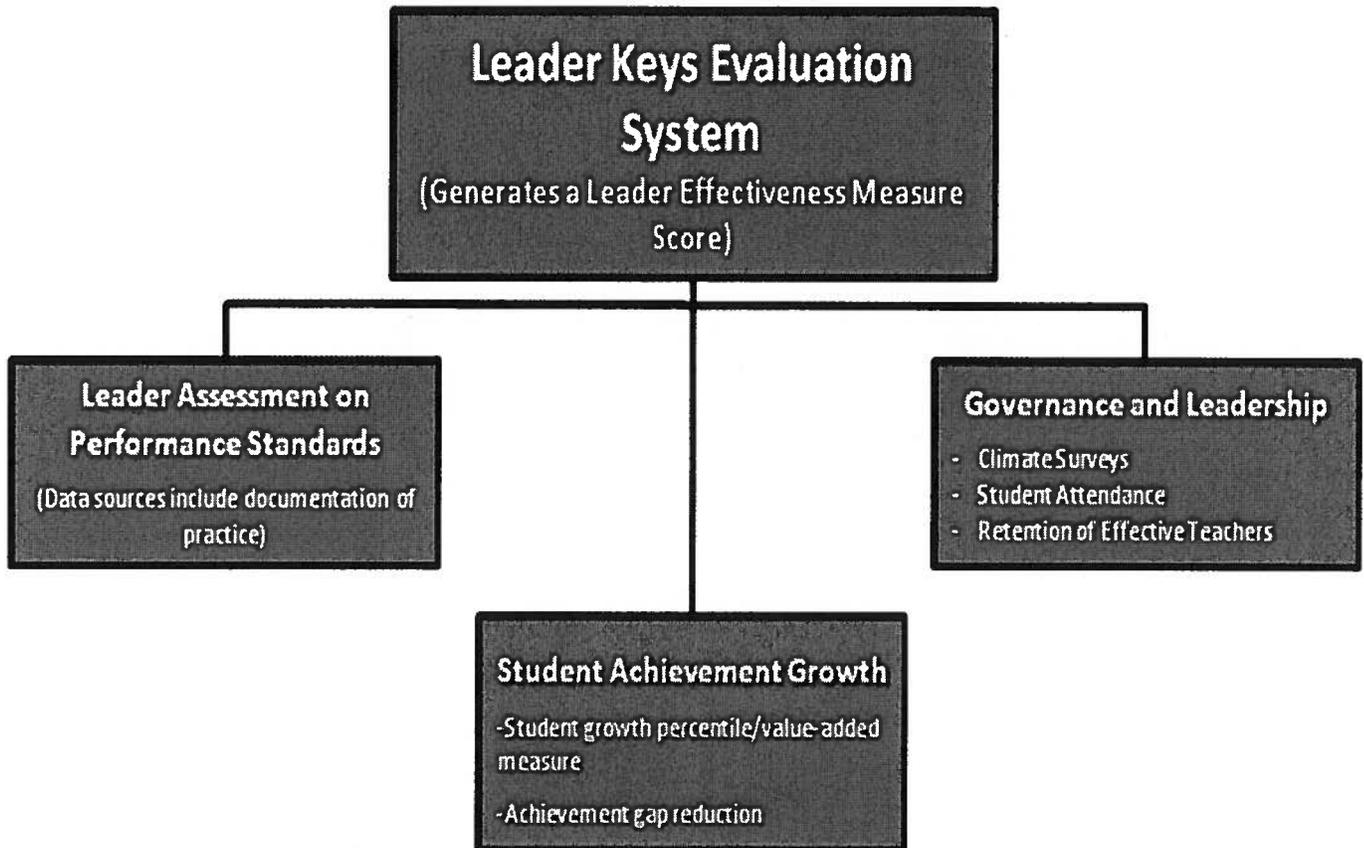
* Students are able to comprehend at a higher level when listening to the survey read aloud. Therefore, it is considered appropriate for the readability of K-2 survey to be written at a slightly higher readability level.

An example of a survey question from each level of survey is shown in Figure 18.

Figure 18: Sample Survey Prompts

Grades	Prompt	Response Scale				
K-2		Yes	Some-times	No		
	My teacher knows a lot about what she is teaching.					
3-5		Yes	Some-times	No		
	My teacher knows a lot about what is taught.					
6-8		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
	My teacher knows a lot about what is taught.					
9-12		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
	My teacher has deep knowledge about the subject he/she teaches.					

Leader Keys Evaluation System



Leader Assessment on Performance Standards Reference Sheet: Performance Standards and Performance Indicators

