

**ESEA FLEXIBILITY
Amendment Submission Template**

Dear Assistant Secretary:

I am writing on behalf of the Georgia Department of Education to request approval to amend the State’s approved ESEA flexibility request. The relevant information, outlined in the *ESEA Flexibility Amendment Submission Process* document, is provided in the table below.

Flexibility Element(s) Affected by the Amendment	Brief Description of Element as Originally Approved	Brief Description of Requested Amendment	Rationale	Process for Consulting with Stakeholders, Summary of Comments, and Changes Made as a Result
1B Transition to College and Career-Ready Standards	Page 22 – Rationale for CCGPS mathematics phase-in	Rationale requested as a next step in on-site monitoring report.	Phase-in system is familiar to teachers and students and allows for adequate preparation time for teachers.	The Committee of Practitioners, Superintendents’ Parent Advisory Committee, Title I Directors, and the Special Education Directors reviewed and provided feedback on the recommended changes/amendments to the ESEA Flexibility Waiver. The amended waiver was also posted to the GaDOE website for public comment.
2Ai State-Developed Recognition, Accountability, and Support System	Page 41 – Required Interventions for Focus and Priority Schools	Clarification on the method LEAs use to identify the students participating in the Flexible Learning Program.	LEAs struggled with identifying the students that should be served through the Flexible Learning Program. Based on results of the first two years, best practices are recommended.	
2Ai State-Developed Recognition, Accountability, and Support System	Page 41 – Required Interventions for Focus and Priority Schools	The percentage required to be set-aside for the Flexible Learning Program is adjusted from 10% to 3-5%.	Data from FY13 and FY14 indicate the LEAs do not need the full 10% set aside to implement a quality Flexible Learning Program. In many cases, the LEAs could not spend the full 10% and the funds could have been used to provide other direct support to students.	
2B Set Ambitious but achievable annual measurable objectives	Page 53-54 Updated targets for new mathematics curriculum	The College/Career Ready Georgia Performance Standards (CCGPS) included revised math standards and assessment in FY13 and FY14.	Based on results of the CCGPS proficiency targets were set for Coordinate Algebra.	

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2B Set Ambitious but achievable annual measurable objectives	Page 58 – 61 Alert Schools	The criteria for calculating Alert Schools was modified.	Based on data from the FY13 and FY14 implementation of the ESEA Flexibility Waiver, the recommendation is to change the identification of Alert Schools. The College and Career Ready Performance Index provides stakeholders with a complete picture of subgroup and content performance. These schools are in danger of not being served are those schools that are at the 6 th and 7 th percentile of lowest achieving schools. These schools are low performing and are the schools that move into Priority as slots become available.	
2C Reward Schools	Page 61-62 Reward Schools	The criteria used to identify Reward Schools were modified to update the n size.	By dropping the n size from 30 to 15, this change further aligns this calculation for identification with calculations utilized for CCRPI.	
2Di Priority Schools	Page 63 Priority Schools	The criteria used to identify Priority Schools were modified to update the n size.	By dropping the n size from 30 to 15, this change further aligns this calculation for identification with calculations utilized for CCRPI.	
2Diii Describe The Meaningful Interventions Aligned With The Turnaround Principles That An LEA With Priority	Page 64, 84 School Keys	The School Keys standards and indicators were updated to reflect alignment with the Teacher Effectiveness System (TKES) and the Leader Effectiveness System (LKES)	As the TKES/LKES were implemented in FY13 and FY14, the need for consistent language, formatting and indicators was needed. In addition, GAPSS data indicated that language in the classroom observation and	

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Schools Will Implement			interview protocols needed to reflect implementation of the current curriculum.	
2Diii Describe The Meaningful Interventions Aligned With The Turnaround Principles That An LEA With Priority Schools Will Implement	Page 67, 78, 91, 92 Use of Short Term Action Plan (STAP) embedded into the Indistar© electronic platform for all Priority and Focus Schools.	Rather than having two feedback systems – STAP and Indistar©, all Focus and Priority Schools are using Indistar© to house school improvement plans, feedback comments, responses, and data.	The use of Indistar© enables the School Improvement Staff to provide specific coaching and feedback comments to the schools and to exchange in document reviews without being onsite. The Indistar© platform provides a structure for the school to organize their indicators and to monitor the implantation of each indicator. The LEA was been provided with specific responsibilities regarding the monitoring of the Indistar© indicators.	
2Diii Describe The Meaningful Interventions Aligned With The Turnaround Principles That An LEA With Priority Schools Will Implement	Page 71-73 School Improvement Process Graphic	The School Improvement Graphic was revised	With the revision of the School Keys Standards and the use of Indistar©, a streamlined process was developed as a resource for schools.	
2Dv Provide the criteria the SEA will use to determine when a school that is making significant progress in	Page 73-74 Exit Criteria for Priority School Status	The Priority Schools exit criteria were updated.	The exit criteria were updated to more closely align with the current law.	

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improving student achievement exits Priority status and a justification for the criteria selected.				
2Ei 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.”	Page 75-77 Alert Schools	Alert School definitions and calculations are deleted	Alert School definition and calculations are repeated from page 58-60	
2Eiv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Focus status and a justification for the criteria selected.	Page 80-81 Exit criteria for Focus Schools	The Focus Schools exit criteria were updated.	The exit criteria were updated to more closely align with the current law.	
2F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure	Page 85 The number of schools is modified to reflect the number of FY14 Title I schools.	The number of schools is based on percentages and the total number of FY14 Title I schools is 1,598.	The percentages reflect FY14 Title I schools.	

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continuous improvement in other Title I schools....				
2G Build SEA, LEA, and School Capacity to Improve Student Learning	Page 91-93 Building LEA capacity through collaboration of School Improvement, Title I, and Special Education	The district support provided by the GaDOE has been strengthened by the collaborative support provided by GaDOE staff from special education, school improvement, curriculum and Title I.	Staff members from these divisions work together as a team to provide professional learning, technical assistance, and monitoring to the LEA. The special education office required to submit a statewide plan to OSEP and the work being done as part of the State Systemic Improvement Plan (SSIP) should be a component and aligned with the ESEA Flexibility Waiver.	
2G Build SEA, LEA, and School Capacity to Improve Student Learning	Page 93 Required set-aside for professional learning for district effectiveness	The requirement of districts involved in district effectiveness to set aside 10% for professional learning has been changed to 5%	Data from FY13 and FY14 indicate that the amount of 10% greater than needed. The adjustment reflects a more accurate amount needed to provide districtwide professional learning.	
2G Build SEA, LEA, and School Capacity to Improve Student Learning	Page 97 District Standards revision	The District Standards have been revised to align with the language and format of the TKES/LKES documents.	The TKES/LKES standards stand as the foundation for what is expected of teachers and leaders. The standards for schools and districts should be based on the same set of standards.	In addition to the opportunities mentioned, the standards have been sent to all RESA Directors for their Board of Controls to review. Presentations have been made at various professional organizations such as Georgia Association of Educational Leaders.

Attached to this letter is a redlined version of the pages from our approved ESEA flexibility request that would be impacted with strikeouts and additions to demonstrate how the request would change with approval of the proposed amendment[s]. Please contact Georgia at MReichrath@doe.k12.ga.us or by phone at (404) 656-2804 if you have any questions regarding these proposed amendments.

Georgia acknowledges that the U.S. Department of Education may request supplementary information to inform consideration of this request.



Chief State School Officer

5/22/14

Date