<p>1. Instructional Leadership: <i>The leader fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to school improvement.</i></p> <p>1.1 Articulates a vision and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's strategic plan.</p> <p>1.2 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.</p> <p>1.3 Uses student achievement data to determine school effectiveness and directs school staff to actively analyze data for improving results.</p> <p>1.4 Monitors and evaluates the effectiveness of instructional programs to promote the achievement of academic standards.</p> <p>1.5 Possesses knowledge of and directs school staff to implement research-based instructional best practices in the classroom.</p> <p>1.6 Provides leadership for the design and implementation of effective and efficient schedules that maximize instructional time.</p> <p>1.7 Works collaboratively with staff to identify needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.</p> <p>1.8 Provides the focus for continued learning of all members of the school community</p>
<p>2. School Climate: <i>The leader promotes the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i></p> <p>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</p> <p>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</p> <p>2.3 Utilizes shared decision-making to build relationships with all stakeholders and maintain positive school morale.</p> <p>2.4 Maintains a collegial environment and supports the staff through the stages of the change process.</p> <p>2.5 Develops and/or implements a Safe School plan that manages crisis situations in an effective and timely manner.</p> <p>2.6 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school rules, policies, and procedures.</p> <p>2.7 Develops and/or implements best practices in school-wide behavior management that are effective within the school community.</p> <p>2.8 Communicates behavior management expectations regarding behavior to students, teachers, and parents.</p>
<p>3. Planning and Assessment: <i>The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.</i></p> <p>3.1 Leads the collaborative development of a shared vision for educational improvement and of a plan to attain that vision.</p> <p>3.2 Implements strategies for the inclusion of staff and stakeholders in various planning processes.</p> <p>3.3 Supports the district's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders.</p> <p>3.4 Works collaboratively to develop and monitor progress toward achieving long- and short-range goals and objectives consistent with the school district's strategic plan.</p> <p>3.5 Collaboratively develops, implements, and monitors a school improvement plan that results in increased student learning.</p> <p>3.6 Collaboratively plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement, and lead to school improvement.</p> <p>3.7 Uses research-based techniques for gathering and analyzing data from multiple sources to use in making decisions related to the curriculum and school improvement.</p> <p>3.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.</p> <p>3.9 Uses assessment information in making recommendations or decisions that are in the best interest of the learner/school/district.</p> <p>3.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.</p>
<p>4. Organizational Management: <i>The leader fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p> <p>4.1 Demonstrates and communicates a working knowledge and understanding of Georgia public education rules, regulations, and laws, and school district policies and procedures.</p> <p>4.2 Establishes and enforces rules and policies to ensure a safe, secure, efficient, and orderly facility and grounds.</p> <p>4.3 Monitors and provides supervision efficiently for all physical plant and all related activities through an appropriately prioritized process.</p> <p>4.4 Identifies potential problems and deals with them in a timely, consistent, and effective manner.</p> <p>4.5 Establishes and uses accepted procedures to develop short- and long-term goals through effective allocation of resources.</p> <p>4.6 Reviews fiscal records regularly to ensure accountability for all funds.</p> <p>4.7 Plans and prepares a fiscally responsible budget to support the school's mission and goals.</p> <p>4.8 Follows federal, state, and local policies with regard to finances and school accountability and reporting.</p> <p>4.9 Shares in management decisions and delegates duties as applicable, resulting in a smoothly operating workplace.</p>

<p>5. Human Resources Management: <i>The leader fosters effective human resources management through the selection, induction, support, and retention of quality instructional and support personnel.</i></p> <p>5.1 Screens, recommends, and assigns highly qualified staff in a fair and equitable manner based on school needs, assessment data, and local, state, and federal requirements.</p> <p>5.2 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.</p> <p>5.3 Provides a mentoring process for all new and relevant instructional personnel and cultivates leadership potential through personal mentoring.</p> <p>5.4 Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements.</p> <p>5.5 Supports professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.</p> <p>5.6 Effectively addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly-qualified personnel.</p> <p>5.7 Makes appropriate recommendations relative to personnel transfer, retention, and dismissal in order to maintain a high performing faculty</p> <p>5.8. Recognizes and supports the achievements of highly-effective teachers and staff and provides them opportunities for increased responsibility.</p>
<p>6. Teacher/Staff Evaluation: <i>The leader fairly and consistently evaluates school personnel in accordance with state and district guidelines and provides them with timely and constructive feedback focused on improved student learning.</i></p> <p>6.1 Has a thorough understanding of the teacher and staff evaluation systems and understands the important role evaluation plays in teacher development.</p> <p>6.2 Provides support, resources, and remediation for teachers and staff to improve job performance.</p> <p>6.3 Documents deficiencies and proficiencies and provides timely formal and informal feedback on strengths and weaknesses.</p> <p>6.4 Evaluates performance of personnel using multiple sources consistent with district policies and maintains accurate evaluation</p> <p>6.5 Makes recommendations related to promotion and retention consistent with established policies and procedures and with student learning as a primary consideration.</p> <p>6.6 Involves teachers and staff in designing and implementing Professional Development Plans.</p>
<p>7. Professionalism: <i>The leader fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional development, and contributing to the profession.</i></p> <p>7.1 Models respect, understanding, sensitivity, and appreciation.</p> <p>7.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, state, and federal requirements.</p> <p>7.3 Maintains a professional appearance and demeanor.</p> <p>7.4 Models self-efficacy to staff.</p> <p>7.5 Maintains confidentiality and a positive and forthright attitude.</p> <p>7.6 Provides leadership in sharing ideas and information with staff and other professionals.</p> <p>7.7 Works in a collegial and collaborative manner with other leaders, school personnel, and other stakeholders to promote and support the vision, mission, and goals of the school district.</p> <p>7.8 Demonstrates the importance of professional development by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).</p> <p>7.9 Evaluates the impact professional development has on the staff/school/district improvement and student achievement.</p> <p>7.10 Assumes responsibility for own professional development by contributing to and supporting the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.</p> <p>7.11 Remains current with research related to educational issues, trends, and practices.</p> <p>7.12 Maintains a high level of technical and professional knowledge.</p> <p>7.13 Fulfills contractual obligations and assigned duties in a timely manner; participates in other meetings and activities in accordance with district policy.</p>
<p>8. Communication and Community Relations: <i>The leader fosters the success of all students by communicating and collaborating effectively with stakeholders.</i></p> <p>8.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.</p> <p>8.2 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.</p> <p>8.3 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.</p> <p>8.4 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.</p> <p>8.5 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.</p> <p>8.6 Provides a variety of opportunities for parent and family involvement in school activities.</p> <p>8.7 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the</p>

Quick Overview of Leader Assessment on Performance Standards Forms and Tools

The following forms and tools are provided in this appendix:

Name	Description
Self-Assessment Form	This is an optional form teachers may choose to use when doing a self-assessment. This form is for a teacher's personal use and is not required to be shared with an evaluator.
Performance Goal Setting Form	This is a form to assist administrators in setting goals that result in measurable progress.
Teacher/Staff Survey	This is a sample of a survey leaders could use with their teachers and staff.
Survey Summary	This is a form leaders submit to their evaluator to summarize the findings from the surveys they administered.
Documentation of Practice Cover Sheet	This is an optional form leaders may choose to use to help organize the documentation they plan to submit to their evaluator.
LAPS Reference Sheet	This tool provides a quick listing of the performance standards and performance indicators.
Formative Assessment Report Form	This is a required form evaluators will use to record evidence related to each standard from data sources. For the LAPS pilot, evaluators will be required to complete the <i>Formative Assessment Report</i> Forms by April 1, 2012.
Summative Assessment Report Form	This is a required form evaluators will use to provide leaders with a summative rating on each of the performance standards, as well as an overall score. For the LAPS pilot, evaluators will be required to complete the <i>Summative Assessment Report</i> Form by May 1, 2012.

**Attachment 11: Governor's Letter of Commitment to New Teacher and
Principal Evaluation Systems**



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0900

Nathan Deal
GOVERNOR.

November 8, 2011

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

For too long, annual teacher evaluations have held little meaning because nearly all teachers receive a satisfactory rating, regardless of their impact on student learning. I know we share the belief that educators deserve an evaluation system that is both fair and rigorous, as well as one that provides accurate and reliable information to improve instruction and inform decision making. I believe that the evaluation system that Georgia has developed through our Race to the Top work and will pilot in our 26 partnering school districts this spring is the first step to achieving that goal.

Our evaluation system was developed with both the work of national experts in the field and those here in Georgia carrying out teacher and leader evaluation at the state and district level on a day to day basis. Through this shared effort, our state has developed an evaluation system that will continue to improve student learning and educator growth. With our Race to the Top evaluation system, Georgia is moving one step closer to ensuring that we have an effective teacher in every classroom.

Sincerely,

A handwritten signature in cursive script that reads "Nathan Deal".

Nathan Deal

Appendix A, CCRPI, 3 levels



Dr. John D. Barge, State School Superintendent
"Making Education Work for All of Georgia's Students"

College and Career Ready Performance Index, High School Model Grades 9 - 12

DRAFT

GRADUATION RATE

Cohort Graduation Rate (%)

STUDENT ATTENDANCE

Student Attendance Rate (%)

POST HIGH SCHOOL READINESS

Percent of graduates completing 3 or more Pathway Courses

Percent of CTAE Pathway Completers earning a CTAE Industry-Recognized Credential

Percent of tested students earning a Work Ready Certificate on the ACT Work Keys Assessment

Percent of graduated students entering Technical College System of Georgia technical colleges and/or University System of Georgia 2 or 4 year colleges and universities NOT requiring remediation or support courses

Percent of graduates earning high school credit(s) for accelerated enrollment via Accel, Dual HOPE Grant, Move On When Ready, Early College, Gateway to College, Articulated Credit, Advanced Placement or International Baccalaureate courses

Percent of graduates earning 2 or more high school credits in the same world language

Percent of AP exams receiving scores of 3 or higher and/or percent of IB exams receiving scores of 4 or higher

Percent of tested graduates scoring a minimum of 22 on the ACT (out of 36)

Percent of tested graduates scoring a minimum of 1550 on the SAT (out of 2400)

Percent of students scoring at meets or exceeds on the Georgia High School Writing Test

CONTENT MASTERY (END OF COURSE TESTS in some areas to be REPLACED by COMMON CORE ASSESSMENTS, 2014-15,)

Percent of students scoring at meets or exceeds on the Ninth Grade Literature End of Course Test

Percent of students scoring at meets or exceeds on the American Literature End of Course Test

Percent of students scoring at meets or exceeds on the Mathematics I (transitioning to CCGPS Coordinate Algebra) End of Course Test

Percent of students scoring at meets or exceeds on the Mathematics II (transitioning to CCGPS Analytic Geometry) End of Course Test

Percent of students scoring at meets or exceeds on the Physical Science End of Course Test

Percent of students scoring at meets or exceeds on the Biology End of Course Test

Percent of students scoring at meets or exceeds on the US History End of Course Test

Percent of students scoring at meets or exceeds on the Economics End of Course Test

Georgia Department of Education

Dr. John D. Barge, State School Superintendent

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***Factors for Success
a companion to the
College and Career Ready Performance Index for High Schools***

In addition to the twenty (20) items within the College and Career Ready Performance Index, high schools may earn additional points for these supplemental indicators.

1. Percent of graduates completing three credits in the same world language
2. Percent of graduates taking the SAT or ACT
3. Percent of graduates earning credit in a physics course
4. Percent of students in grade nine earning 4 Carnegie Unit Credits in 4 core content areas
5. Percent of graduated students qualifying for the Zell Miller Scholarship as awarded through legislative guidelines managed by the Georgia Student Finance Commission
6. School or LEA-defined innovative practice accompanied by documented data supporting improved student achievement

To Be Considered at a Later Date for inclusion on the mandatory indicators or the Factors for Success:

- Percent of tested students scoring at a proficient level on a Soft Skills Assessment
- Percent of tested students earning an AFQT score of 35 or higher on the Armed Services Vocational Aptitude Battery
- Percent of tested students scoring 'College Ready' on the COMPASS examination
- School's average score on the Georgia Teacher Effectiveness Measurement
- School's average score on the Georgia Leader Effectiveness Measurement
- Percent of students participating in the PLAN examination or the PSAT
- Percent of graduates completing Work Based Learning or a Senior Project

School has earned a Georgia Science, Technology, Engineering, and Math (STEM) Program Certification

Dr. John D. Barge, State School Superintendent

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College and Career Ready Performance Index, Middle School Model Grades 6 - 8

DRAFT

CONTENT MASTERY AND PREPARATION FOR HIGH SCHOOL

- Percent of students scoring at meets or exceeds in ELA
- Percent of students scoring at meets or exceeds in reading
- Percent of students scoring at meets or exceeds in mathematics
- Percent of students scoring at meets or exceeds in science
- Percent of students scoring at meets or exceeds in social studies
- Percent of students scoring at meets or exceeds on the Grade Eight Writing Assessment
- Percent of students in grade eight achieving a Lexile measure greater than 1050

STUDENT ATTENDANCE

Student Attendance Rate (%)

SUPPORTS AND INTERVENTION

- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band
- Percent of Students With Disabilities served in general education environments greater than 80% of the school day
- Percent of students in grade eight passing at least four courses in core content areas

CAREER EXPLORATION

- Percent of students in grade eight with a complete Individual Graduation Plan documented in GaCollege411 or GCIS
- Percent of students completing 3 or more Career Interest Inventories from a preferred Career Interest System within GaCollege411, GCIS, or Career Cruising

***Factors for Success
a companion to the
College and Career Ready Performance Index for Middle Schools***

In addition to the thirteen (13) items within the College and Career Ready Performance Index, middle schools may earn additional points for these supplemental indicators.

1. Percent of students in grade eight scoring proficient/advanced on the 21st Century Skills Technology Assessment
2. Percent of students in grades six and seven with a fully documented *Fitnessgram* assessment
3. Percent of students in grade eight scoring at exceeds in science
4. Percent of students successfully completing three years of courses in the fine arts and/or one world language and/or career exploratory
5. Percent of students in grade eight scoring at exceeds in mathematics
6. Percent of students in grade eight scoring at exceeds in social studies
7. Percent of eighth grade students earning at least one high school credit
8. Percent of eight grade students scoring at exceeds in reading

To Be Considered at a Later Date for inclusion on the mandatory indicators or the Factors for Success:

- School's average score on the Georgia Teacher Effectiveness Measurement
- School's average score on the Georgia Leader Effectiveness Measurement
- Percent of students in grades six through eight advancing to above grade level subject acceleration and/or whole grade acceleration



College and Career Ready Performance Index, Elementary School Model Grades K - 5

DRAFT

CONTENT MASTERY AND PREPARATION FOR MIDDLE SCHOOL

- Percent of students scoring at meets or exceeds in ELA
- Percent of students scoring at meets or exceeds in reading
- Percent of students scoring at meets or exceeds in mathematics
- Percent of students scoring at meets or exceeds in social studies
- Percent of students scoring at meets or exceeds in science
- Percent of students scoring at meets or exceeds on the Grade Five Writing Assessment
- Percent of students in grade three achieving a Lexile measure greater than 650
- Percent of students in grade five achieving a Lexile measure greater than 850

STUDENT ATTENDANCE

Student Attendance Rate (%)

SUPPORTS AND INTERVENTION

- Percent of English Learners with positive movement from one Performance Band to a higher Performance Band
- Percent of Students With Disabilities served in general education environments greater than 80% of the school day

CAREER AWARENESS

- Percent of fifth grade students completing ten Career Awareness Modules
- Percent of fifth grade students with a Career Portfolio in GaCollege411 or GCIS

***Factors for Success
a companion to the
College and Career Ready Performance Index for Elementary Schools***

In addition to the thirteen (13) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students enrolled in world language courses
2. Percent of students enrolled in fine arts courses
3. Percent of students in grades one through five with documented data for the *Fitnessgram* assessment
4. Percent of students in grade five scoring at exceeds in science
5. Percent of students in grade three scoring at exceeds in mathematics
6. Percent of students in grade five scoring at exceeds in reading
7. Percent of students in grade five scoring at exceeds in social studies

To Be Considered at a Later Date for inclusion on the mandatory indicators or the Factors for Success:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

Percent of students in grades one through five advancing to above grade level subject acceleration and/or whole grade acceleration

Appendix B, 20-2-2130

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

Public School Model Transfer Request Form

Parents: please complete this form and mail it to [Name of District Contact] and [mailing address].

Under a 2009 state law (O.C.G.A. § 20-2-2131), parents may request a transfer to another public school within their local school district. If you want to request a transfer, please complete the information below.

Parent Transfer Request Form (Parents Must Complete)

Student Information

Date _____ Student's Name _____

Grade _____ Birth Date _____ Age _____

Name of Custodial Parent or Guardian requesting transfer _____

Home Address _____

Phone _____ Street _____ City _____ State _____ ZIP _____
E-Mail (if available) _____

[District Name] School the student is zoned to attend in 2009-2010 _____
Name of School

Parent Request for School Transfer

I _____ am requesting a transfer for _____
Name of Parent/Guardian Student's Legal Name

to attend one of the following other schools in the district. I fully understand that my child may only receive my first choice of schools if space is available at the time this request is approved by the local school district.

Parent/Guardian Ranked List of Schools for Transfer (where more than one school is available).

1) _____

2) _____

3) _____

Parent/Guardian Signature

Date

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

FOR SCHOOL SYSTEM USE ONLY

The [School District Name] has received this parental request from the parent/guardian/other on the following date:

[Time and Date Stamp]

District Decision

After consideration, the transfer request for _____
Student's Name GTID
to _____ was approved on _____
School Name Date

After consideration, the transfer request is denied based on [To be determined by the local school district]

Name School System Official
(Please print)

Job Title

Representative's Signature

Date

Please make three copies of this form:

- One for the parent,
- One for the school, and
- One for the district to keep on file.

Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework

Sample School District-Parent Annual Choice Notification Letter
[School System Letterhead]

[Date]

[Parent Name Here]

[Address]

[City, State, Zip]

RE: Public School Choice for [School Year]

Dear [Parent Name Here]:

As the parent or guardian of a student currently enrolled in our school district, we are writing to notify you that under a new state law you may request to transfer your child to another public school in the [School District Name] for the upcoming 2009-2010 school year.

Parent Responsibilities

As a parent or guardian, you can request to have your child transferred to another public school within your school district of residence as long as the school district has determined that there is available classroom space at the school after all assigned students have been enrolled. Please keep in mind that if you choose to transfer your child to another school in the district, the law requires you to assume all costs and responsibilities related to the transportation of your child to and from the school as long as your child remains at that school.

For your convenience, the district's list of schools with available classroom space for the upcoming school year is attached. In order to process your request, you will need to complete and submit the attached "Transfer Request Form." Requests for transfers will not be accepted after the close of business on [Date].

Transfer requests will be reviewed and approved or denied on the basis of a lottery in the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity. Once available classroom space is reached at a school, no more transfers will be accepted at that school. Since it is possible that you may not receive your first choice, you may indicate more than one choice on the enclosed Transfer Request Form.

If you have questions regarding this, please contact [Name of District Contact], [email address], and [direct phone number].

Sincerely,

[Superintendent's Name]

Kathy Cox, State Superintendent of Schools
June 15, 2009 (Final) Page 6 of 8

Georgia Department of Education
 House Bill 251 (2009)
 Public School Choice Framework

[District Name] List of Schools with Space for Public Choice

Elementary School(s) with capacity (by grade)

Grade	[insert Name of School]
K	
1	
2	
3	
4	
5	

Grade	[Insert Name of School]
K	
1	
2	
3	
4	
5	

Grade	[Insert Name of School]
K	
1	
2	
3	
4	
5	

Middle & High School(s)

Grade	[Insert Name of School]
6	
7	
8	
9	
10	
11	
12	

**Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework**

Grade	[Insert Name of School]
6	
7	
8	
9	
10	
11	
12	

Appendix C, Professional Learning Schedules

Implementing Common Core GPS Mathematics Georgia's Next Steps

Superintendent Barge and staff will present an overview of the
COMMON CORE GEORGIA PERFORMANCE STANDARDS
September 21, 2011, from 3:00 – 4:00pm on GPB TV

Grade Level	Fall Webinar	Spring GPB Broadcast
Kindergarten	Oct 25, 2011 3:15pm – 4:15 pm	Feb 2, 2012 10:00am – 12:00pm
1 st Grade	Oct 27, 2011 3:15pm – 4:15 pm	Feb 7, 2012 10:00am – 12:00pm
2 nd Grade	Nov 8, 2011 3:15pm – 4:15 pm	Feb 16, 2012 10:00am – 12:00pm
3 rd Grade	Nov 10, 2011 3:15pm – 4:15 pm	Feb 28, 2012 10:00am – 12:00pm
4 th Grade	Dec 6, 2011 3:15pm – 4:15 pm	Mar 1, 2012 10:00am – 12:00pm
5 th Grade	Dec 8, 2011 3:15pm – 4:15 pm	Mar 6, 2012 10:00am – 12:00pm
6 th Grade	Nov 3, 2011 4:30pm – 5:30pm	Feb 2, 2012 2:00pm – 4:00pm
7 th Grade	Nov 8, 2011 4:30pm – 5:30pm	Feb 7, 2012 2:00pm – 4:00pm
8 th Grade	Dec 1, 2011 4:30pm – 5:30pm	Feb 16, 2012 2:00pm – 4:00pm
9 th Grade	Nov 1, 2011 4:00pm – 5:00pm Nov 17, 2011 4:00pm – 5:00pm	Feb 28, 2012 2:00pm – 4:00pm Mar 13, 2012 10:00am – 12:00pm*
10 th Grade		Mar 1, 2012 2:00pm – 4:00pm Mar 13, 2012 2:00pm – 4:00pm*
11 th Grade		Mar 6, 2012 2:00pm – 4:00pm Mar 15, 2012 2:00pm – 4:00pm*

*Tentatively scheduled

Georgia Council of Teachers of Mathematics Conference Presentations www.gctm.org	
K-5	Oct 20, 2011 1:15pm – 2:45pm
6-8	Oct 20, 2011 3:00pm – 4:30pm
9-12	Oct 20, 2011 8:00am – 9:30am Oct 20, 2011 11:30am – 1:00pm

Implementing Common Core GPS English Language Arts and Literacy Georgia's Next Steps

Superintendent Barge and staff will present an overview of the
COMMON CORE GEORGIA PERFORMANCE STANDARDS
September 21, 2011, from 3:00 – 4:00pm Live-streaming (gpb.org/education/common-core)

Grade Level	Fall Webinar Dates/Times				GPB Dates/Times
	(***)New information will be presented in each webinar session.)				
Kindergarten	October 3, 2011 3:15pm-4:15pm	October 24, 2011 3:15pm-4:15pm	November 14, 2011 3:15pm-4:15pm	January 25, 2012 10am-12pm	
1 st Grade	October 3, 2011 3:15pm-4:15pm	October 24, 2011 3:15pm-4:15pm	November 14, 2011 3:15pm-4:15pm	March 14, 2012 2pm-4pm	
2 nd Grade	October 3, 2011 3:15pm-4:15pm	October 24, 2011 3:15pm-4:15pm	November 14, 2011 3:15pm-4:15pm	January 31, 2012 10pm-12pm	
3 rd Grade	October 4, 2011 3:15pm-4:15pm	October 25, 2011 3:15pm-4:15pm	November 15, 2011 3:15pm-4:15pm	February 29, 2012 2pm-4pm	
4 th Grade	October 4, 2011 3:15pm-4:15pm	October 25, 2011 3:15pm-4:15pm	November 15, 2011 3:15pm-4:15pm	February 1, 2012 10am-12pm	
5 th Grade	October 4, 2011 3:15pm-4:15pm	October 25, 2011 3:15pm-4:15pm	November 15, 2011 3:15pm-4:15pm	February 15, 2012 2pm-4pm	
6 th Grade	October 5, 2011 3:30pm-4:30pm	October 26, 2011 3:30pm-4:30pm	November 16, 2011 3:30pm-4:30pm	February 29, 2012 10am-12pm	
7 th Grade	October 5, 2011 3:30pm-4:30pm	October 26, 2011 3:30pm-4:30pm	November 16, 2011 3:30pm-4:30pm	January 31, 2012 2pm-4pm	
8 th Grade	October 5, 2011 3:30pm-4:30pm	October 26, 2011 3:30pm-4:30pm	November 16, 2011 3:30pm-4:30pm	March 14, 2012 10am-12pm	
9 th Grade	October 6, 2011 3:30pm-4:30pm	October 27, 2011 3:30pm-4:30pm	November 17, 2011 3:30pm-4:30pm	February 15, 2012 10am-12pm	
10 th Grade	October 6, 2011 3:30pm-4:30pm	October 27, 2011 3:30pm-4:30pm	November 17, 2011 3:30pm-4:30pm	February 15, 2012 10am-12pm	
11 th Grade	October 6, 2011 3:30pm-4:30pm	October 27, 2011 3:30pm-4:30pm	November 17, 2011 3:30pm-4:30pm	February 1, 2012 2pm-4pm	
12 th Grade	October 6, 2011 3:30pm-4:30pm	October 27, 2011 3:30pm-4:30pm	November 17, 2011 3:30pm-4:30pm	February 1, 2012 2pm-4pm	

ELA Literacy in Technical Subjects	Fall Webinar Dates/Times	GPB Dates/Times Gr. 6-8	GPB Dates/Times Gr. 9-12
ELA (grades 6-12)	(See above)	May 1, 2012 10am-12pm	May 1, 2012 2pm-4pm
Social Studies/History (grades 6-12)	Oct. 17 @ 3:30	May 2, 2012 2pm-4pm	May 2, 2012 10am-12pm
Science (grades 6-12)	Oct. 18 @ 3:30	May 8, 2012 10am-12pm	May 8, 2012 2pm-4pm
Technical Subjects (grades 6-12)	Oct. 18 @ 3:30	May 9, 2012 2pm-4pm	May 9, 2012 10am-12pm

Georgia Department of Education
Dr. John D. Barge, State School Superintendent
August 12, 2011 • Page 1 of 1
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External Affairs and Policy Communications

Coordinating media information and interviews for encouraging K-12 education in Georgia.

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GaDOE to host Common Core Georgia Performance Standards Telecast for Teachers

GaDOE to host Common Core Georgia Performance Standards Telecast for Teachers

MEDIA CONTACT: Matt Cardoza, GaDOE Communications Office, (404) 651-7358, mcardoza@gadoe.org- Follow us on [Twitter](#) and [Facebook](#)

September 20, 2011 -- On Wednesday, September 21, 2011, State School Superintendent Dr. John Barge and Georgia Department of Education (GaDOE) staff will host a telecast to discuss the Common Core Georgia Performance Standards (CCGPS). This broadcast will be aired via video streaming from Georgia Public Broadcasting (GPB) at 3:00-4:00 p.m. and will be replayed at 4:00-5:00 p.m. The orientation session will provide an overview about the new Georgia standards, which students will begin learning in the 2012-2013 school year.

"Georgia has joined with forty-four other states to develop a set of core standards for K-12 in English Language Arts and Mathematics," said Superintendent Barge. "We believe these common standards will provide a consistent framework to prepare students for success in college and the 21st century workplace. We're glad we can partner with GPB to offer this broadcast and additional broadcasts in a convenient format for Georgia's teachers."

The GaDOE will use this initial telecast to roll-out professional learning for kindergarten through high school teachers in the areas of English Language Arts (ELA), Literacy in History/Social Studies, Science, Technical Subjects, and Mathematics. Additional professional learning sessions by grade level will be aired via live video streaming from GPB from January through May 2012.

To view the telecast and the complete schedule, click on the following link:

<http://www.gpb.org/education/common-core>. The archived session can be found at the same link.

The September 21st broadcast and additional broadcasts will be recorded, edited for closed captioning, and made available in the archives a few days after their initial airing.

**Each school, school district office, and RESA will receive a hard copy of the kindergarten through high school standards for ELA and Mathematics in the next few weeks. You can access the electronic copy of these documents from the GaDOE homepage by clicking the link to CCGPS

Appendix D, Analysis of SES Provider Effectiveness



Analysis of Supplemental Educational Services (SES) Provider Effectiveness

The Georgia Department of Education (GaDOE) is required by Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) to develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of services offered by approved providers under this subsection, and for withdrawing approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students they serve. GaDOE has partnered with the Program Evaluation Group in the College of Education at the University of Georgia to develop the following questions to inform our evaluation process:

- 1) Did more than 50% of the provider's SES students score higher than their matched non-SES student on the state assessments of academic achievement (CRCT, EOCT, GHSGT)?
- 2) Did the provider have a larger percentage of SES students who met or exceeded the standard for state assessments than the non-SES comparison group?
- 3) Did the provider have a larger percentage of SES students moving to a higher performance level on the CRCT than the non-SES comparison group?
- 4) Was the average scaled score for the provider's SES students on state assessments higher than the non-SES comparison group?
- 5) If the answer to question 4 was "yes," was the difference meaningful based on an effect size of at least .2?
- 6) Did the provider's SES students pass state assessments at a higher rate than Title I students in SES participating school in Georgia who were eligible for SES but did not participate?

In addition to measuring each individual provider's performance, these questions allow GaDOE to measure the impact of the SES program statewide and assess the program's overall performance according to its primary objective—improving student scores on state tests of academic achievement. The data presented in Table 1 describe the effectiveness of the SES program in Georgia from 2006-2010 as defined by the GaDOE core evaluation standard (Question 1- Did more than 50% of the provider's SES students score higher than their matched non-SES student on the state assessments of academic achievement?) Results are disaggregated by subject area for Reading, English-Language Arts, and Math.

Table 1.

	2006-2007	2007-2008	2008-2009	2009-2010
Reading	44.1	43.6	42.1	43.9
ELA	41.5	44.1	41.3	46.8
Math	46.0	46.6	44.9	48.1

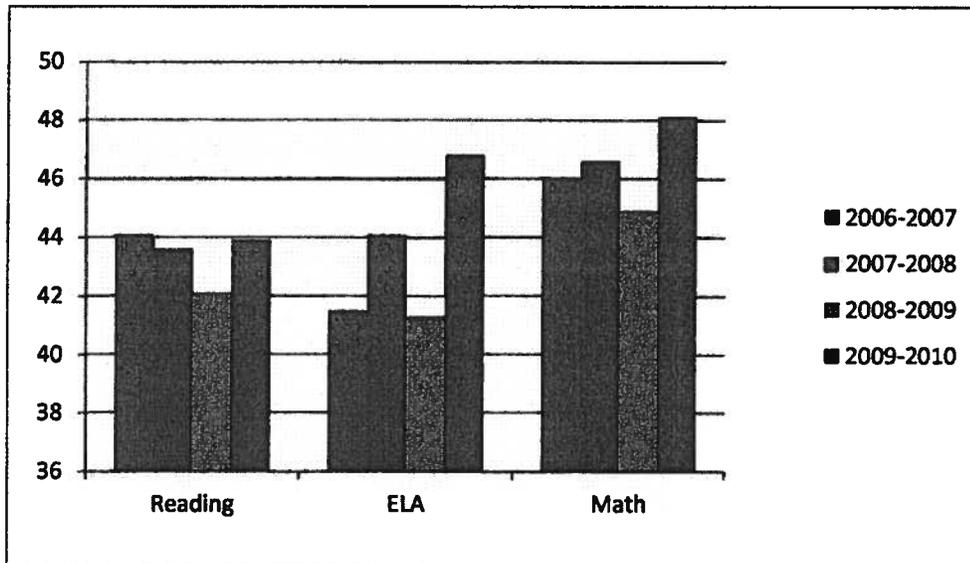
These results show that, overall, students receiving SES in Georgia have not outperformed matched controls on state tests of achievement in any subject area for the duration of the program. A wide range of variability exists among individual provider performance on these standards. While some providers implement programs that consistently improve students' state test scores compared to control students, other providers are either consistently low performing or fail to establish a clear effect in either direction.

Furthermore, as illustrated in Figure 1, these data do not demonstrate any clear pattern of improvement for the SES program in Georgia. It is difficult to interpret any growth or trend in the performance of this



program in a positive or negative direction. These data only establish that students receiving SES statewide consistently outperform control students at a rate that fluctuates around 45%, meaning that the SES program has not yet met its core evaluation standard at a state level.

Figure 1.
Percentage of SES Students Scoring Higher than Matched Controls on State Tests of Academic Achievement



In conclusion, it is difficult to attribute meaningful improvement in state test performance to SES providers as a whole based on these results. These data establish that, on average, students receiving SES services in Georgia have not demonstrated meaningful academic gains as compared to their counterparts who are eligible for, but do not receive these services. Future recommendations for program improvement include using correlational analyses to isolate variables related to high and low performing programs. It will be crucial to further understand these core components of successful tutoring programs in order to elevate provider effectiveness statewide.

**Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework**

Under a new law signed by Governor Perdue, parents of K-12 public school students in Georgia now have the option to enroll their child in any school within the local school district in which they now reside. The new law requires, among other things, that each school district establish a universal, streamlined process to manage such transfers by July 1, 2009.

This framework and the attached documents are provided to districts to help implement this process and to assist districts in determining whether current permissive school choice policies may satisfy the statutory requirements.

A. House Bill 251

The law itself has three distinct features:

- A parent/guardian can elect to send a child to another public school in the same school district as long as there is classroom space available at the school after its assigned students have been enrolled;
- If a parent elects to exercise this choice option, the parent assumes all costs associated with transporting the child to and from the selected school; and
- A student who transfers to another school pursuant to this law may, at his or her election, continue to attend such school until the student completes all grades of the school.

Note:

- Local school districts should create a prioritized list for student transfers consistent with Federal and State laws.

Students eligible for transfer under the unsafe school choice option (USCO) and students in Needs Improvement (NI) schools that must offer public school choice under No Child Left Behind, must get first priority for available seats at those schools in the district that are not in needs improvement.

If a parent requests a transfer to a school that does not have the services required by the current Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP), nothing in this framework requires the school to develop those services as long as they are available within the local school district.

Existing Georgia law already creates certain enrollment preferences. For instance, twins are given a statutory right to be enrolled in schools with their siblings, consistent with local policies. HB 251 should be construed in light of this and other existing law. As a result, districts may determine enrollment priorities, provided they do so in accordance with the provision of the HB 251.

- Any student transferring under this law shall be subject to the eligibility requirements of the Georgia High School Association.

**Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework**

- Some local school districts may have court-approved desegregation orders that address transfers. Depending upon the terms of the agreement, the desegregation order may take precedent over this law. Therefore, if there is a conflict between the Federal desegregation order and State law, the Federal desegregation order applies.

B. LEA Responsibilities

- By July 1, 2009, a district must establish a universal, streamlined process available to all students to implement the new transfer requirements.
 - Such local process shall include an explicit deadline for parents who want to submit transfer requests.
 - The deadlines set forth pursuant to this local process should give parents at least fourteen (14) days to apply for a school choice transfer.
- Annual notification – By July 1 of each year, districts shall notify parents regarding which schools have available space and which of these schools parents may choose to request a transfer for their children. Notification may be by letter, electronic means, or by other reasonable means.
 - A district may have a single enrollment period each year, provided it complies with the July 1 notification period. At its election, a district may also decide to accept students throughout the school year as additional space becomes available.
- This process does not apply to certain categories of schools:
 - Does not apply to charter schools, including all schools within charter systems that meet the definition of a charter school.
 - Does not apply to newly opened schools for a period of four years from the date a school opens. (e.g., those schools with available classroom space that opened in 2006-2007 would not have to offer or be available for public school transfers under this law until the 2010-2011 school year.)
 - Does not apply to schools with existing Investing in Educational Excellence (IE2) partnership contracts, provided the contracts grant a waiver of this law or is amended to allow such waiver.
 - Does not apply to districts with only one school at each level (i.e., one, primary school, one elementary school, one middle school, one high school, or one combination school).

C. Defining Capacity at the School Level

- The term “available classroom space” is not defined in the statute. In defining available classroom space, the Department recommends using the same definition of capacity already established with the implementation of the Georgia Special Needs Scholarship (GSNS) program two years ago. Under those terms, a school district is allowed to deny a parental request for transfer based on a lack of capacity for the following reasons:
 - 1) Capacity of the school building based on established health and safety provisions and
 - 2) Class-size capacity by grade and subject, based on State law and rule.

**Georgia Department of Education
House Bill 251 (2009)
Public School Choice Framework**

In addition, a local school district may deny a transfer based on a lack of capacity in order to ensure students for whom Federal law provides a selected space (e.g., for students transferring from needs improvement school or unsafe schools under No Child Left Behind; for students with disabilities whose Individualized Educational Plan (IEP) or Individualized Accommodation Plan (IAP) calls for placement at a particular school).

- A local school district should define available classroom space in its local process. It may define such space as permanent classroom space or it may include portable classroom space. Nothing contained in this framework, however, shall require a school to create space by using existing portable classrooms or locating additional portable classrooms on the school's property.

D. Apportioning Available Seats

- In the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity, it is recommended that the school conduct a random lottery that provides each interested student with an equal chance to be admitted.
- The law allows a student who transfers to continue to attend that school until the student completes all grades of the receiving school. A transferring student who completes all grades available at the receiving school does not automatically receive enrollment preference to the feeder school. The local school district has discretion to determine the appropriate school for enrollment.

Appendix E, Resources

School Improvement Resources and Manuals for All Schools

Georgia Department of Education - School Improvement - Windows Internet Explorer

http://www.gedoe.org/tes_school.aspx

File Edit View Favorites Tools Help

Georgia Department of Education - School Improvement

School Improvement

Building capacity to make research-based practice common practice in Georgia.

RESOURCES

- Federal Programs
- School Improvement

CONTACT INFORMATION

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KEYS TO QUALITY
Unlocking Continuous Improvement

Common Core Georgia Performance Standards

GeorgiaStandards.Org
Gateway to Standards & Professional Resources

Key Resources

- [SIG LEA Application FY10](#)
- [SIG Tiers I II and III Eligible Schools List FY10](#)
- [SIG Applications & Allocations - Cohort 1, Round 1 \(June 24, 2010\)](#)
- [SIG Applications & Allocations - Cohort 1, Round 2 \(July 8, 2010\)](#)
- [SIG Application & Allocations Cohort 2 - June 9, 2011](#)
- [SIG Lowest Achieving Schools - Definition](#)
- [Schools Removed from State-Directed Status 2009](#)
- [School Keys](#)
- [Georgia Assessment of Performance on School Standards \(GAPSS\)](#)
- [Implementation Resource](#)

LEADING

Graduation Coach

READ >>

SCHOOL IMPROVEMENT PLAN

• [School Improvement Plan Template 2011-2012](#)

REFERENCES

• [School Improvement Planbook 2011-2012](#)

TRAINING OPPORTUNITIES

- [Graduation Counts Walk Through Modules](#)
- [Teachers As Addressable Video Learning Modules](#)

OPERATIONAL FEATURES

- [SACS CASI Partnership Memorandum](#)
- [FAQs for BOA between Georgia SACS CASI and the GADOE](#)

http://www.gedoe.org/DP/GetDocument.aspx?Doc%20Ters%2011.IT%202010%20Scho%20List%2010-11.pdf?c=6000

Internet 100%

Appendix F, Alliance of Education Agency Heads endorsement



1554 Twin Towers East, 205 Jesse Hill Jr. Drive, SE, Atlanta, Georgia 30334 • 404-657-4122

September 19, 2011

The Honorable Arne Duncan
Secretary of the U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The members of the Georgia Alliance of Education Agency Heads (Alliance) take great pleasure in expressing our support for the Georgia College and Career Ready Performance Indices (GaCCRPI) that have been developed by the Georgia Department of Education (GaDOE).

The Alliance is comprised of the state's seven education agency heads and the Governor's office, and is charged with collaborating on policies and programs that can prepare Georgia's next generation for the opportunities and challenges of the 21st century. The Alliance is a truly unique collaborative organization that adds value and eliminates the silos that far too often serve as barriers to education reform in states. By working together, the Alliance ensures that each Georgia education agency is supporting a seamless system of education for the state's students – preschool through postsecondary and into the workforce.

We applaud the efforts of K-12 leadership for creating an accountability structure focused on ensuring that more students are ready for college and careers or career programs without need for remedial course work.

Our University System of Georgia (USG) and Technical College System of Georgia (TCSG) are currently engaged in the Complete College America initiative and see the GaCCRPI as another step towards increasing the number of Georgians with postsecondary credentials by ensuring that all students graduate from high school with the skills and knowledge ready for success.

The Georgia Department of Education has worked closely with K-12 educators from across the state and these stakeholders have had an opportunity to consider the indicators and provide feedback during the past year. The Georgia Department of Education has also worked with USG and TCSG leading to the current version of the GaCCRPI to ensure that K-12 indicators are those that K-20 leaders perceive as relevant for students to be college and career ready. This collaborative effort has led to three indices that will move all public schools in Georgia into next generation accountability, while simultaneously improving student achievement.

It is with pleasure that the Georgia Alliance of Education Agency Heads requests that you and your team of reviewers give serious consideration to Georgia's request to move away from AYP calculations as stipulated by No Child Left Behind and be allowed to base annual evaluations of all public schools on the Georgia College and Career Ready Performance Indices.

Secretary Duncan
September 19, 2011
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Thank you for your consideration of Georgia's application.

Sincerely,



Kelly C. Henson
Chair, Alliance of Education Agency Heads
Executive Secretary, Georgia Professional Standards Commission

cc: John Barge, State School Superintendent
Georgia Department of Education

Kristin Bernhard
Governor Deal's Education Policy Advisor

Bobby Cagle
Commissioner, Bright from the Start: Georgia Department of Early Care and Learning

Timothy A. Connell
President, Georgia Student Finance Commission

Hank Huckaby
Chancellor, Board of Regents of the University System of Georgia

Ronald Jackson
Commissioner, Technical College System of Georgia

Amy Mast
Alliance of Education Agency Heads

Kathleen Boyle Mathers
Executive Director, Governor's Office of Student Achievement

Appendix G, School Improvement Process aligned with *Deliverology*

Appendix G School Improvement Process

